



Curriculum Policy

2025

Aims and Objectives

- To provide plans and schemes of work that take into account the ages, aptitudes and needs of pupils.
- To not undermine British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To provide a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- To provide for pupils to acquire skills in speaking and listening, literacy and numeracy.
- To provide personal, social and health education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- To provide appropriate careers guidance for pupils receiving secondary education. This guidance will be:
 - presented in an impartial manner
 - enable them to make informed choices about a broad range of career options
 - helps to encourage them to fulfil their potential
- To provide a programme of activities to compulsory school age children which is appropriate to their needs.
- To provide all pupils with the opportunity to learn and make progress.
- To provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

CURRICULUM AIMS AND POLICY

At CMSS we aim to provide an inspiring and challenging curriculum to develop independent and enquiring learners who can think both critically and creatively. The curriculum should build an environment where questioning, academic risk-taking, and the freedom to learn from mistakes are all encouraged. We offer a relevant curriculum designed to nurture high aspirations, enable strong academic and personal outcomes, and prepare

pupils for the opportunities and challenges of the 21st century, both in Britain and globally. Our curriculum should imbue in our pupils these qualities: responsibility, resourcefulness, resilience, and a sense that learning can excite and invigorate throughout life. Within the framework of a broad and balanced education for each pupil, we intend for our curriculum to

- a personalised curriculum so that each pupil can learn and make progress in ways that play to their strengths and fosters existing and new interests. Our curriculum considers the ages, abilities and needs of all of our pupils.
- The Curriculum Policy should be seen within the overall Core Values of the school.

CURRICULUM OBJECTIVES

Our curriculum is designed to allow each pupil to:

- achieve the best possible academic qualifications and fulfil their potential, whatever their ability.
- ensure high levels of engagement, enjoyment, and personal development.

We aim for our curriculum to develop pupils who:

- understand and respect the fundamental British values of democracy, the rule of law and individual liberty, and show respect for and tolerance of those with different faiths and beliefs.
- acquire an understanding of the social, economic, environmental, and political aspects of Britain and the wider world, and the interdependence of individuals, groups and nations.
- develop the values, skills and behaviours needed to achieve success in both education and employment.
- have the knowledge to develop for themselves an active and healthy lifestyle and a sense of wellbeing.

CURRICULUM DELIVERY

The curriculum should be seen in its broadest sense as the entire planned learning journey. This includes formal lessons and planned events, trips, and enrichment opportunities inside and outside the classroom. Although most of the pupils' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address several cross-curricular aspects. Areas such as: wellbeing and physical health, research and presentation skills, study and metacognitive skills, global and environmental awareness, economics, and money sense.

The skills are delivered through:

- subject lessons and subject specific extension activities
- co-curricular activities
- trips and visits
- assemblies and form time

CURRICULUM POLICY AN CURRICULUM PLAN

Some activities are compulsory, and for those that are voluntary, pupils are encouraged to participate in activities of each type, challenging themselves and developing new interests. Participation is monitored by Form Tutors.

Spiritual, moral, social and cultural

All subject departments have a responsibility to nurture social, moral, cultural and spiritual development of the pupils including a duty to ensure that pupils understand fundamental British values of democracy, the rule of law and individual liberty, and show respect for and tolerance of those with different faiths and beliefs.

Literacy across the curriculum

We aim for all our pupils to become literate and articulate communicators. In all subjects, pupils should be taught to express themselves correctly and appropriately on paper and orally, and to read accurately and with understanding. Pupils should be taught to recognise and use Standard English. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions. They should also be

taught to organise their writing in logical and coherent forms. In speaking, pupils should be taught to use language precisely and cogently. Pupils should be taught to listen to others, and to respond and build on their ideas and views constructively. In reading, pupils should be taught strategies to help them read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Numeracy across the curriculum

Similarly, all departments are responsible, where appropriate, for developing pupils' numeracy and financial economic understanding when opportunities arise. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, estimates and calculations. Wherever possible, opportunities should be taken to allow students to grasp the basics of personal finance and budgeting.

ICT across the curriculum

Pupils are given opportunities to apply and develop their digital skills using ICT tools to support their learning in all subjects. Pupils have access to laptops and tablets during lessons. Departments are encouraged to use a range of digital tools and resources to support student learning.

Health and Safety

All departments have a duty to ensure appropriate compliance with health and safety guidelines, but specific responsibilities lie with Science, Art and Design, and Physical Education. When working with tools, equipment, and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a) about hazards, risks and risk control.
- b) to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c) to use information to assess the immediate and cumulative risks.
- d) to manage their environment to ensure the health and safety of themselves and others.
- e) to explain the steps, they take to control risks.

ACADEMIC SUPPORT AND PERSONALISATION

In order to ensure every pupil reaches their full potential and makes progress, and is fully engaged in their learning, we offer a high level of personalisation within the curriculum, depending on the needs of each individual pupil. This happens in a number of different ways:

Number and Combination of Subjects Studied

At Key Stage 3 pupils study a broad and balanced curriculum and experience a range of subjects across week. Occasionally a pupil's curriculum will be personalised to allow for a gift or talent to be pursued in more depth, or to allow for consolidation and support, or to allow some space in the day for those whose wellbeing requires it. This personalisation might take the form of one or more subject's being dropped, or one subject taking up extra time or intervention from our SEND and Pastoral team.

In KS4 the number of options a pupil chooses at GCSE will be dependent on their skills, abilities, and interests. The decision about numbers of subjects is made after consultation with the pupil, their parents, and a range of staff and over seen by the Deputy Head. Some pupils will review and change their programme of study during a year to ensure they have an appropriate curriculum.

Academic Support and SEND

Some pupils come into the school with an identified additional learning need, and some pupils are identified whilst at the school as having an additional learning need. If a need is identified, further assessments are administered and with the parents' agreement, the pupil is offered lessons with our academic support staff and given a personalised learning plan. This would also apply to pupils with an EHCP (if applicable). This is circulated to each pupil's teachers with appropriate teaching recommendations which are to be addressed during lessons. In some cases, pupils are assessed as needing extra time or laptop use in examinations.

Every teacher is aware of pupils on the Special Educational Needs & Disability (SEND) register and differentiates for them appropriately within taught lessons. This provision and the progress of the pupils on the register

is monitored by the SENDCo and the SEND department. Pupils can be recommended for academic support by teachers during termly pupil progress meetings, or by form tutors or parents. Those students identified as in need of English as an Additional Language (EAL) support will be offered weekly lessons and their progress monitored by the EAL staff and The deputy head. Pupils on the SEND register or with EAL have full access to the curriculum but may be offered the chance to personalise their programme to allow for the core subjects and skills to be consolidated.

Most Able

Pupils are identified by subject teachers. Teachers differentiate for these pupils appropriately within lessons and there are subject extension programmes. Where appropriate, pupils will be encouraged to take part in local and national programmes for gifted and talented, such as competitions etc

Setting

Setting by experience and current ability takes place from Year 7 in Mathematics and Literacy. In all other subjects, pupils' needs are differentiated for within the lesson through a variety of strategies. Movement between sets is facilitated by timetabling, meaning a pupil can move up or down a set if their progress requires this.

REGULATORY REQUIREMENTS

Religious Education and PSHE

CMSS responds to the legal requirement in maintained schools to teach Religious Education and PSHE. Citizenship Studies is a Compulsory GCSE that all students must take and will also be taught weekly from year 7 to year 9.

All pupils at CMSS receive Personal, Social, Health and Citizen education weekly. The PSHE programme specifically encourages pupils to respect other people, with particular regard to the protected characteristics (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation) under the Equality Act 2010. All students receive Relationships and Sex Education as required in the latest statutory guidance. At Key Stage 3 Pupils receive one

weekly lesson of PSHE, including drugs, alcohol and Relationships and Sex Education.

At CMSS, pupils in all year groups, receive a minimum of 2 hours of sport each week.

Computing (regulatory in maintained schools from 2014) is taught as a discrete subject to Years 7-9, as part of the offering in Information Technology. Computer Science GCSE is offered as part of the GCSE options programme.

MONITORING

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Deputy Head, Heads of Departments, Form Tutors and individual subject teachers. The policy is supported by schemes of work developed by individual departments, summaries of which can be found on the school website. The curriculum provision is reviewed annually at SLT and through Heads of Department meetings as well as discussed at various academic meetings. Evidence for the effective implementation of the policy can be found in:

- the curriculum overviews
- pupil timetables
- pupil questionnaires
- programmes of study and schemes of work
- lesson observations
- work scrutiny
- related policies.