**Date: Sep 2026**
**Next review due: Sep 2027**
**Responsibility: SMT (AH/GML)**

# DAME ALLAN'S SCHOOLS

# CURRICULUM POLICY

## Aims

The Schools' curriculum follows statutory requirements and takes account of the requirements of the National Curriculum.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life in British society.

The Schools provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. As a part of this education, pupils:

- Are expected to acquire skills in speaking and listening, literacy and numeracy.
- Will experience personal, social, health and economic education reflecting the Schools' aims and ethos and encouraging respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.
- Will receive appropriate careers guidance.

The Schools provide appropriate programmes of activity for pupils who are above or below the compulsory school age.

The Schools set out to:

- Ensure that all pupils have the opportunity to learn, make progress and achieve their academic potential.

- Ensure that pupils develop essential literacy and numeracy skills.
- Provide pupils with a full and rounded entitlement to learning.
- Foster pupils' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle.
- Inspire in pupils a commitment to learning that will last a lifetime.
- Promote excellence for all within learning and teaching by delivering lessons that have clear aims and purposes, which cater appropriately for the needs of all pupils and which allow for the full participation of all pupils.
- Deliver a quality PSHE programme throughout all year groups that supports pupils' spiritual, moral, cultural, mental, and physical development and prepares them for life's opportunities and responsibilities.
- Promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Develop in all pupils the values, skills and behaviours that underpin success in their education whilst at the Schools and afterwards, including employment, by developing attributes such as resilience, self-motivation, self-control and respect for themselves and others.
- Provide information, advice and guidance to help pupils make informed decisions on learning, training and the world of work.

Dame Allan's Schools is an Anglican foundation. Religious education is multi-faith and provided for all pupils with an option to study GCSE and A Level courses in Religious Studies and Philosophy in Years 10–13. Parents have the right to withdraw their children from religious education.

## 1. Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with the statutory requirements, the Schools aim to make the curriculum accessible to all pupils as far as is reasonably practicable. The Schools' accessibility policy outlines this commitment and is available to view on our website.

## 2. Differentiation

A variety of differing teaching and learning methods and materials are used across the curriculum to suit pupils' different needs.

## 3. Subjects offered throughout the Schools

The Foundation Stage (EYFS)

The curriculum for the Foundation Stage underpins all future learning for pupils at our school. In line with the Statutory Framework for the Early Years Foundation Stage, our aims are:

- **Recognise Characteristic Learning Behaviours:** To plan learning activities, experiences, and environments in Nursery and Reception that reflect the unique developmental stages of young children and incorporate the statutory Characteristics of Effective Teaching and Learning (*Playing and Exploring*, *Active Learning*, and *Creating and Thinking Critically*).

- **Promote Well-Being and Confidence:** To ensure children feel secure, valued, and confident, developing a sense of achievement through pleasurable, positive, and rewarding learning experiences.

- **Build Personal and Social Foundations:** To foster self-esteem, self-discipline, and positive learning attitudes. Staff encourage children to be respectful, tolerant, and capable of managing their own feelings and relationships.

- **Partner with Parents and Carers:** To acknowledge parents' fundamental role in their children's education and build a collaborative partnership based on mutual respect, two-way dialogue, and shared understanding.

- **Deliver a Broad and Balanced Curriculum:** To support all-round development through the seven areas of learning, comprising the three Prime areas (*Communication and Language*, *Personal, Social and Emotional Development*, and *Physical Development*) and four Specific areas (*Literacy*, *Mathematics*, *Understanding the World*, and *Expressive Arts and Design*), ensuring continuity and progression towards the Early Learning Goals.

- **Track Progress and Support Individual Needs:** To monitor each child's progress throughout the Foundation Stage using ongoing formative assessment alongside our entry baseline assessment (CEM). Any learning difficulties or additional needs are identified early and supported appropriately, ensuring all pupils make good progress toward the end-of-stage Early Years Foundation Stage Profile (EYFSP).T**Ensure Equality and Inclusion:** To provide equal access to a broad, balanced, and ambitious curriculum for every child, regardless of background, race, gender, physical ability, or special educational needs.

The Junior School Curriculum

Period allocations per subject:

| Key stage 1 | Year 1 | Year 2 |
|---|---|---|
| English (incl Library time and guided reading) | 14 | 12 |

| | | |
|---|---|---|
| Maths | 10 | 10 |
| Science | 2 | 2 |
| French | 1 | 1 |
| Geography/History | 2 | 2 |
| Art/Design Technology | 2 | 2 |
| RS | 1 | 1 |
| Drama | 1 | 1 |
| Dance | 1 | 1 |
| Music | 1 | 1 |
| Games | 2 | 2 |
| PE | 1 | 1 |
| Swimming (fortnightly) | 2 | 2 |
| Assembly, PSHEE & Wellbeing Assembly | 3 | 3 |
| ICT | 2 | 2 |
| Outdoor Education (fortnightly) | 2 | 2 |
| Topic | 0 | 2 |
| Total | 45 | 45 |

| Key Stage 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|
| English (inc Library time) | 11 | 11 | 11 | 11 |
| Maths | 10 | 10 | 10 | 10 |
| Science | 3 | 3 | 3 | 3 |
| French | 1 | 1 | 1 | 1 |
| Geography | 2 | 2 | 2 | 2 |
| History | 2 | 2 | 2 | 2 |
| Art/Design Technology (inc Food Tech Yr 5/6) | 2 | 2 | 2 | 2 |
| RS | 1 | 1 | 1 | 1 |
| Drama | 1 | 1 | 1 | 1 |
| Dance | 1 | 1 | 1 | 1 |
| Music | 1 | 1 | 1 | 1 |
| Games | 2 | 2 | 2 | 2 |
| PE | 1 | 1 | 1 | 1 |
| Swimming (fortnightly) | 2 | 2 | 2 | 2 |
| Outdoor Education (fortnightly) | 2 | 2 | 2 | 2 |
| Assembly, PSHEE & Wellbeing Assembly | 3 | 3 | 3 | 3 |
| ICT | 2 | 2 | 2 | 2 |
| Total | 45 | 45 | 45 | 45 |

The Junior School Outdoor Learning Environment

We have adopted an innovative educational approach to outdoor play and learning, making full use of our woodland and wetland areas. The philosophy is to encourage and inspire individuals of any age through positive outdoor experiences over an extended period of time and enhance learning in other areas of the curriculum.

In addition to the principles of the indoor environment, we ensure that we:

- Make good use of outdoor space so that children are able to learn by working on a larger, more active scale than is possible indoors.
- Plan carefully to provide a positive context for learning and teaching.
- Encourage increased independence in physical activities.
- Plan activities that offer appropriate physical challenges.
- Introduce the language of movement to children, alongside their actions.
- Give children plenty of time to explore, experiment and refine movements and actions unhurriedly.
- Support other areas of learning through physical activity.
- Ensure that space is safe to use and that outdoor clothing is safe and sensible.

The Senior School Curriculum

| Subject | KS3 | KS4 | KS5 |
|---|---|---|---|
| English Language | * | * | * |
| English Literature | * | * | * |
| Mathematics | * | * | * |
| Further Maths | | * | * |
| Biology | * | *(a) | * |
| Chemistry | * | *(a) | * |
| Physics | * | *(a) | * |
| French | *(b) | * | * |
| German | *(b) | * | * |
| Spanish | *(b) | * | * |
| Latin | *(b) | * | * |
| History | * | * | * |
| Geography | * | * | * |
| RS/ Philosophy | * | * | * |
| Art | * | * | * |
| Dance | *(c) (d) | * | * |

| | | | |
|---|---|---|---|
| Drama/ Theatre Studies | *(d) | * | * |
| Music | *(d) | * | * |
| Computing | * | * | * |
| <u>Technology</u><br>Design & Technology<br>Food | <br>*(d)<br>*(d) | <br>*<br>* | <br>* |
| Games/PE | * | *(e) | * |
| PSHE | * | * | *(f) |
| Business Studies | | | * |
| Economics | | | * |
| Government and Politics | | | * |
| Psychology | | | * |

(a) Students will either sit two or three GCSEs in science depending on their option choices.

(b) In Year 7, all students study French and Latin. In Years 8, pupils opt between German and Spanish to study alongside French and Latin. In Year 9, pupils choose two languages from French, German, Latin and Spanish.

(c) In Years 7 & 8, dance forms part of the PE curriculum.

(d) In Years 7 & 8, all pupils study music, D&T, dance, drama and food. In Year 9, pupils opt to study two of these five subjects.

(e) These are not examined publicly at GCSE; PE is offered as an A Level subject at Key Stage 5.

(f) At KS5, PSHE is delivered as part of the Enrichment programme. The Enrichment programme aims to prepare students for the opportunities, responsibilities and experiences of adult life.

<u>Option System:</u>

Very occasionally, and only in extreme circumstances, a pupil may be allowed to drop a subject so that he/she may consolidate his/her learning and progress across the curriculum.

Decisions about the above will only be made after discussion with the pupil and parent and in consultation with the Vice Principal (Academic) and pastoral staff.

<u>Entry to the sixth form:</u>

All students follow A Level courses, with the vast majority of students following 3 A Level courses. Unless there are exceptional circumstances, such as interrupted preparation for the GCSE examinations, all entrants to the sixth form should have a total of 45 points from their top eight GCSE examinations. In order to ensure a sound base from which to start an A Level course, we require a minimum of a Grade 6 in the subject selected for study, but strongly recommend a Grade 7 if studying sciences, maths or languages. Exceptions to this

rule may be allowed at the discretion of the Head of Sixth Form in consultation with the Head of Department.

Year 12 students also opt for a super-curricular option to enhance their learning and create extra breadth of study. Current super-curricular options include EPQ, Enterprise, Sports Leaders, Mandarin and Digital Horizons.

## 5. Homework

The Schools expect homework to be set as appropriate. Guidance on homework is in the separate Homework policy.

## 6. Special Educational Needs / Learning Difficulties / EAL

The Schools have a special educational needs policy and a policy for students for whom English is an additional language**.** The Schools will determine the appropriate courses for pupils with Special Educational Needs in consultation with the parents.

## 7. Sex Education

The Schools provide sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

The Schools' Relationships and Sex Education Policy is available on the Schools' website. It has been drawn up in consultation with staff and takes into account the views and support of outside agencies. It has regard for the government's guidance in Sex and Relationship Education Guidance (2019).

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

## 8. Collective Worship

All pupils are expected to take part in collective worship unless reasons of conscience dictate otherwise. The Schools have a programme of collective worship involving some whole-school assemblies and sectional assemblies as well as Anglican services.

## 9. Political Education

The promotion of partisan political views in the teaching of any subject in the Schools is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

## 10. Careers Guidance & Work Experience

Work Experience is built into the careers programmes, with all Year 11 students encouraged to take up an appropriate work experience placement. An Option Choice booklet is available, and talks are arranged for Year 9 students and their parents in preparation for GCSE option choices. A further Option Choice booklet is available for Year 11 students and their parents in preparation for A Level option choices, with a taster day for students and individual consultations for students and parents taking place in the Spring term.

Careers education is delivered throughout the Senior Schools as part of the PSHE programme. The Director of Futures & Aspirations coordinates this programme, and full details are included in the departmental handbook.

The Junior School pupils are included in National Careers Week, attending workshops, and Year 6 children are introduced to JED (Job Explorer Database).

All of our careers education is presented in an impartial manner, enabling students to make informed choices about a broad range of career options and helping to encourage them to fulfil their potential.

## 11. PE and Games

All pupils are expected to take part in the Schools' Physical Education and Games programme. Pupils can only be excused from PE and games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the Schools. In Years 12 & 13, community service is an option to Games. Private study is available to Year 13 students in the summer term only.

## 12. Co-Curricular Activities

The Schools have a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in aspects of the programme.

## 13. Concerns and Complaints

The Schools have a Complaints Procedure in place, which is available on the Schools' website and may be obtained from the Principal.

## 14. Monitoring and Review

This policy will be monitored by the Senior Management Team.

The Principal will report to the governing body's Education Committee on the progress of the policy and will recommend any changes.