



Kesteven and Sleaford High School

A Robert Carre Trust School

Curriculum Policy

INTENT

Robert Carre Trust (RCT) Curriculum Statement

The Curriculum Statement has been agreed by the Trustees as the ‘touchstone’ against which any evaluation of the curriculum is made (evaluation of both provision and impact) and any review and subsequent development of the curriculum is undertaken.

It is our ambition that all students leave RCT schools having achieved their academic potential as well as being fully prepared for their next stage in education, or for work, and having acquired an enthusiasm for lifelong-learning.

All RCT schools provide a broad, balanced and relevant curriculum to offer the very best academic (and where appropriate vocational) progression pathways and to ensure that the learning needs of each child are taken into account and that the development of the whole child is addressed.

Our commitment is to offer a broad range of opportunities for all students to gain experiences, learning outside the classroom as well as within. The provision of a curriculum which provides enrichment through cultural and sporting pursuits is a key feature of the RCT curriculum offer and we seek to continue to develop the partnerships locally, nationally and internationally to extend these opportunities.

By encouraging **creativity alongside application, honesty, sensitivity, compassion and moral and spiritual self-awareness** we believe that we will ensure that our students will develop the capacity to meet the challenges of the modern world and lead happy, healthy and fulfilling lives, making the best of their talents.

The curriculum provided by RCT schools will actively seek to support the development of students’ abilities in the following key areas: **creative thinking, effective participation, reflective learning, independence, resilience, tolerance of diversity, curiosity, self-management and team work.**

We believe that the supportive and welcoming atmosphere of RCT schools helps our students enjoy learning, achieve well and develop good relationships with others. We seek to combine this with challenge to encourage students to take increasing responsibility for themselves and for others around them as they grow and develop.

RCT schools provide environments in which young people are expected to work hard, behave well, demonstrate responsibility and discipline, and share in the caring ethos and community values of their school.

The curriculum refers to the total learning experience which students have during their time at this school and is designed to reflect the ethos and values of this school. Teaching and Learning is a key focus and the curriculum is delivered with commitment and enthusiasm. The professional expertise of staff combined with high quality pastoral care combines to create an outstanding learning experience across the key stages. The school has high expectations of both the students and the standard of teaching across the curriculum.

The wider curriculum offer (including co-curricular and extra-curricular activity) aims to:

- Create a learning environment which fosters curiosity and enthusiasm;
- Create a learning environment where students feel secure, confident and can realise their potential;
- Ensure teaching helps students build knowledge and skills over time;
- Encourage the development of high levels of spiritual and moral values related to self-discipline, responsibility and respect;
- Promote independent thinking and a desire for life-long learning;
- Ensure that students develop the essential literacy, numeracy and communication skills necessary for the modern world;
- Use assessment and feedback as both a formative and summative tool
- Encourage and facilitate the development of a variety of skills through extra-curricular activity.
- Enable students to pursue future courses of study or employment commensurate with their interest and abilities.

IMPLEMENTATION

KSHS is committed to providing a rigorous academic and intellectual education which will challenge and engage students. The aim is to provide all students with a secure foundation on which to continue into Higher Education and into careers of their choice. As 80% of students are expected to pursue university degree courses, whilst others access higher level apprenticeships or career pathways, a broad, balanced and facilitating curriculum is on offer.

When planning and implementing the curriculum, the school will have due regards to the RCT Equality, Equity, Diversity and Inclusion (Students) Policy at all times. Care will be taken within all schemes of work to ensure that all pupils students have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the protected characteristics recognised within the Equality Act 2010.

A broad, well balanced curriculum is vital preparation for the future. The school aims to ensure that all students will study the following subjects at KS4:

- English Language and English Literature
- Mathematics
- Science (Triple or Combined at GCSE)

- A Language Subject – French or German, or both
- A Humanities Subject – History and/or Geography

Also PE (Physical Education) and PSHE (Personal, Social and Health Education) which will include aspects of careers guidance will be taught to all students. They will also study Ethics and Philosophy (EP). It is rare for a student not to study this spread of subjects but deviations are made from this model in the interests of individual students in liaison with parents, teachers and the SEND department.

Key Stage 3

The Key Stage 3 curriculum offers a diverse range of subjects as well as the traditional core subjects (see Appendix 1 Curriculum Model, two-week model). The Curriculum offer is reviewed regularly.

Subjects currently studied are: English, Mathematics, Science, French, German, History, Geography, Design and Technology, Drama, IT, Computing, Art, Music, EP, PSHE and PE. Subject content of each reflects the national curriculum extended as appropriate at a pace fitting for our able students.

All learners including those with SEND are given access to the full KS3 curriculum employing adaptive teaching strategies. An adapted curriculum (usually a reduction in the number of subjects studied) is developed for some learners following consultation with the SEND department, Head of Year and Assistant Headteacher (Curriculum) as well as parents and the student.

A library lesson in Year 7 develops confidence and enjoyment in reading a wide range of genres. Across all subjects learners are encouraged to read widely.

Subject Leaders review the Schemes of Learning regularly to reflect societal developments, as well as statutory changes, for example the curriculum review in PSHE which facilitated explicit teaching around ‘consent’ for each year group.

Key Stage 4

The Key Stage 4 curriculum is made up of a combination of core subjects and optional subjects.

English
English Literature
Mathematics
Biology
Chemistry
Physics (incl. Science tutorial)
Option A
Option B
Option C
Option D
PE
EP
PSHE

Core Subjects

English, English Literature, Mathematics, Biology, Chemistry, Physics, French and/or German, History and/or Geography, PE, EP and PSHE (stand-alone lessons in Years 7-10 alongside the tutor time programme for these year groups with drop down days, tutor time and assemblies for Year 11.)

Further information about the subjects taught is available on the Curriculum Section on the school website.

Options Process

The options process begins with students being offered free choice in four option blocks; these selections are then checked to ensure the broad and balanced curriculum offer at KS4 is maintained. The timetabler builds an option form which fits most students' requirements of that year. The option form is designed so that students can study both of the languages and both of the humanities subjects if required. See Appendix 2.

Alongside the compulsory elements of the Key Stage 4 curriculum, students can select a further two GCSE subjects from:

Food and Nutrition, PE, Computing, Graphic Communication, Fine Art, Drama, Design and Technology: Textiles, French, German, History, Geography, Business Studies, Religious Studies, Electronics and Music. This selection is regularly reviewed and adapted to ensure it meets student demand.

Curriculum adaptations are made on an individual basis for SEND students if required. Previous adaptations have included the removal of the requirement to study a modern foreign language or a reduction in the number of option subjects studied in order to provide opportunity to access learning support or to provide time for them to consolidate their learning at an appropriate pace.

Key Stage 5

At key stage 5 students can opt for subjects which are offered in the 'Sleaford Joint Sixth Form'. Students can apply for these courses through the SJSF application process which is managed across the Robert Carre Trust. Students may be based at either school in the Trust. A prospectus of courses can be found in the 6th Form section on the school website. In addition, students can access EPQ, must attend Enrichment sessions throughout Year 12 and participate in a full programme of IAG (Information, Advice and Guidance), including 1:1 careers advice and work experience opportunities.

Careers education

The school will work to encompass careers education and guidance into subjects across the curriculum. The school will engage with and ensure students have access to local employers, businesses and professional networks and providers of post-14, post-16 and post-18 education and training, including visiting speakers with whom students can relate.

Personal Development

We provide a broad curriculum for Spiritual, Social and Cultural Education which is delivered across a variety of subjects including a structured PSHE programme, assembly and tutor time, as well as through subjects. Subject contributions to Personal Development are mapped through schemes of learning.

British Values

The breadth of the curriculum and the compulsory core subjects provide many opportunities for students to explore the concept of Britishness. This is achieved through specific PSHE units of work, the school assembly and Personal Development tutor programme and is enhanced through other subjects, particularly Religious Studies and our humanities subjects. British Values as well as the Spiritual, Moral,

Social and Cultural Curriculum (SMSC) are mapped across subjects and can be found in each subject's Schemes of Learning.

Extra-Curricular and Co-Curricular Provision

A variety of extra-curricular activities are offered and students across all key stages are encouraged to participate. The school takes particular pride in its completion rates in the Duke of Edinburgh Award at all three levels as well as students' involvement in national programmes such as NCS each year. See the school's website for details.

IMPACT

Roles and Responsibilities

The Headteacher, Assistant Headteacher – Curriculum, the SLT and the Governors will ensure that:

- All statutory 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 students will be met. This can be found in the Subjects' Schemes of Learning,
- The amount of time provided for teaching the curriculum is adequate,
- The effectiveness of the delivery of the curriculum and its impact on student outcomes (which include, but are not exclusively measured by, external examination results) will be monitored via the whole school Quality Assurance programme. This includes lesson visits, student work scrutiny, student voice activity, Peer Review programmes across the Trust and with other school partners, data analysis, whole school and departmental SEF processes and improvement planning,
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from relevant elements of the school curriculum,
- The procedures for assessment meet all legal requirements and students and their parents/carers receive regular information to show how much progress the students are making and what is required to help them make progress,
- The Local Governance Tier is involved in decision making processes that relate to the breadth and balance of the curriculum:
- The curriculum is reviewed in the light of shifting societal change and developments (e.g., the review of the teaching of sexual consent as part of the RSE and PSHE curriculum)

Curriculum Leaders will ensure that:

- They adopt or construct a subject curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life,
- The subject curriculum is coherently planned and sequenced so that students acquire the knowledge and skills for future learning and employment,
- The subject area has ambitions for all learners. For some learners with high levels of special educational needs and/or disabilities - their curriculum is adjusted to meet their needs
- Teachers have good knowledge of the subject(s) and courses that they teach,
- Curriculum Leaders provide effective support for those teaching outside their main areas of expertise.

- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check learners' understanding systematically, identify misconceptions accurately and provide clear direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or differentiated approaches,
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate the new knowledge into larger concepts,
- Teachers use assessment work well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching,
- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment,
- A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading,
- Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well,
- Learners are ready for the next stage of their education, employment or training. Where relevant they gain qualifications that allow them to go on to their destinations that meet their interests, aspirations and the intention of their course of study.

The **Local Governance Tier** will ensure that:

- It is fully involved in decision making processes that relate to the breadth and balance of the curriculum,
- It considers the advice of the Headteacher and the SLT when approving this curriculum policy and when setting targets,
- Progress towards annual targets is monitored,
- Parents/Carers receive timely reports on the progress of their child against clearly defined expectations.

Other Linked Policies

KSHS PSHE Policy

KSHS RSE Policy

KSHS SMSC, British Values and Collective Worship Policy

Appendices

1. Curriculum Model 2025-26
2. Year 9 Options 2025-26

Reviewed by GW/JSm

Approved by the KSHS Local Governors on 18 June 2025



Year 9 Options 2025



Name: _____

Form: 9 _____

A	B	C	D
History	History	History	History
French	Geography	Geography	French
German	French	German	German
Music	Art - Fine Art	Business	Business
Computer Science	Art - Graphic Communication	Food and Nutrition	Drama
Physical Education	Electronics	Physical Education	D & T Textiles
	Drama		Religious Studies

Please be aware that subjects may still not run if final option choices do not result in a school determined viable group size.

The school will endeavour to meet the selection chosen but may adjust the block the subject is studied in. Your child should not assume that selecting the same subject in the same column as a friend will mean they are in the same class.

- a Humanities (History or Geography) subject has been selected
- a language (French or German) subject has been selected

Signed:..... (Parent/Carer) Date: / / 2025

- Please return to school no later than **Wednesday 26 February**