



## **Curriculum Policy**

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<b>Policy Lead</b>	<b>David Sykes (Assistant Headteacher)</b>
<b>Governor or SLT approval</b>	<b>Governor Approval</b>
<b>Governor Committee responsible for policy</b>	<b>Curriculum</b>

## 1. Aims

Our curriculum aims to:

- Provide a broad and creative curriculum, enriched by a wide range of related experiences, to encourage the development of the unique talents of each individual student to the highest level
- Develop students' self-esteem and confidence, leadership, teamwork and creative skills, by providing opportunities for them to represent their House and School and contribute to the wider community in a wide range of extra-curricular activities

Following the Covid-19 school closure, the school remains committed to delivering a broad and balanced curriculum for all students. Where individual subjects need to adapt elements of their curriculum in light of the pandemic, the Senior Leadership Team will support Heads of Department in ensuring the curriculum is delivered as fully as possible.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs, BTECs and A-levels, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and planning**

The curriculum is delivered through a two year KS3 in Years 7 and 8. The following subjects are taught discretely: English, Mathematics, Biology, Chemistry, Physics, French, German, History, Geography, RE, Art, Computing, Drama, Music, PE, Technology (a carousel of Engineering, Food, Design Technology). At the end of Year 7 students choose just one modern foreign language to continue in Year 8. Some students with additional needs will have Literacy and Numeracy interventions that will take place instead of one or both Languages.

Students choose their options at the end of Year 8 to give them three years of subject specialist teaching in order to fully develop the skills and understanding necessary to be successful in their GCSEs. All students study the core subjects of English Language, English Literature, Mathematics, Biology, Chemistry and Physics. They will all study either Geography or History and the majority will study either French or German. They will then choose two additional subjects to study to GCSE level with a small number only selecting one.

At KS5 students will choose between an A Level pathway consisting of three or four academic subjects and a BTEC pathway where we offer Science, Business Studies or Sport Extended Diplomas. Students without a grade 4 in English or Mathematics will also study these in Years 12 and 13. Students are expected to choose an additional enrichment course from either core maths, languages for business, EPQ, sports academy, sports leaders or MOOCS.

All students will have a Games lesson once a week and will have an extended tutorial period once a fortnight. In this session the Sexual Education and PSHCE curriculum is delivered (for details see the Sexual Education Policy and the PSHCE Policy). These sessions are also often used along with assemblies and individual interviews as part of our career development programme (detailed further in the Careers Guidance Policy). British Values such as fairness, justice and tolerance are discussed in tutorial periods and a regular topic of assemblies and debates.

Heads of Department are responsible for designing and delivering their subject curriculum. Their subject must also ensure that Literacy, Numeracy, SMSC and British values are embedded into their schemes of work across all key stages. Each subject has a curriculum budget that must be allocated to resources to support teaching and learning in the department.

## **5. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our SEN policy and Teaching and Learning Policy.

The following subjects at Richard Hale are set into ability groupings; Mathematics, French, German, Biology, Chemistry, Physics. These are reviewed regularly by Heads of Department in dialogue with classroom teachers. This practice is necessary to personalise the learning to stretch the highest achieving students and also support the weaker students with smaller class sizes and tailored resources.

## **6. Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Links with Curriculum/Subject Areas
- Regular meetings with Heads of Departments
- Presentations made to the Curriculum Governors Committee by Heads of Departments
- Meetings with school council

Heads of Department monitor the way their subject is taught throughout the school by:

- Regular department meetings
- Lesson observations, learning walks, work scrutinies and other self evaluation activities

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Assistant Headteacher with responsibility for Curriculum. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Governor Visits policy
- Teaching and Learning Policy
- Examinations and Non-examination assessment policy
- SEN policy
- Equality Policy
- Careers Guidance Policy
- Sex and Relationships Education Policy
- PSHCE Policy