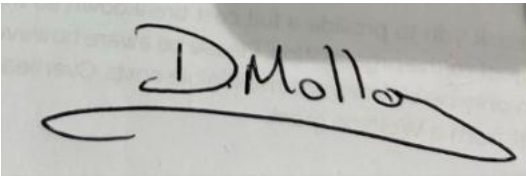
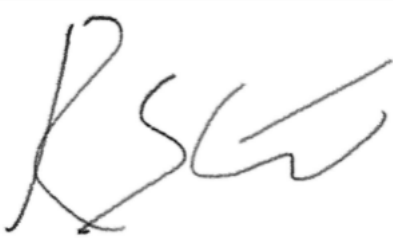




## First **Star** Scholars **UK** Curriculum Policy Document

<b>Date of Last Review</b>	<b>31/10/2025</b>
<b>Review Cycle</b>	<b>Annually</b>
<b>Date (Month/Year) of Next Review</b>	<b>10/2026</b>
<b>Date Policy was First Ratified</b>	<b>31/10/2024</b>
<b>Named Lead for Writing/Review</b>	<b>Ian Wyles</b>
<b>Signed: Diarmuid Molloy</b>  <b>CEO</b>	<b>Date</b> 31/10/31  <b>Date</b> 31/10/31
<b>Signed: Robert Gratton</b>  <b>FSSUK Board of Trustees – Chair</b>	



## **1. Purpose**

The purpose of this policy is to set out the intent, implementation, and impact of the curriculum delivered by First Star Scholars UK, a charitable alternative provision offering high-quality, personalised education and enrichment for care-experienced young people.

Our curriculum reflects First Star Scholars' mission to improve life chances, raise aspirations, and empower young people in care to succeed in education and beyond. It combines academic learning, wellbeing, mentoring, and enrichment within a nurturing, trauma-informed framework.

## **2. Scope**

This policy applies to all educational and enrichment programmes delivered by First Star Scholars UK, including:

- Academic tuition (1:1 and small group learning)
- University-based sessions and enrichment activities
- Wellbeing sessions and mentoring support
- Online and community-based learning

It applies to all staff, tutors, mentors, and volunteers involved in planning, delivering, or evaluating the curriculum.

## **3. Vision and Aims**

At First Star Scholars UK, our curriculum aims to:

- Re-engage care-experienced young people with education through consistent relationships and purposeful learning.
- Provide a broad, balanced, and aspirational curriculum that develops both academic and personal growth.
- Support academic attainment in core subjects, especially English, Maths, and Science.
- Embed wellbeing and mentoring as essential parts of learning and personal development.
- Build resilience, confidence, and independence through structured emotional and social learning.
- Offer enrichment and cultural capital opportunities to expand horizons and raise aspirations.
- Prepare learners for successful transitions into further education, training, or employment.

## **4. Curriculum Intent**

The First Star Scholars UK curriculum is designed to:

- Empower young people in care by promoting self-belief, belonging, and achievement.
- Provide individualised learning that meets each scholar's academic, emotional, and social needs.
- Maintain access to core academic subjects, enriched by personal development and wellbeing.
- Deliver a holistic programme combining tuition, mentoring, and enrichment.
- Promote the First Star values of empowerment, opportunity, resilience, and inclusion.
- Ensure all learning contributes to improved life outcomes for care-experienced young people.

## **5. Curriculum Implementation**

### **5.1 Structure**

The curriculum is structured around five interconnected strands:

1. Academic Development – Targeted tuition in English, Maths, Science, and other core subjects supporting GCSE and post-16 readiness.
2. Personal Development – Life skills, RSHE, and emotional literacy sessions designed to promote self-awareness, confidence, and independence.
3. Wellbeing – Dedicated wellbeing slots focusing on emotional regulation, mindfulness, physical health, and social connection, delivered by trained staff using trauma-informed approaches.
4. Mentoring – Regular 1:1 and small-group mentoring supporting goal-setting, reflection, and progress in academic and personal development. Mentors act as consistent trusted adults, helping young people navigate education and life choices.
5. Enrichment and Experience – University-based learning, trips, creative projects, and community engagement opportunities designed to inspire ambition and strengthen belonging.

### **5.2 Personalisation**

Each Scholar has an Individual Learning Plan (ILP), integrating academic, personal, wellbeing, and mentoring targets.

- Curriculum content is tailored to reflect each learner's interests, needs, and aspirations.
- Tutors and mentors work collaboratively to ensure academic and emotional progress are aligned.
- All provision is trauma-informed, attachment-aware, and relationship-centred.

### **5.3 Teaching, Learning, and Mentoring**

- Lessons are interactive, relevant, and supportive of learners' experiences.
- Mentoring sessions focus on personal reflection, resilience-building, and goal-setting.
- Wellbeing slots incorporate movement, creative expression, and positive mental health strategies.
- A consistent adult relationship model underpins all teaching and mentoring to promote trust and stability.
- Technology supports flexible and remote learning where required.

## **6. Curriculum Impact**

Impact is measured through:

- Academic progress in core subjects (baseline and termly assessments).
- Personal development and wellbeing outcomes (confidence, engagement, emotional literacy, and resilience).
- Attendance and engagement metrics.
- Mentoring outcomes, including progress toward personal goals and increased self-efficacy.
- Progression data (GCSE completion, college or training enrolment).
- Feedback from Scholars, mentors, carers, and partner organisations.
- Data informs programme development, reported termly to the Board of Trustees.

## **7. Inclusion and Accessibility**

The curriculum is inclusive and equitable, ensuring full access for all learners regardless of ability, background, or circumstance.

- Staff are trained in trauma-informed and attachment-aware practice.
- Teaching and mentoring reflect diverse experiences and representation.
- Adaptations are made in line with the Equality Act (2010) and SEND Code of Practice (2015).

## **8. Safeguarding, RSHE, and Wellbeing**

Safeguarding is integral to all aspects of the curriculum.

- Wellbeing slots are delivered within safe, structured boundaries by trained staff.
- RSHE (Relationships, Sex, and Health Education) follows DfE statutory guidance and focuses on healthy relationships, consent, digital safety, and emotional health.
- Mentors and wellbeing practitioners receive regular safeguarding and supervision.
- All concerns are handled in line with the First Star Scholars UK Safeguarding Policy.

## **9. Partnerships and Enrichment**

The curriculum is strengthened through partnerships with:

- Universities hosting First Star cohorts
- Virtual Schools and Local Authorities supporting looked-after children
- Community and cultural organisations providing enrichment and mentoring
- Employers and colleges offering progression opportunities

These relationships ensure learning is aspirational, relevant, and connected to real-world pathways.

## **10. Monitoring, Evaluation, and Review**

- Curriculum quality is overseen by the National Director.
- Regular evaluation includes lesson and mentoring observations, pupil voice, and wellbeing tracking.
- Findings are shared with Trustees and partners to inform improvement.
- The curriculum is reviewed annually to align with statutory guidance, sector best practice, and First Star's charitable aims.

## **11. Governance and Responsibilities**

- Trustees: Oversee curriculum and strategic intent.
- CEO: Ensures resources and staff capacity to deliver a holistic curriculum.
- Programme Director / Education Lead: Designs, implements, and evaluates curriculum effectiveness.
- Tutors, Mentors, and Wellbeing Leads: Deliver personalised learning, mentoring, and wellbeing support.

- Safeguarding Lead: Ensures all curriculum activity aligns with safeguarding requirements.

**Version Control - Approval and Review**

Version No.	Approved by	Approval Date	Main Change	Review Period
1	DMO	31/10/31	N/A	Annually