



CURRICULUM POLICY

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Contents

- 1.0 Intent
- 2.0 Implementation: The KS3 Curriculum
- 3.0 Implementation: The KS4 Curriculum
- 4.0 Implementation: The KS5 Curriculum
- 5.0 Personal, Social, Health, Citizenship education: Intent and Implementation
- 6.0 Extra-curricular provision: Intent and Implementation
- 7.0 Monitoring the intent and implementation of the curriculum
- 8.0 Arrangements for monitoring and evaluating the impact of the curriculum
- 9.0 Other Policies

Appendix – Curriculum Statement

1.0 Intent

1.1 To ensure the curriculum on offer from Y7 to Y13 is broad, encompassing as wide a range of subjects and experiences, balanced to meet the needs of all students as well as the requirements of the National Curriculum. The curriculum will ensure flexible pathways are available for all students to progress successfully from KS3 into KS4 and, where appropriate from KS4 into KS5.

1.2 We are committed to a curriculum that encompasses and offers the Creative and Performing Arts and technology subjects, taught to all students in KS3 and fully available as GCSE or vocational options in KS4 and, where viable, into KS5. We value all subjects equally and recognise that different students require different subjects to achieve both progression and success. This variety and flexibility in our curriculum offer enables us to meet the needs of all students.

1.3 In addition we ensure our curriculum:

- is broad, balanced and develops knowledge and understanding regardless of ability, gender, ethnic origin or social background
- is challenging and inspiring, enabling students to reach the highest possible level of academic success and personal growth
- helps students to be happy and secure in their learning environment
- strengthens students' capacity to learn by developing positive attitudes towards challenges, allowing students to think creatively, independently and rationally
- promotes self-confidence, perseverance and self-discipline, and the skills of performance, critical thinking and collaboration
- allows students to integrate effectively with their local community and develop a deep-rooted understanding of, and respect for, core British values and the wide range of cultures they are surrounded by
- provides students with a sense of success through their achievements
- provides significant wider learning opportunities, which are open to all students

2.0 Implementation: The KS3 Curriculum

2.1 Students will study the full range of National Curriculum subjects including English, Maths, Science, Geography, History, RE, Creative and Performing Arts, Computing, PE, MFL and Technology. These subjects follow the guidance of the National Curriculum and prepare students for their GCSEs or alternative Level 2 qualifications.

2.2 We adopt a three-year KS3 model to enable our students to achieve their very best in their KS4 choices, given the increased depth and breadth of the new GCSEs. As the depth and breadth of these qualifications has increased we believe that students at Wexham School will benefit from an increase in time studying for these qualifications due to their frequently very low starting point on entry into the school. We have ensured the curriculum delivery plans at KS3 enable students to cover the demands of the KS3 National Curriculum whilst allowing time for students to develop the skills, knowledge and understanding of their chosen GCSE courses, focusing in on these for a further year to support improving outcomes. It allows time for the development of the literacy demands of each GCSE, enabling students to spend more time developing both the vocabulary and structure required for their GCSE exams.

2.3 There are additional curriculum support models in place at KS3 for students' whose needs are more diverse. This includes EAL intervention groups, catch-up intervention, our ARB inclusion unit and our range of SEND support provision. Students accessing these support teams are, in almost all cases, encouraged to complete a significant portion of their curriculum within the mainstream timetable, ensuring they are able to access a wide range of options at KS4.

3.0 Implementation: The KS4 Curriculum

3.1 Students study a comprehensive curriculum at KS4 including English Literature and Language, Maths, Science, core PE and core RE. Most students will study either Geography or History and then a choice of three other subjects. We recommend pathways for students based on prior and potential outcomes and these fall broadly into three categories: English Baccalaureate Pathway, Open Pathway and Alternative Pathway. Whilst these pathways are recommended they are not mandatory. There is a range of both academic and vocational courses available to students and our careers and guidance procedures ensure students and their parents are effectively advised and supported in making options choices. The Alternative Pathway enables students to undertake some Level 2 courses and the King's Trust Programme.

4.0 Implementation: The KS5 Curriculum

4.1 A broad range of vocational and academic subjects are offered at KS5 with identified pathways for students, based on their GCSE outcomes. This offer includes Science, Maths, English, Humanities, Business and IT, the arts and vocational courses.

4.2 We require any student entering our Sixth Form to have English and Maths to a grade 5 or higher, or to be re-sitting these as part of their studies. There is also a comprehensive programme of enrichment, study support and opportunities to access wider careers advice and guidance.

5.0 Personal, Social, Health, Citizenship Education (PSHCE): Intent and Implementation

5.1 The intent of the PSHCE curriculum is to ensure all students cover a wide range of topics that support their development in becoming effective learners and responsible citizens and includes key topics such as sex and relationships education, British Values and fundamentalism. To implement this, all students from Y7 to Y13 are taught a discrete period of PSHCE each week.

5.2 Parents and carers are reminded that they can withdraw their child from all or part of the sex and relationship education provided in the school. Parents are invited to discuss the matter with the school and should contact the Headteacher in the first instance.

5.3 Students are taught PSHCE by their form tutor, ensuring this significant aspect of the curriculum meets the pastoral needs of all students.

6.0 Extra-Curricular Opportunities: Intent and Implementation

6.1 Our intent: We recognise the value and importance of learning both within and outside of the classroom. Developing students' Cultural Capital does not stop at the classroom but is embedded in the wide range of extra-curricular activities and experiences developed across the curriculum. To implement this we provide extensive extra-curriculum provision across the school which includes regular clubs, lunchtime provision and one-off activities. Access to cultural experiences, opportunities to develop resilience and activities that stretch and challenge learning beyond subject syllabi is key to our provision.

6.2 Up to date information on the opportunities that exist is found on the School website.

7.0 Monitoring the intent and implementation of the curriculum

7.1 The **Headteacher** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have a clear intent that reflects the curriculum intent of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading and writing), how students will retain and recall knowledge and the use of information and communications technology.
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the Governors annually.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum.
- The procedures for assessment meet all legal requirements, and pupils and their parents receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve.
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The Governing Body is advised on statutory targets in order to make informed decisions.

7.2 Other staff will ensure that the school curriculum is implemented in accordance with this policy, in particular Middle Leaders who will review and evaluate their curriculum annually and ensure that it meets the needs of all pupils.

7.3 The Governing Body will ensure that:

- It considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- Progress towards annual statutory targets is monitored.
- Relevant assessment information will be shared with, and scrutinised by, Governors and progress towards meeting agreed targets is evaluated.
- Parents and carers receive timely reports on the progress of their child against clearly defined expectations.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Staff understand that political issues must be presented to pupils in a balanced way.

8.0 Arrangements for monitoring and evaluating the impact of the curriculum

8.1 The Governing Body will receive an annual report from the Headteacher on:

- The standards reached in each subject or groups of subjects.
- The standards achieved at the end of each key stage by gender and ethnicity.
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable.
- The number of pupils for whom the curriculum was disapplied, the arrangements which were made for these pupils, how pupils and parents were informed, how progress was monitored and the progress made by those pupils.
- The evidence of the impact of external intervention and support on standards.

9.0 Other Policies

9.1 This policy must be read in conjunction with the following policies:

- Teaching & Learning
- Feedback & Assessment
- Behaviour
- Inclusion
- PSHCE
- Equality and Equal Opportunities

Appendix

Curriculum Statement

Intent

Students at Wexham School will have an equal opportunity and entitlement to an appropriately broad and balanced curriculum. This will be provided within the guidance from the DfE regarding their National Curriculum policy.

All students will have an entitlement and access to National Curriculum subjects along with Religious Studies, Computing, Personal, Social, Health and Citizenship Education which includes careers education and guidance and Sex and Relationships Education, through our PSHCE programme.

All students will have an entitlement and access to a curriculum provision which is appropriate to their needs and abilities.

The time allowed for each curriculum subject and the way in which pupils are grouped will reflect the needs and resources of the school and will be reviewed on an annual basis by the leadership of the school.

Implementation: Key Stage 3

All students study Art, Design and Technology, Dance, Drama, English, Geography, History, Computing, Mathematics, a Modern Foreign Language, Music, Physical Education, Religious Studies, Science and PSHCE. Time allocations for subjects are currently:

- English, Maths and Science - 4 periods a week
- Technology, MFL, Geography and History – 2 periods a week
- PE – 4 periods a week
- Drama, Music, Art, RS, PSHE, IT – 1 period a week

Implementation: Key Stage 4

KS4 is a two year period of study, culminating in GCSEs or equivalents. All students study the core subjects of English, Mathematics, PE, RE, Science and PSHCE. A range of pathways are offered for students based on their need and potential.

To meet the requirements of the latest progress and attainment measures, almost all students will study (in addition to the core subjects) one of History, Geography, Computer Science, Triple Science or a Modern Foreign Language.

Implementation: Sixth Form

The Sixth Form is integrated within the school. A wide range of Advanced Level, Level 3 BTECs and English and Maths re-sit courses are offered, allowing for appropriate programmes of study to meet the needs of all students.

Implementation: Student Groupings

In Key Stage 3 and Key Stage 4, pupils are taught in ability groups in Mathematics and Science with mixed ability groups in all other subjects.

Personal Development: Citizenship, PSHE and Sex and Relationships Education

These aspects of the curriculum are covered through our discreet PSHCE programme, delivered to every pupil in the school, including the Sixth Form. The subject covers our statutory responsibilities through a focus on Personal Development, Social Development and Healthy Living.

Parents and carers are reminded that they can withdraw their child from all or part of the sex education provided in the school. Parents are invited to discuss the matter with the school and should contact the Headteacher in the first instance.

Personal development: Careers, Work Related Learning and Enterprise Education

All subjects contribute to the Enterprise Education and Work-related Learning programme. A range of on and offsite activities take place in all subjects that allow pupils to understand the connections between education in school and the wider world of work. A variety of planned events through the year support the delivery of enterprise education. An extensive range of Careers advice, information and guidance is delivered to all students from Y7 to y13 and is relevant to their age and stage of education.

Examination Entry

All students who follow a course in any subject will have the opportunity to be entered in the appropriate examination provided they fulfil all specified coursework requirements/controlled assessment requirements.

Complaints

Arrangements are in place under the 1988 Education Reform Act for dealing with formal complaints (to the Governing Body, the LEA or both) about the curriculum or any related matter. The school has a policy based on Local Authority guidance and this has been agreed by Governors. A copy of the policy is available on request.