



**THE ECCLESBOURNE SCHOOL**

Learning Together for the Future

## **CURRICULUM POLICY**

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September 2025

This is a non-statutory policy

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## 1 Intent: Aims of the Curriculum

The Ecclesbourne School Curriculum aims to:

- Provide a broad, balanced curriculum with a strong academic core
- Meet the requirements of the National Curriculum **including a three-year Key Stage 3** that preserves the widest possible choice for all
- Ensure students are equipped with the knowledge and cultural capital needed to be educated citizens conversant with the best that has been thought and said
- Engender an appreciation of human creativity and achievement
- Develop students' own creativity and ability to solve problems
- Provide every student with the skills knowledge and qualifications to enable them to access the next stage of their education/career
- Inspire, challenge, stretch and support students to achieve their potential
- Give students the experiences and opportunities to develop as caring, healthy, and informed young people in the 21st century
- Develop in students the resilience and flexibility to be able to adapt to the changing world they will meet.
- Foster an enjoyment in learning and a commitment to lifelong learning
- Promote learning in its broadest sense, across and beyond the taught curriculum
- Open students' minds to the broad richness of our spiritual, moral, social, and cultural heritages

## 2 Impact: Outcomes of the Curriculum

The Ecclesbourne School Curriculum will:

- Lead to qualifications that our students need to pursue their chosen path
- Lead to qualifications that are of worth to employers and for entry into Higher Education
- Meet the needs of students of all abilities at Ecclesbourne
- Prepare students to make informed and appropriate choices at the end of KS3, KS4 and KS5
- Help students develop lively, enquiring minds, an ability to question and argue rationally and to apply themselves to tasks and physical skills
- Be broad, balanced, relevant, differentiated and include personalisation.
- Adapt to changing requirements and expectations from Government and Higher Education
- Fulfil the statutory requirements of the school's funding agreement and meet the expectations of regulatory bodies.
- Exceed national standards in achievement, attainment, and progress.
- Help students develop personal moral values, respect for religious values and tolerance of other beliefs and cultures

### **3 Implementation: Roles & Responsibilities**

#### **The Headteacher will:**

- Ensure that the curriculum policy is implemented and regularly reviewed to ensure it remains relevant, fit for purpose and up to date with national and local initiatives.
- Make recommendations to governors when changes to the curriculum policy are required.
- Monitor the implementation of the curriculum policy and ensure the policy contributes to high standards, ensuring students leave well qualified with qualifications which are relevant to their next stage of their education.
- Ensure the school timetable delivers the curriculum efficiently and effectively

#### **The Governing Body will:**

- Hold the Head teacher to account for the successful implementation of the curriculum policy.
- Challenge the Head teacher where necessary to ensure the curriculum policy enables the students to achieve high outcomes in qualifications which are relevant to their next stage of their education.

#### **The Director of Curriculum**

- Monitor national developments
- Update the curriculum model to meet national requirements and the needs of the students
- Have an oversight of curriculum structure across the school
- Convene the Curriculum Leadership Team
- Liaise with the Heads of Lower school, Upper School and Sixth Form to ensure effective KS4 and KS5 Option processes
- Advise the Head teacher on staffing requirements to deliver the curriculum

#### **Strategic Leadership Team**

- Monitor standards within departments
- Monitor curriculum delivery within departments

#### **The Curriculum Leadership Team will:**

- Take the lead in the specific development and management of the curriculum
- Consider and debate curriculum developments

#### **Heads of School and Pastoral Leadership Team**

- Manage Interventions to support progress across the curriculum
- Manage the options process at KS4 and KS5
- Manage students with personalised curriculum

#### **Heads of Faculty and Subject will:**

- Work with the Curriculum Leadership team and SLT Line Managers to establish **the intent of the curriculum**
- Plan the sequencing and implementation of the curriculum within their department
- Lead teaching staff in the development of appropriate schemes of work and programmes of study

- Monitor and develop standards of teaching and learning
- Ensure appropriate assessment is carried out, moderated, recorded, analysed, and acted upon to raise achievement
- Regularly review the **impact of the curriculum** making use of assessment information and student voice
- Manage interventions to support students within their subjects and liaise with PLT and SLT where appropriate
- Oversee CPD for their teams and ensure staff remain up to date with developments within their subject
- Work with the Head of Learning Services in timetabling their subjects
- Select and develop courses and qualifications to best meet the learning needs of the students
- Liaise with SLT, CLT and the Head of Learning Services over proposed changes to curriculum delivery
- • Work with the Examinations Office to ensure efficient administration of external and internal assessment including exam entries.

#### **Teaching and Support Staff will:**

- Implement School & Faculty policies on curriculum, assessment, and behaviour in their teaching.
- Use student assessment information, both external and from their own lessons, to inform their teaching to meet students' needs
- Adapt and differentiate teaching to respond to the strengths and needs of all students.
- Be proactive in seeking out opportunities to develop as teachers and identify through annual PM review process the CPD and INSET needed to develop their pedagogy

## **4 Monitoring, Evaluation & Review**

The Governing Body will receive regular reports from the Head teacher on the standards achieved by the school and the impact of the curriculum.

The Governing Body will review this policy annually and assess its implementation and effectiveness.

## 5 The Curriculum

The Ecclesbourne Schools curriculum is designed around the three Key Stages. Please see appendix 1 for a detailed curriculum diagram.

### 5.1 Key Stage 3

The curriculum is comprised of 25, one-hour lessons delivered across five days. In addition, on a Tuesday all students have a Personal Development & Citizenship (PDC) lesson of 50 minutes with their form tutor. Most lessons in Key Stage 3 are delivered through form based all ability teaching apart from Mathematics (Year 7 to 9) and Science and Languages (Year 9). A small number of students in Lower School are withdrawn from specified lessons for individualised support. Where this is the case care is taken to consider student and parental preference, consult with subject staff and ensure that no area of the curriculum is used disproportionately and that students are not withdrawn from the same subject in consecutive years. The guiding principle is the maintenance of the broadest curriculum for all students. There are smaller class sizes in Technology to account for the practical nature of the subject.

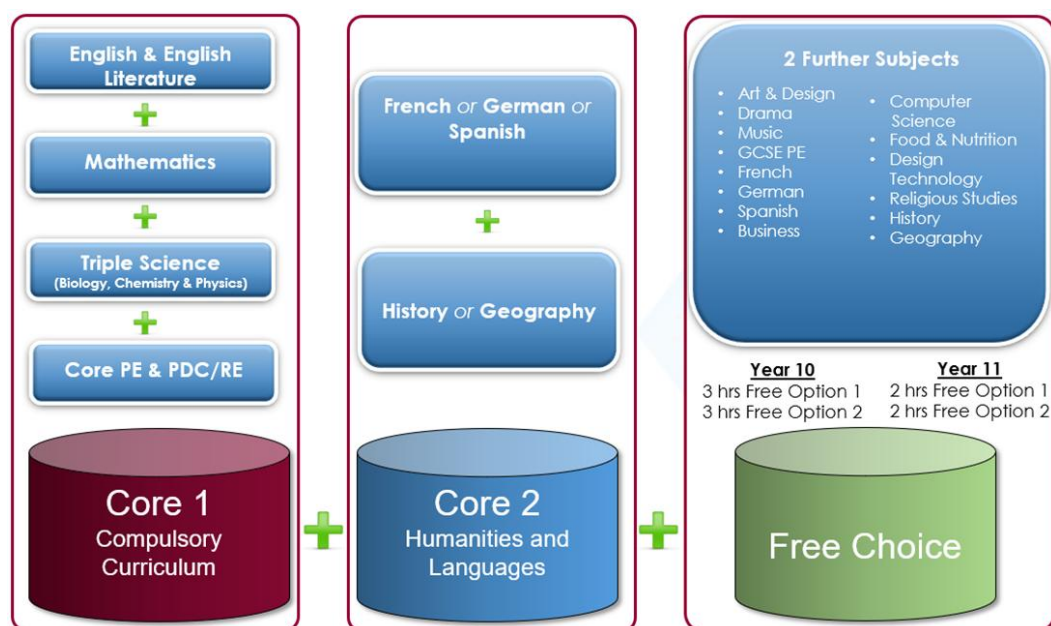
YEAR 7		YEAR 8		YEAR 9	
SCIENCE	3	SCIENCE	3	SCIENCE	3
MATHS	3	MATHS	3	MATHS	4
ENGLISH	3	ENGLISH	4	ENGLISH	3
HISTORY	2	HISTORY	2	HISTORY	2
GEOGRAHY	2	GEOGRAHY	2	GEOGRAHY	2
RELIGIOUS ST.	1	RELIGIOUS ST.	1	RELIGIOUS ST.	1
FRENCH	2	FR\GER\SPA	2	FR\GER\SPA	2
GER/SPANISH	1				
COMPUTING	1	COMPUTING	1	COMPUTING	1
RES MAT	1	RES MAT	1	RES MAT	1
TEX/FOOD	1	TEX/FOOD	1	TEX/FOOD	1
ART	1	ART	1	ART	1
DRAMA	1	DRAMA	1	DRAMA	1
MUSIC	1	MUSIC	1	MUSIC	1
PE	2	PE	2	PE	2
PDC	1	PDC	1	PDC	1
<b>TOTAL</b>	<b>26</b>	<b>TOTAL</b>	<b>26</b>	<b>TOTAL</b>	<b>26</b>

### 5.2 Key Stage 4

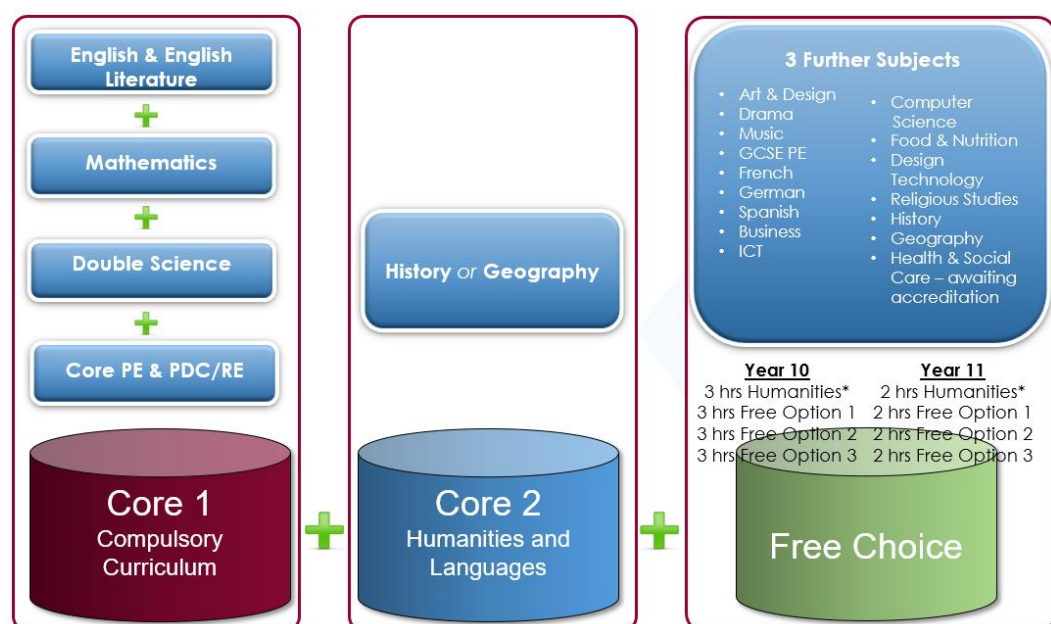
The KS4 Curriculum consists of the Core, Guided Option and Free Choices. The Core Curriculum comprises Mathematics, English Language, English Literature, Science, and courses in Personal Development [including Religious Education, RSE, Careers, Citizenship and Health Education]. The Core Curriculum is compulsory. It is also compulsory to select a “Guided Option”, either History or Geography.

Students selected to study Triple Science are guided to study a Modern Foreign Language in most cases. Those students who choose Triple Science and a language will have two further free choices beyond the choices in the Core. Whilst those students who study Double Science (Trilogy) have three further free options.

## Option Route A



## Option Route B



### 5.3 KS4 Curriculum Allocation

Subject	Year 10	Year 11
English Language & Literature	3 hours	4 hours
Mathematics	4 hours	4 hours
Science	6 hours	6 hours
Humanities: Geography or History	3 hours	2 hours
PE	1 hour	1 hour
PDC	1 hour	1 hour
Option 1: MFL or Free Option	3 hours	2 hours
Option 2: Free Option	3 (or 2) hours	2 (or 3) hours
Option 3: Free Option	3 (or 2) hours	2 (or 3) hours
Enrichment		1 hour
<b>Modern Foreign Languages:</b> French, German, Spanish		
<b>Free Options:</b> Computer Science, Food & Nutrition, Design Technology, Religious Studies, History, Geography, BTEC Health & Social Care, Art & Design, Drama & Theatre Studies, Music, GCSE PE, BTEC PE, French, German, Spanish, Business, BTEC ICT, Engineering.		



## 5.4 Key Stage 5

The KS5 Curriculum consists of a broad and balanced range of Level 3 qualifications and Level 2 Mathematics and English. Individualisation of provision is the priority and so the maximum weight is given to student choice with the option blocks created after optimisation of the curriculum organisation to allow the largest number to access their preferred choices. Entry requirements are set to ensure a broad access is maintained with the expectation that most students will choose to stay on into the Sixth Form. The 16+ options processed is managed by a core team of Sixth Form and Upper School pastoral staff and is designed to ensure that all students are placed on an Ecclesbourne course of study or a suitable course at an alternative FE provider or an apprenticeship/employment with training. Timetable allocation is 5 hours a week in each of Years 12 and 13 per subject. 2 hours per week per subject are allocated to Private Study, 1 hour per week PDC, 2 hours per week for wellbeing/PE, 2 hours per week for enrichment including EPQ, Young Enterprise, Sports Leadership, Duke of Edinburgh Gold Award Scheme.

**Subject offer:** Art, Biology, Business, Chemistry, Computing, Product Design, Textiles Design, Drama & Theatre Studies, Economics, English Literature, French, Geography, German, Politics, Health & Social Care, History, ICT, Mathematics, Further Mathematics, Music, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish.

### KS5 Curriculum Allocation

Options	Core Curriculum	Extended Curriculum
Subject 1	5 hours	5 hours
Subject 2	5 hours	5 hours
Subject 3	5 hours	5 hours
Subject 4		5 hours
Personal Development	1 hour	1 hour
Private Study	6 hours	2 hours
Wellbeing	1 or 2 hours	1 hour
Enrichment	1 or 2 hours	1 hour

## 6 The School Day and Year

Times of the Day 2025 - 2026		
	Monday & Weds-Friday	Tuesday
Registration	09.00 - 09.20	Registration & PDC 9.00 – 9.50
Period 1	9.25 - 10.25	9.50 – 10.45
Break	10.25 - 10.40	10.45 – 11.00
Period 2	10.40 - 11.40	11.00 – 11.55
Period 3	11.40 - 12.40	11.55 – 12.50
Lunch	12.40 - 13.30	12.50 – 1.40
Registration	13.30 – 13.40	13.40 – 13.50
Period 4	13.40 - 14.40	13.50 – 14.45
Period 5	14.40 – 15.40	14.45 – 15.40
Academic Year 2025 - 2026		
Term	Start	Finish
Autumn 1	Thursday 4 <sup>th</sup> September	Friday 24 <sup>th</sup> October
Autumn 2	Monday 3 <sup>rd</sup> November	Friday 19 <sup>th</sup> December
Spring 3	Monday 5 <sup>th</sup> January	Friday 13 <sup>th</sup> February
Spring 4	Monday 23 <sup>rd</sup> February	Friday 27 <sup>th</sup> March
Summer 5	Monday 13 <sup>th</sup> April	Friday 22 <sup>nd</sup> May
Summer 6	Monday 1 <sup>st</sup> June	Thursday 23 <sup>rd</sup> July
Bank Holidays	25 <sup>th</sup> & 26 <sup>th</sup> December 2025, 1 <sup>st</sup> January 2026, 3 <sup>rd</sup> April (Good Friday), 6 <sup>th</sup> April (Easter Monday), 4 <sup>th</sup> May 25 <sup>th</sup> May 31 <sup>st</sup> August	
INSET Days*	Thursday 4 <sup>th</sup> September*, Friday 5 <sup>th</sup> September*, Monday 8 <sup>th</sup> September, Monday 3 <sup>rd</sup> November, Friday 17 <sup>th</sup> April *Twilight INSET	
Academic Year 2026 - 2027		
Term	Start	Finish
Autumn 1	Friday 4 <sup>th</sup> September	Friday 23 <sup>rd</sup> October
Autumn 2	Monday 2 <sup>nd</sup> November	Friday 18 <sup>th</sup> December
Spring 3	Monday 4 <sup>th</sup> January	Friday 12 <sup>th</sup> February
Spring 4	Monday 22 <sup>nd</sup> February	Thursday 25 <sup>th</sup> March
Summer 5	Monday 12 <sup>th</sup> April	Friday 28 <sup>th</sup> May
Summer 6	Monday 7 <sup>th</sup> June	Monday 26 <sup>th</sup> July
Bank Holidays	25th & 28th December 2026, 1st January 2027, 26th March (Good Friday), 29th March (Easter Monday), 3rd May, 31st May, 30th August	
INSET Days *	Friday 4th September 2026*, Monday 7th & Tuesday 8th September 2026, Monday 2nd November 2026, Friday 16th April 2027, Monday 26th July 2027* * (Twilight INSET)	

## 7 SEND

The school is committed to helping all children realise their potential. Students with SEND are provided with equality of opportunity so that they achieve the highest possible level of success. Students with SEND receive a full and balanced curriculum and are largely taught in the mainstream with support from teachers and teaching assistants. A system for limited withdrawal for targeted intervention from some regular lessons has been developed and adapted to meet the needs of identified students with specific learning difficulties. Students withdrawn from any subject one year do not miss the same subject in subsequent years unless for exceptional circumstances. Teaching is either individual or in small groups and students are supported in this way to catch up with their peers and build self-esteem and confidence in their own abilities.

## 8 Literacy across the curriculum

Good literacy is a prerequisite for students to make progress in all subjects. It is also essential for future lives and careers. Therefore, we offer additional support to close any gaps, should they exist, including withdrawal from lessons and direct support in the classroom.

**Strategies employed to stimulate the development of literacy skills for all students include:**

- spelling and definitions of vocabulary which is specific to each subject
- use of dictionaries
- mind mapping/thought showers /study skills
- taught library lessons
- proof reading
- dictation
- punctuation/grammar skills
- IT/Technology – use of laptops/electronic spell checkers, software to enhance basic skills.
- home/school reading arrangements in lower school through the passport to reading scheme
- taught library lessons and minimum thirty minutes private reading every week for all KS3 students.

## 9 Homework

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits. The school will expect students to complete homework in line with the expectations set out below. Homework will be set according to a timetable published at the beginning of the academic year by the Head of Year. The homework programme is communicated to students and parents/carers using 'Show my Homework' which can be accessed by both students and parents/carers.

Students can expect to receive the following amount of homework:

Year 7	20 minutes homework per subject per night, usually no more than two subjects per night.
Year 8	25 minutes homework per subject per night, usually no more than two subjects per night.
Year 9	30 minutes homework per subject per night, usually no more than two subjects per night.
Year 10 and 11	40 minutes homework per subject twice a week.
Year 12 and 13	Five hours of 'private study' per subject per week

Although homework is a joint effort involving parents, students, and teachers, it is the students' responsibility, supported by parents, to complete all homework set. Homework helps to keep home and school in touch. Parents can see the curriculum as it unfolds through the year and can help their child learn to budget time, follow verbal and written directions, and develop habits of discipline and self-reliance.

Suggested guidelines for parents/carers:

- become familiar with the homework policy of the school.
- provide feedback to the school regarding problems such as time, difficulty, and progress.
- provide a home atmosphere suitable for quiet study: a place with adequate light, a desk or table, and a dictionary. Limit distractions.
- encourage children to study at a regular time.
- check in the student planner or on Show my Homework to ensure that homework is not put off until the last minute.
- take an interest in homework set but do not over-supervise.
- give only that kind of help which enables the child to clarify any misunderstanding of the homework.
- encourage the child to always do his or her best and to avoid depending upon others for help.
- compliment the child when work is neat and well done.
- follow a consistent policy of firm but friendly concern and interest in your child's homework.
- support the school policy and teachers regarding good regular study habits and the need for regular homework.

## **10 Religious Studies**

**Religious Studies** forms an essential part of a broad general education. In Years 7-9 students study the major religions of the world in a comparative way. Year 10 to 13 students follow a two-year general course within Personal Development and Citizenship (PDC) informed by the locally agreed syllabus. Students may also choose to take a GCSE or A-level in Religious Studies.

## **11 Spiritual, Moral, Social and Cultural (SMSC) Education**

Spiritual, Moral, Social and Cultural education is delivered through the taught curriculum and extra-curricular activities. See Appendix 1.

## **12 Personal Development and Citizenship**

Personal Development and Citizenship is delivered to all students in the school by tutors, and other relevant agencies. Subjects covered are Careers Education Guidance, Personal Social Health Education, Relationships and Sex Education, Drugs Education and Citizenship.

Careers education and guidance aims to foster the development of the knowledge, skills, and attitudes necessary for individuals to make well-informed educational and vocational choices. Structured input takes place through the Personal Development and Citizenship course, which covers principles of decision-making, the development of self-awareness and preparation for transition to the world of work, and careers advice. The school ensures it meets all the 8 Gatsby Benchmarks for Careers Education and has a dedicated area on the school website for parents and students to access.

In addition, Year 9 can expect specialist advice on GCSE subject choices from the School and our External Careers Advisors. Throughout Year 10, students will be involved in preparation for work experience. In Year

11 every effort is made to support students and parents/carers in making Post 16 choices. A Post 16 Option Choice Evening, A Careers Fair and an Ecclesbourne Sixth Form Evening are part of this process.

Students are encouraged in group work and interviews, to access information in a well-resourced careers library. Students in Years 10 and 11 are made aware of careers conventions and other careers and vocational events. Careers evenings in October allow parents/carers and students to explore options open to young people at the end of Year 11.

Personal Development continues in Years 12 and 13. A Post 18 day is held in July of Year 12 and all Year 12 students undertake a work experience placement.

### **13 Relationships, Health and Sex Education**

The Governors recognise that relationships education is a shared responsibility between home and the school. Relationships, Health and Sex education is an important part of the curriculum and covers not only the biological facts of reproduction, but also emphasises the skills, attitudes and insights young people need to form supportive relationships. The school will present the facts whilst promoting discussion of related practical, emotional, and ethical issues in an objective, balanced and developmental manner in such a way that students:

- appreciate the responsibilities of individuals in relationships
- know what is and what is not legal
- can comprehend the range of sexual attitudes and behaviour in contemporary society
- consider the influences of their own attitudes and feelings in making decisions which are appropriate to their age and maturity.

Any materials, which are thought to be controversial, are submitted for approval of Governors. The teaching will take place within a clear moral framework with due regard to the Department for Education guidance which emphasises lifelong learning about physical, moral, and emotional development. It is about the understanding of different family's lives with stable and loving relationships, respect, love and care. It is also about the teaching of sex, relationships and sexual health. Individual lessons will employ varied methods, which are designed to be appropriate to the age of the students concerned.

Relationships, Health and Sex Education at Ecclesbourne does not feature as a discrete subject, but is subsumed within a range of curriculum areas, the principal ones being Science, English, Religious Studies and Personal Development and Citizenship. Apart from those aspects of human reproduction, which are still part of the National Curriculum in Science, parents/carers may withdraw their children from the sex part of the curriculum prior to their 16th birthday but not the relationship element of the teaching. Parents are informed via our website and information evening of the different topics that.

However, the teaching of apparently unrelated topics may occasionally lead to a discussion of sexual behaviour; such discussions are likely to be limited and unplanned, which places them outside the scope of the school's sex education programme and the regulations associated with it.