



Curriculum Purpose

School should give children the wherewithal to take part, to make choices, to understand, to be free to think, to explore, to test their values and to find meaning in their lives.

(Martin Robinson, Curriculum: Athena versus the Machine)

Education is about securing the best possible outcomes for young people, which includes achieving success in public examinations, but also involves the development of the individual and their ability to lead happy, fulfilled lives and to take an active and purposeful role in society.

Our curriculum identifies the powerful knowledge and skills that our students are expected to learn and the transformative experiences that they will undertake in order to grow and be successful in their lives. It is structured in three distinct phases designed to take students from the foundations of year 7 through the transition to GCSEs and then increased specialism at Post 16.

Our values

Our curriculum is underpinned by four core values:

- Positive: Together we relish challenges in our pursuit of academic achievement and personal development
- Respectful: Together we are kind and accepting of each other, working in a nurturing environment
- Hardworking: Together we take every opportunity to maximize learning and focus on the outcome
- Successful: Together we hold each other to account to achieve more than we did yesterday

Structure of the Curriculum

Our values inform the structure of our curriculum. In order to achieve academic success and personal growth students need to acquire powerful knowledge, so students are exposed to a broad and balanced curriculum. In Key Stage 3 (Year 7, 8 & 9) they engage with seventeen different subject disciplines including, drama, music, art, life & society, and French.

During Year 9 the students prepare to refine their studies to focus on English, Maths and Science, plus four options which must include at least one of history or geography. The choice of options is from thirteen subjects which build on the foundation of Key Stage 3, and extends to new subjects such as sociology, business and CCF. We encourage students to pursue the English Baccalaureate as a signifier of breadth but it is not compulsory because breadth can be achieved in different ways and students have the right to craft a curriculum right for them.

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