



## Curriculum Statement

**Produced by:** Assistant Principal

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**ASPIRE**

**ACHIEVEMENT \* SUPPORT \* PERSEVERANCE \* INDIVIDUALITY \* RESPECT \* EXCELLENCE**

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### Appendix 1: Curriculum Model for 2025-2026

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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Provided a balanced approach to religious education which is broadly Christian but respects and encompasses other world faiths,
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop students' independent learning skills, resilience, and perseverance to equip them for further/higher education and employment

These curriculum aims are underpinned by our values:

We believe all our students are entitled to a broad and balanced curriculum that challenges their individual abilities; is relevant to their experience and present needs; is inclusive; has application and value in the world outside the college and promotes traditional British values. The recognition of students as individuals demands approaches to teaching and learning that will engage and enthuse all our young people, including those with special educational needs. Promoting high quality teaching and learning is a priority. Our ASPIRE ethos underpins the design, implementation, and review of our curriculum:

- Achievement – We aim high
- Support – We target support and support each other
- Perseverance – We value effort, every lesson, every day
- Individuality – We celebrate our differences
- Respect - We respect each other
- Excellence – We can all excel

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained colleges in England must teach.

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](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the principal 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
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 16 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The college implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- All students are provided with careers guidance and students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Principal

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

- All required elements of the curriculum, and those subjects which the college chooses to offer, have aims and objectives which reflect the aims of the college and indicate how the needs of individual students 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
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects such as RE, where appropriate
- The college'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-college targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### 3.3 Other staff

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

All Curriculum Leaders will ensure that subject schemes of learning encompass the National Curriculum at Key Stage 3 and 4, and align with the appropriate parts the exam board specifications for the qualifications they lead to. The SENDCO, Heads and Deputy Head of Faculties, and Head of Years will ensure that the curriculum meets the needs of learners of all abilities.

## 4. Organisation and planning

Our curriculum is delivered through a two-week timetable with 25 hours of teaching time per week, incorporating 2 Personal development sessions one per week of 60 minutes.

The core subjects of English, Maths and Science are prioritised for curriculum time, with between 5-9 hours of each subject taught per fortnight, with a greater number of hours in Key Stage 4. We are committed to providing a broad range of option subjects and currently offer over 24 qualifications.

Students in year 10 currently undertake 4 option subjects through to qualification at the end of year 11, alongside statutory PE and RE. The option subjects include a range of vocational subjects. Students are not 'forced' into any subject, providing the most broad and balanced curriculum available.

Students in year 11 currently undertake 3 option subjects through to qualification at the end of year 11, alongside their core subjects, plus RE GCSE (half qualification year 10, 2025) and PE NCFE taken in year 10. The option subjects include a range of vocational subjects.

There are dedicated lessons in every year for Personal, Social, and Health Education taught through PDL by specialist's teams. The programme incorporates 6 broad core themes which include Relationships and Sex education, Respect, Democracy, Citizenship and British Values, Health and Wellbeing, Enterprise and Finance, and Careers

These lessons provide a rich base for important aspects of the curriculum, including:

- Relationships and sex education, and health education (secondary colleges)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance

## 5. Inclusion

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

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

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

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with staff and pupils
- Subject Review meetings
- Meetings with senior leader with responsibility for aspects of the curriculum
- HIAS reports

Heads of Faculties/subject leaders/curriculum leaders monitor the way their subject is taught throughout the college by:

- Routinely conducting planning reviews
- Learning walks
- Book scrutinises
- Shared planning
- Instructional coaching
- Formal observations

Heads of Faculties/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Assistant Principal alongside the Principal 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:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives

# Appendix 1

Curriculum Model 2025-2026 showing the allocation of the 50 hours of lessons over a fortnight by year group.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Year 7	Ma	Ma	Ma	Ma	Ma	Ma	It	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Ge	Ge	Ge	Hi	Hi	Hi	Re	Re	Dr	Dr	Ar	Ar	Ar	Mu	Mu	Lt	La	La	La	La	Pe	Pe	Pe	Pe	Tx	Ft	Dt	Dt	PDL	PDL
Year 8	Ma	Ma	Ma	Ma	Ma	Ma	Ma	It	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ge	Ge	Ge	Hi	Hi	Hi	Re	Re	Dr	Dr	Ar	Ar	Mu	Mu	Lt	La	La	La	La	Pe	Pe	Pe	Pe	Tx	Ft	Dt	Dt	PDL	PDL
Year 9	Ma	Ma	Ma	Ma	Ma	Ma	Ma	It	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Ge	Ge	Ge	Hi	Hi	Hi	Re	Re	Dr	Dr	Ar	Ar	Mu	Mu	Py	Fr	Fr	Fr	Fr	Pe	Pe	Pe	Pe	Tx	Ft	Dt	Dt	PDL	PDL
Year 10	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Re	Pe	Pe	Pe	Option 1				Option 2				Option 3				Option 4				PDL	PDL				
Year 11	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Sc	Re	Pe	Pe	Pe	Pe	Option A				Option B				Option C				PDL	PDL						