



# King's High School

<b>King's High School</b>	
<b>Curriculum Policy</b>	
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# **Curriculum Policy**

## **Statement of Intent**

Our curriculum is designed to give all pupils opportunities to develop, as fully as possible, their skills, understanding, knowledge, interests, and talents. Breadth in the curriculum throughout the first five years, before specialisation in the Sixth Form, is a key feature of our stated aim of educating each pupil as an individual by encouraging and motivating her to discover and develop to the full all her various skills, talents, and abilities.

Summary schemes of learning are produced for each year group and shared with parents at the beginning of the academic year. Appropriate specifications are chosen after careful consideration and discussion with the Deputy Head Academic (DHA) in KS4 and 5, and work in KS3 is designed to both prepare students for study at KS4 and 5 and to cultivate broader intellectual and practical skills. By considering the specific learning needs for each cohort, and the needs of examination boards, we are able to ensure that the level of work expected of our students is exciting and enriching.

## **Students with SEND**

Students with SEND are accommodated through a mix of differentiated teaching, individual support and Individual Education Plans (IEPs) similar to those for pupils with an EHCP. These are overseen by the Head of Learning Support and by pastoral staff. Heads of Department provide feedback to the Head of Learning Support on progress and ensure that IEPs are disseminated to teaching staff. For students who are also taught at Warwick School, the DHA and Head of Learning Support ensure that IEPs are sent to that school. We continue to monitor changes to SEND legislation and modify our policy and procedures in line with these as necessary.

Heads of Department receive benchmarking data about all their students and IEPs for any students with SEND. All staff are asked to review progress of pupils with an IEP annually in addition to all other monitoring and review of students.

Where a student has a specified individual learning need, we offer appropriate support and ensure all the staff teaching that pupil know of her particular needs and how to adapt teaching to appropriately. This is done via the Head of Learning Support who keeps IEPs up to date and makes them available to all staff. Students for whom English is an additional language (see EAL policy) will receive similar support, including, where necessary, a personalised curriculum to enable them to develop their language skills to access the curriculum. Teaching staff are briefed on appropriate techniques to support such students and the whole process will be coordinated and overseen by the DHA in conjunction with the Deputy Head (Pastoral) [DHP] and Heads of Key Stage.

## **PSHEE**

The PSHEE curriculum underpins the school's ethos, aims, attitudes and values. All subjects and activities carried out in school such as assemblies, voluntary service, fundraising, mentoring schemes and trips contribute to the personal and social development of students. In particular, PSHEE helps with the aims: "Character: to develop resilience and confidence and to inculcate integrity " and "To foster a vibrant school community, built on trust and respect and instil a sense of social responsibility".

By adopting a whole school approach and combining curricular provision with whole school policies and practices, the curriculum provides planned and coordinated opportunities for students to explore attitudes and values and to develop, knowledge, skills and understanding that support inclusion, challenge racism and value diversity.

The curriculum is designed to cover all areas of PSHEE identified by the PSHE Association and the approach is broadly spiral in nature with themes being revisited and built upon from year to year. The PSHEE programme proactively encourages sensitivity, respect and equality, in particular with regard to the nine protected characteristics identified in the [Equality Act 2010](#).

The following areas of study are taught:

- Citizenship
- Relationships and Sex Education (RSE)
- Physical Health
- Mental Health and Wellbeing
- Drugs and Alcohol
- Online Safety
- Careers
- Financial Education
- Learning and the Brain

The delivery of Relationships and Sex Education (RSE) is a requirement under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#). Please refer to the PSHEE and RSE Policies for further details.

## **Futures Guidance**

At King's High, our Futures Programme is a dynamic and evolving part of school life, designed to prepare students for their next steps with confidence, clarity, and ambition. Our careers provision is fully aligned with the Gatsby Benchmarks, which underpin national best practice for high-quality careers education, information, advice and guidance (CEIAG). These benchmarks shape the structure and delivery of our programme across all year groups.

When students make subject option choices—whether at GCSE, A Level, or beyond—they benefit from informed, specialist advice that takes into account their interests, aptitudes, and aspirations. Through a carefully planned programme of activities and interventions, students are supported in developing strong self-awareness, exploring a wide range of career pathways, and making well-informed decisions about their futures.

Our Futures provision includes:

- Individual guidance interviews with independent, professionally qualified careers advisers from *My Future Choice*
- Opportunities to take part in work experience, in-house internships, and employer encounters
- A varied programme of careers events, industry insight talks, and apprenticeship exploration sessions
- A strong focus on all post-18 routes, including university, degree apprenticeships, gap years, and employment
- The Your Future Bulletin, issued regularly to students, parents, and staff, offering curated opportunities, events and information
- Preparation for employment through CV writing workshops, mock interviews, and skills development sessions

The programme is led by a dedicated Head of Futures and supported by a Futures Assistant, ensuring continuity, expert delivery, and up-to-date provision. Careers education at King's High is reviewed regularly, informed by student feedback, employer engagement, and the evolving landscape of further and higher education.

At every stage, our aim is to ensure that students leave King's High with a strong sense of purpose, the tools to succeed, and the confidence to pursue the pathway that is right for them.

## **British Values and Political Views**

To ensure that our curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, we ensure that schemes of work cover all points of view. Staff are made aware, including through this policy, of these values.

Fundamental British Values are taught throughout the school, effectively preparing them for life in our society, and particularly through the comprehensive PSHEE Scheme of Work. (Details of our audits of where British Values are covered in each subject is available). To ensure that these values are not undermined a balanced approach will be taken in all areas where these values are discussed ensuring that all reasonable points of view are represented and respected. This is monitored by the DHA through reading Schemes of Work, lesson observations and work audits. In addition, our Politics Department runs 'mock elections' at appropriate times of year and we have an exceptionally strong School Council. Assemblies regularly cover liberty and tolerance. (The full record of assemblies is available for inspection).

When political matters are being discussed, a balanced view should be given in the teaching and staff must not promote a partisan / one-sided political view at any time. Teaching staff should not exploit pupils' vulnerability by seeking to convince them that a particular political position is necessarily correct, or by trying to impose their own views on pupils. Such action may also amount to a breach of Part 2 of the Teachers' Standards on personal and professional conduct, which apply to teachers in independent schools. The aim is not to prevent pupils from being exposed to political views or from discussing political issues in school. Pupils should not, however, be actively encouraged by teachers or others to support particular political viewpoints.

## **Evidence of Progress**

Progress according to ability is evidenced by our value-added statistics produced by CEM. In addition, results of external and internal examinations, lesson observations, reports to parents and work audits demonstrate day to day progress in students' learning. Examinations are reported on in detail to our Governing Body and to the Foundation Education and resources committee.

## **Breadth of Curricular Education**

All departments offer a broad education that ranges beyond the strict limits of a given subject. Departments across the school teach pupils the following:

- Linguistic education (the development of communication skills), for example through teamwork, class discussion, and giving pupils leadership and roles.
- Literacy (the ability to read and write), through regular reading and writing tasks
- Mathematical education (numeracy, the ability to make calculations and appreciate patterns), for example through analysis of rhythm in music or score-keeping in sport
- Scientific education (knowledge of nature, materials and forces), for example through analysis of climate in geography and material properties and forces in DT
- Technological education (the use of ICT and other technological tools), for example through translation software in languages and ArGIS in geography
- Human and Social issues (understanding human action and the environment), for example through the ethics of consumption in Food and fossil fuels in Chemistry
- Aesthetic and creative education (acts of making, composing and inventing), for example through the creation of investigatory work in mathematics and the production of diaries based on historical learning

- Careers guidance (encouraging pupils to know themselves in relation to possible future work), for example research into the life of an Engineer in Physics and discussions of how RP develops skills use in careers in Law and Medicine
- Economic education (understanding of how individuals, businesses and governments make decisions about how to allocate resources), for example through discussion of funding in the arts and analysis of inequality in English and History
- Physical Education (developing physical control, coordination, and tactical skills), for example role-playing and acting in English and the development of rhythmic awareness in music

### **The Timetabled Curriculum**

- **Key Stage 3 – Years 7, 8, and 9**

- At Key Stage 3 all pupils will have a common experience of a wide range of subjects which encompass English, Foreign Languages, Mathematics, the three sciences, Computer Science, Design and Technology, Food, Latin, Geography, History, Religious Education, Music, Art, PE, Engineering and PSHEE.
- At King's we are fortunate in being able to achieve our high standards in mixed ability groups. We set by ability very rarely: in Years 7 to 11 pupils are put into sets for Mathematics.
- Although we are not obliged to follow the National Curriculum, all subjects of the National Curriculum are covered. These are judged essential to a full, rounded education for pupils in the first three years of secondary education. In addition, all students study Latin in Year 8 and can opt to continue to study it in year 9. This is deemed valuable in terms of cultural heritage and general development of language skills, including a knowledge of grammar.
- A second modern foreign language is chosen in Years 8 & 9. The majority of pupils are given the choice of studying Spanish or German in addition to French. The chance to start this second language is important in developing the ability to acquire a wider range of languages in the twenty-first century and should make it easier to go beyond one language in later life. After careful consideration, we may recommend that some students study French only with additional support. In Year 9 students opt for a combination of two languages in total from modern and Latin.
- In Year 7, Maths students are placed in mixed ability groups for the first term. In January, pupils are placed in groups based on ability, with a top set, four equivalent middle groups and one, smaller group, where more support can be offered. Most other subjects are taught in whole-form groups. Currently for Design Technology and Food the number of pupils in the teaching groups is reduced. These groups are mixed ability.
- In Year 8 pupils are put into in 6 groups for mathematics. Maths continues with the same structure from Year 7. In languages, the pupils are divided into groups taking German or Spanish as their second language.
- Computer Science is seen as a key life skill and is taught in discrete lessons in Years 7, 8 & 9. This allows for fast and focused acquisition of the skills necessary across all areas of the curriculum.
- The very wide range of subjects we include in our Key Stage 3 curriculum means that pupils are stretched and challenged by the number of subjects they are required to take up until the end of Year 9 and we believe strongly in the benefits of this challenge.
- Students in Year 9 are split into two sets of groups based on their ability in Mathematics.

- Students in Year 9 also participate in Friday Afternoon Activities with other pupils from the Foundation

### **Key Stage 4 – Years 10 & 11**

- At Key Stage 4 pupils continue with a “core” of subjects which ensures a breadth of academic and personal experience whilst options allow for the first stage of choice towards a personalised curriculum.
- We believe that no pupil should have their choices at Higher Education unnecessarily restricted because of curriculum decisions that were made early in her education.
- Pupils study for up to 10 GCSEs/IGCSEs and with this comes a much greater degree of choice. There are six core subjects:

• English Literature	• Biology
• English Language	• Chemistry
• Mathematics	• Physics

- This combination of science GCSEs gives a good grounding for all three of the A level sciences as well as all owing for pupils to choose the science option which best fits their interests and for some, aptitudes. For some students the school may recommend Double Award Science instead as this may be more appropriate for them. These students are taught in a separate group to ensure the best possible delivery of this course.
- The pupils then have a range of options from which to choose.

### **Optional Subjects**

• French	• History	• Computer Science	• Art
• German	• Geography	• DT	• Music
• Latin	• Religious Studies	• Food Preparation & Nutrition	• Drama
• Spanish	• PE		

- Pupils also have the option to sit nine GCSEs and take one of our Future Ready Courses, which are accredited by Eduqual. The courses are, firstly, the King’s High Changemaker Award, which includes units on social justice, global citizenship, climate change, and Law and the legal system; secondly, our Innovation and Entrepreneurship Award has units on data analysis, sustainable engineering, neuroscience and entrepreneurship. These courses have been designed to introduce our pupils to cutting-edge content and creative forms of assessment that will prepare them for A Level, University applications and future careers.
- In addition to their GCSEs, a planned programme for Personal, Social and Health and Economic Education, and, in Years 10 and 11, our Create course, which is designed to promote independence of thought and creative thinking skills. Our Careers Programme, Voluntary Service, Work Experience, extensive extracurricular and visits programme with our academic curriculum ensure that students are given excellent preparation for the world beyond school, realising our school aim: ‘To prepare each pupil for a fulfilling adult life as a woman in the twenty first century’.
- Students in Key Stage 4 also participate in Friday Afternoon Activities with other pupils from the Foundation.

## **Sixth Form**

- A wide range of A level subjects allows for pupils to prepare for almost any degree course. All the subjects offered at GCSE are also offered at A level and we also introduce new ones such as Psychology, Business Studies, Economics and Government and Politics. We also offer the EPQ in Lower Sixth.
- Most pupils will study 3 A Level subjects. Those who wish to study Further Mathematics will study that as a fourth. Subjects are taught on a two year linear course with no AS in that subject being sat.
- The Your Future Programme is a part of the curriculum for all Lower and Upper Sixth pupils and includes topics such as the Women in Society, the Political World, Higher Education and Careers. This course is seen not just as a “generalizing” addition to the A level programme but as a preparation for life after school.
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- The majority of pupils take an EPQ, which encourages independent thinking and research and offers a high quality preparation for university.
- All Sixth Formers also participate in Friday Afternoon Activities with other pupils from the Foundation.

## **Further Documentation**

- This curriculum policy should be read in conjunction with the information on extracurricular activities, special needs, careers and pastoral care. The curriculum goes beyond that taken in lessons and includes everything from whole school activities such as assemblies to individual choices such as a dance classes after 4:00 pm.
- This policy is supported by the schemes of learning for each subject and options booklets which give a more detailed analysis of what is studied in each year group.

The Assessment Policy gives further details regarding monitoring and recording progress. It also demonstrates how we ensure that assessment is effective in supporting pupils to make progress.