



Highsted Grammar School

Curriculum Statement 2025

CURRICULUM STATEMENT

1. AIMS

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment. The curriculum focuses on prioritising a strong academic core of subjects which is ambitious, challenging, promotes cultural literacy and encompasses our connected curriculum
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' 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 pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

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 we have 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](#).

3. ROLES AND RESPONSIBILITIES

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, science and (subject to providing the right to withdraw) religious education, 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 (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs 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

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 SEND

Other staff

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

- Heads of Year will implement a compassion curriculum during form time and in personal development lessons which is regularly monitored and reviewed. This reflects our Highsted Connected Curriculum
- Heads of Department will implement a cognition curriculum which is monitored and reviewed. This reflects our Highsted Connected Curriculum
- Form tutors will deliver PSHE, RSE to reflect our Connected Curriculum.

4. ORGANISATION AND PLANNING

Curriculum Subjects for Years 7 to 9

Within Key Stage Three, pupils study a wide range of subjects, including the complete range of National Curriculum subjects. The core programme followed in Years 7 to 9 includes English, Mathematics, Science (Biology, Chemistry, Physics), Computing, History, Geography, Modern Foreign Languages (French and German), Art and Design, Design and Technology, Drama, Food Preparation and Nutrition, Music, Physical Education (PE), Religious Education (RE) and High-Performance Learning (HPL).

There is also an Education for Life programme which delivers the PSHE and RSE curriculum. Formal teaching of GCSE material in Biology, Chemistry, Physics, and Short Course RE begins in Year 9.

Examination Courses in Years 10 and 11

In these examination years, the following GCSE courses are currently studied:

The core: English Language and English Literature, Mathematics, Biology, Chemistry and Physics, History or Geography and French or German, and Short Course RE.

Optional subjects: Art and Design, Business Studies, Computing, Design and Technology, Drama, a second Modern Language, Music, a second Humanities subject, GCSE PE and Sociology.

Please note that this subject list may vary from year to year according to the needs of pupils.

Core PE also continues in Years 10 and 11 for all pupils, as does the Education for Life programme which delivers the PSHE and RSE curriculum.

Sixth Form Courses

A wide range of subjects is available for Advanced Level examinations and choice of subjects is arranged so as to allow sensibly grouped, but flexible options. The choices at GCE A Level this year include:

Fine Art; Biology; Business Studies; Chemistry; Drama & Theatre Studies; Economics; English Literature; Film Studies; French; Geography; German; Government and Politics; Health and Social Care; History; Law; Mathematics; Further Mathematics; Media Studies; Music; Photography; Physics; Psychology; Sociology; Spanish; PE.

Please note that this subject list may vary from year to year according to the needs of students with some subjects studied in partnership at Borden Grammar School and Fulston Manor School.

The school also offers the Extended Project Qualification to complement the full programme of academic qualifications.

All students continue the Education for Life programme which delivers the PSHE and RSE curriculum.

Highsted' s Connected Curriculum (Cognition and Compassion)

Connecting cognition and compassion is the role of education at Highsted to help build constructive citizens of the future who are educated with the ability to analyse, link, create and realise, driven through the goals of High-Performance Learning skills. Therefore, resulting in developing students who are curious, ambitious and confident in their learning. This is a key thread throughout all lessons across all key stages.

Building a compassion curriculum by exploring virtues of kindness, honesty, empathy, diversity, equality, relationships and being a responsible citizen within the community, whilst reflecting on their own emotional response and developing resilience.

Through the connected curriculum all pupils will feel a sense of belonging to the school community and will be fully integrated to experience and enjoy all the opportunities Highsted has on offer within the classroom and outside the classroom.

Sex and Relationship Education

Full details of the school's RSE curriculum can be found in the *Relationships and Sex Education Policy* on the School's website.

Careers Guidance

A structured programme of careers guidance is provided at Highsted. The School promotes the full range of academic and technical routes and uses the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences in the workplace and personal guidance, to engagement with employers, training providers and universities.

Drama

All pupils in Years 7-9 take Drama as part of their regular curriculum but it is also very much part of activities throughout the school. There is one major school production each year, with additional opportunities for pupils to participate in the annual Drama Competition as part of their House in School.

Music

The school specialises in all aspects of performing and composing. The many talented musicians play together as part of various musical groups, both instrumental groups and choirs. The department is always reviewing the range of activities available to encourage maximum participation.

Peripatetic music teachers visit the school to give individual instrumental and singing tuition led by Kent Music. Close collaboration between the Music and Drama Departments takes place for all school productions.

Sports and Physical Education

Pupils join a proud tradition of participation and success in sporting activities. All pupils can take part in individual and team sports within the curriculum and during after-school fixtures. Students from Highsted have gained both County and National honours in such sports as boxing, bowls, swimming, golf, athletics, netball, rugby, cricket, dance and judo.

Religious Education

Highsted Grammar School is not affiliated to any religious denomination. Religious Education is taught by law and therefore is a compulsory part of the curriculum. While school assemblies contain moral content aimed at enhancing the individual's responsibility and relationship to the community.

There is also a legal provision for parents who may wish to withdraw, upon written request to the Headteacher, pupils from religious worship and/or Religious Education on grounds of conscience or principles. Every effort is made to minimise any attention being focused on any pupil so withdrawn. The very few pupils who are withdrawn from RE usually undertake other learning activities in School.

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 SEND
- Pupils with English as an additional language (EAL)

Special Educational Needs and Disabilities

It is the policy of Highsted Grammar School to meet the needs of each pupil and it is recognised that some pupils have special educational needs and disabilities. 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. Therefore, the commitment is made to identify and assess pupils as early and efficiently as possible in order to address the pupil's needs, which may take a wide variety of forms. To this end, close liaison takes place with our feeder primary schools and with any school from whom we receive a pupil during the academic year.

The policy ensures that the pupil has the greatest possible access to the whole curriculum. The SENDCO and other staff work in partnership with parents and consider the voice of the child. Pupils' needs are regularly reviewed and discussed, in consultation with parents and staff. Monitoring and record keeping are overseen by the Deputy Headteacher. Parents are welcomed into school to discuss any concerns/queries that they may have.

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.

Detailed information about Highsted Grammar School's Special Educational Needs and Disabilities policy and processes is available from the school. Parents who wish to discuss these issues can phone the SENDCO at the school, or the Assistant Headteacher for the Key Stage in question.

6. HOMEWORK REQUIREMENTS

Homework is compulsory at Highsted and we ask for the support of all parents in helping to create the time and situation for pupils to complete this. All pupils will be given a homework timetable at the start of Term 1 so that both pupils and parents can plan ahead for the year. Individual pupil planners, aimed separately at Key Stages Three, Four and the Sixth Form, contain extensive study skills information, including how to make efficient use of time. Parents are asked to sign this weekly, as part of their monitoring at home that homework has been completed on time and to an appropriate standard.

Time needed to complete assignments will vary according to ability, speed of working and interest of the pupil concerned. For a typical Highsted pupil, homework in Year 7 should take 30 minutes per subject in September. Time spent on homework is gradually increased as pupils move through the school.

7. BEHAVIOUR

The School subscribes to the following statement of behaviour principles:

- Every pupil understands that they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- The behaviour policy is understood by pupils and staff;
- Exclusion will only be used as a last resort;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour and foster good relationships between the School and pupils' home life.
- All staff must read Keeping Children Safe in Education to ensure that they are aware of all safeguarding responsibilities.

8. THE STUDENT LEADERSHIP COUNCIL

At Highsted, the Student Leadership Council is a formal group of pupils who are elected by their peers to represent them and their views. The Student Leadership Council provides a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them. The Student Leadership Council also provides leadership and development opportunities for pupils, and is an excellent way to increase participation, teaching young people about democracy, local and global citizenship and accountability.

9. 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:

- school visits,
- meetings with the school council
- meetings with middle leaders and staff
- meetings with pupils
- Heads of department monitor the way their subject is taught throughout the school by:
 - learning walks
 - book scrutinies,
 - Pupil voice
 - Use of data monitoring and tracking

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

This policy will be reviewed every year by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.

10. LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- Special Educational Needs & Disability Policy with SEN Information Report
- Equality and diversity policy
- Relationship and sex education policy

POLICY REVIEW DATE

Approved by:	Governing Body	Date: September 2023
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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