



Secondary and Post-16 Academy Curriculum Policy

The Positive Impact Group

Effective Date

June 2026

Review Date

June 2027



Principles

This policy is a statement of aims and principles relating to the Positive Impact Academy's curriculum and education.

School Mission Statement

The Positive Impact Academy is here to help people find their limit, give them the knowledge to recognise it and the ability to exceed it.

The Aims of the Positive Impact Academy

The Positive Impact Academy provides an enriched learning environment that has helped countless students learn, develop, and grow. Our unparalleled curriculum and teaching methods help students take the next step in their education and approach the future with confidence.

With a diverse range of committed and passionate staff, we can build relationships with all students and engage them in all areas of the curriculum. The Positive Impact Academy will help them to set and achieve goals to encourage them down a brighter and more prosperous path.

The Positive Impact Academy is not built as a short-term provision with a view to reintegrating students back into mainstream education. Most of our students will be enrolled with us as their home school, and regardless of their academic background, we will help them gain ground and take them further than they thought possible. As part of the provision, The Positive Impact Academy will help develop every student academically, socially, morally, and emotionally to give them the best possible start to training or employment.

- **Excellence:** Striving always for success.
- **Integrity:** Consistently acting with honesty, compassion, and respect.
- **Empathy:** Embracing and supporting the uniqueness of every individual.
- **Creativity:** Inspiring and challenging through invention.
- **Equality:** Ensuring fair opportunity for all.
- **Safety:** Providing a safe and nurturing environment.

The Curriculum

The Positive Impact Academy's curriculum is the way in which we are going to develop a broad band of knowledge that exposes young people to different ways of looking at the world. We aim to tailor education to individual needs, interests, and aptitude to fulfil every student's potential. Every young person will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the talents of each student, and education mentors will use the flexibilities that already exist to align high standards in the basics with opportunities for enrichment and creativity.

Common Values and Purpose

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is broad, exciting, and challenging.

The curriculum embraces the five outcomes set out in Every Child Matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve Economic Well-Being and Make a Positive Contribution. The curriculum is used to increase children's knowledge, for example, key concepts in Mathematics and English. Also, the ability to use the acquired knowledge, understanding as they grow and develop and become more aware of the world around them and fostering positive attitudes both in and out of the Positive Impact Academy.

The curriculum will be carefully planned and structured to ensure that learning is continuous and that the students make good progress in their learning. We ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation, and that meaningful links are made between subjects in our termly themes.

The curriculum will engage the young person's interest, encourage, and motivate them to want to learn. It will be exciting and offer young people first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes. It will open their eyes to the wider world and educate them in acceptable behaviours and community cohesion.

Equal Opportunities

All young people, regardless of gender, race or disability, are given full access to our curriculum. We have a policy of equal opportunities.

Broad Guidelines

The Positive Impact Academy delivers NCFE Functional Skill qualifications in English, Mathematics, and ICT, as well as a broad range of BTECs.

Our curriculum covers Entry Level 1, Entry Level 2, Entry Level 3, Level 1, and Level 2. There are mid-term plans and schemes of work highlighting the topics to be covered at each level.

Core subjects delivered at every level are:

- English
- Mathematics
- PSHE
- ICT
- Science
- Humanities
- SMSC

Reporting on Attainment

All work carried out by the students is monitored and evaluated. A written report is made available to parents annually in the summer term. Parents will be invited to Education Consultation meetings in the autumn and spring terms to also discuss termly reviews. The governors and parents/carers receive regular reports on the children's attainment.

Target Setting

All the Positive Impact Academy's students are set next step learning targets through education mentors, marking, reviews, feedback and our use of assessment for learning.

Curricular and personal targets are also set termly and agreed upon with students, education mentors and parents/carers.

Roles and Responsibilities

The Head of Academy takes overall responsibility for the curriculum. Curriculum Leaders monitor their subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated from parents and carers through questionnaires, from children through pupil voice and from staff and governors at their regular meetings.

Inclusion — Provision For All Children

Education mentors plan to meet the needs of all children by ensuring learning is focused on the individual's needs and abilities. Outcomes from assessment for learning enable education mentors to set targets which reflect individual students' skills, abilities, and potential. Education Mentors are also supported by our SENDCo, who produces individual SEND profiles for learners based upon their EHCPs. The SENDCo meets regularly with each Education Mentor to discuss learner assessments and build a plan of action according to agreed specific outcomes. These meetings occur termly to ensure targets and provision are being reviewed according to the learners' needs. These targets are across academic and personal areas such as personal hygiene, communication, and interaction, preparing for adulthood and mental health/wellbeing.

Relationship Education

Relationships education forms part of the science and PSHE curriculum and is taught using the Association for PSHE guidelines.

Spiritual, Moral, Social and Cultural Opportunities

The Positive Impact Academy has a set curriculum to deliver SMSC. The curriculum is structured to enable the development of social skills and independence whilst looking at the wider world and how each young person can contribute to society. Part of the curriculum will focus on British Values and PREVENT.

Self-Esteem and Self-Worth

Talents and achievements of individual young people are celebrated within The Positive Impact Academy and communicated via social media, in reviews and feedback. The PSHE curriculum aims to build each young person's self-esteem and confidence through intensive work.

The Positive Impact Academy's SENDCo also supports Education Mentors with incorporating specific behaviour interventions around SEMH needs, which enables all young people to seek advice, guidance, and support on The Positive Impact Academy site.

Students' work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the Positive Impact Academy and to contribute to the values and ethos.

Extra-Curricular Activities

The Positive Impact Academy offers a wide range of extra-curricular activities which are used both for educational purposes and as a reward for outstanding effort and behaviour.

- Cooking – Healthy Eating Programme
- BTECs
- Baking
- Road Safety
- Work Experience
- Health and Exercise Programme
- Sports Leaders
- Sports – Physical Education
- Laser Quest
- Bowling
- Mini Golf

This policy is reviewed annually.

Overall responsibility lies with the Director, who liaises with the Senior Leadership Team to ensure a robust and sustainable model of Leadership.

Signed by Director



James Armson

