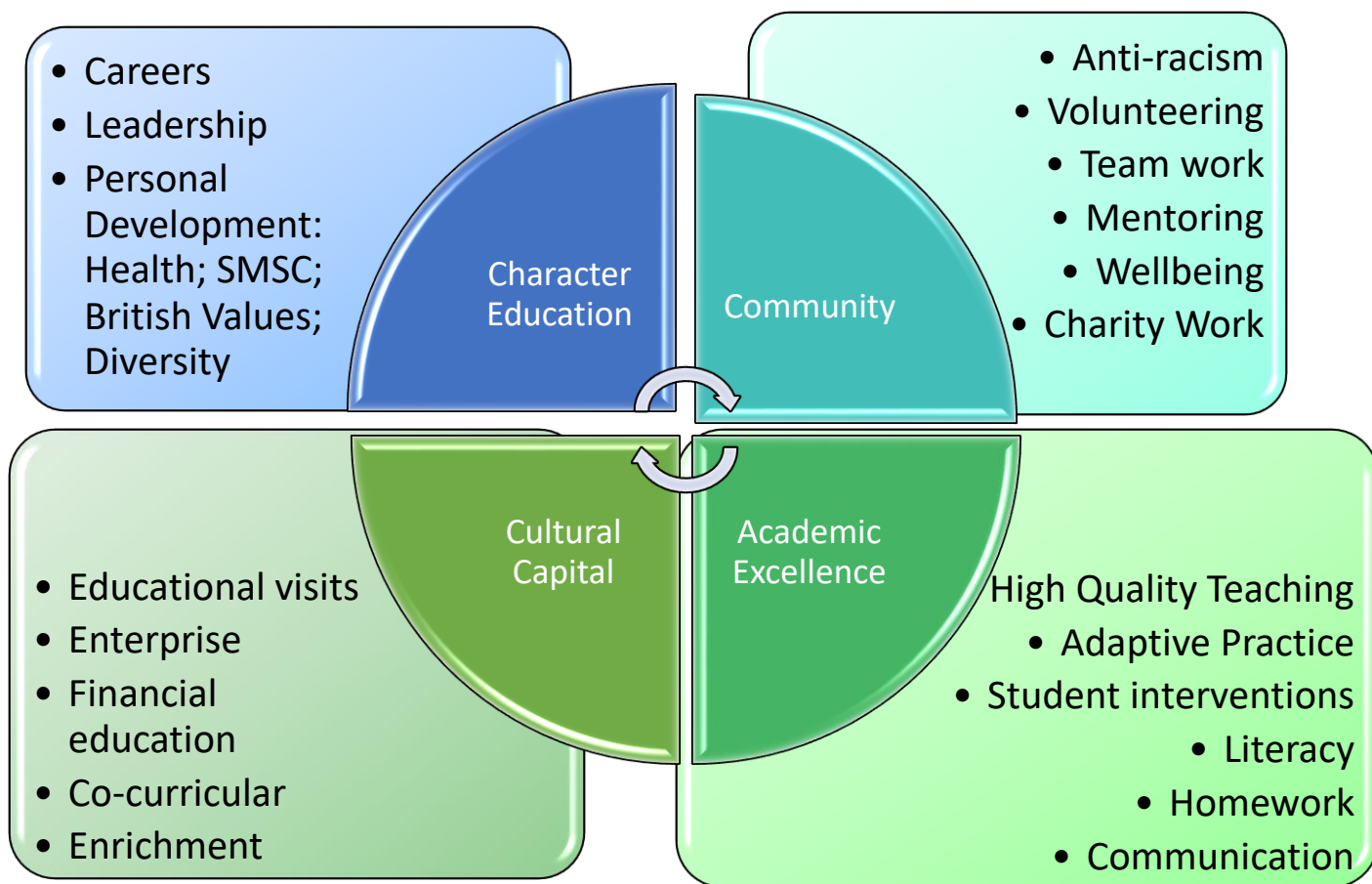# Curriculum Policy

Start Date: Summer 2025
Date of Next Review: Autumn 2026
Author: Mr R Newman
Responsible Committee: Education Committee

Ambition · Pride · Success

Haileybury Turnford: Curriculum Policy 2025/26

Character Education
- Careers
- Leadership
- Personal Development: Health; SMSC; British Values; Diversity

Community
- Anti-racism
- Volunteering
- Team work
- Mentoring
- Wellbeing
- Charity Work

Cultural Capital
- Educational visits
- Enterprise
- Financial education
- Co-curricular
- Enrichment

Academic Excellence

High Quality Teaching
- Adaptive Practice
- Student interventions
- Literacy
- Homework
- Communication

A curriculum should be a feast of learning.' Professor Mick Waters

Curriculum Aims & Intent:

At Haileybury Turnford, our curriculum is created around four areas: Academic Excellence; Cultural Capital; Character Education and Community. It is based on the principles of knowledge acquisition, underpinning the application of skills and leading to a curriculum which is ambitious, broad and balanced. We want all students to approach learning with confidence and independence, gaining deep knowledge of a broad range of subjects and the skills needed for lifelong learning. Our students will receive a world-class education, which prepares them to be fully rounded 21st century, local, national and global citizens. Our

intention is that students will develop a positive attitude towards life and learning. It encourages them to become responsible and respectful, to have integrity and to be safe and healthy in all they do. Students will become independent and self-motivated, able to solve problems, have the resilience to adapt and the ability to work with others. They will respect others and understand the value of diversity and the need for equality.
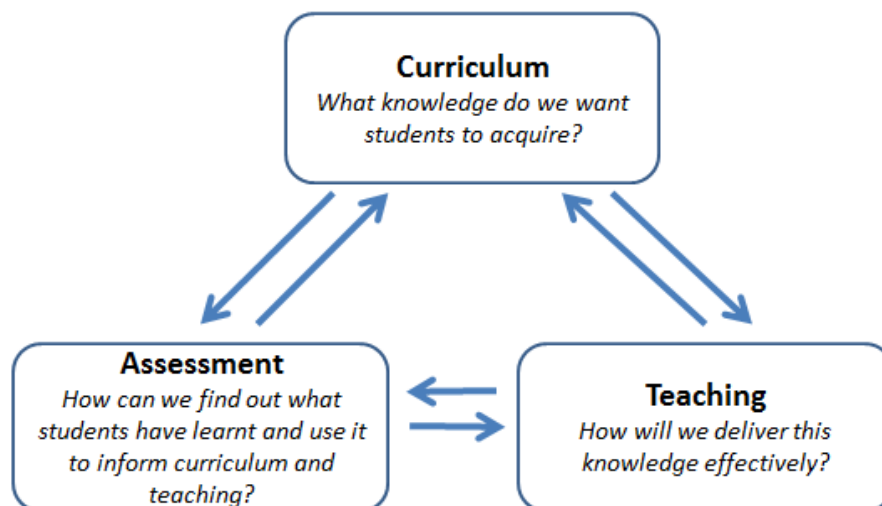
Our curriculum will:

- Be rich in knowledge and skills
- Be well-sequenced and build skills, knowledge and understanding logically
- Be inclusive and meet the needs of every student
- Develop understanding of diversity and equality issues
- Fire students' imaginations and open their minds
- Develop curiosity and make learning exciting and inspirational
- Discover new talents
- Raise aspirations and widen horizons
- Be relevant and contextual
- Prepare students for an ever-changing world and future
- Ensure students leave school with confidence and the ability to make a positive impact on the world

We want all students to have the knowledge and skills to enable them to go onto the next stage of education. Subjects taught, to develop the HT curriculum, each have selected knowledge and skills to help students to develop their understanding of the world, and to equip them to succeed in life.

Curriculum Principles and Planning:

We have created our curriculum using key principles outlined by Dylan Wiliam in 'Principled Curriculum Design' to ensure that it is broad, balanced and rigorous. The structuring and sequencing is coherent, vertically integrated and ensures that what is covered is focused, relevant and appropriate for our students in our context. As such, our curriculum is based on four key elements: Academic Excellence; Cultural Capital; Character Education and Community (See our Curriculum Vision document for more detail on the Curriculum Intent, Implementation and Impact.) and underpinning this curriculum are the key aspects of teaching and assessment. Our curriculum planning begins with the key question: 'What knowledge do we want students to acquire?' This is followed by the question:' How will we deliver this knowledge effectively?' and finally we consider 'How can we find out what students have learnt and use it to inform the curriculum and teaching?' These foci and questions are revisited regularly and reviewed annually to ensure they are aligned to our core principles.

Curriculum
What knowledge do we want students to acquire?

Assessment
How can we find out what students have learnt and use it to inform curriculum and teaching?

Teaching
How will we deliver this knowledge effectively?

Curriculum Structure:

Our curriculum offers a wide range of subjects as well as wider opportunities for development within and beyond the classroom. We offer a wide range of enrichment activities at all Key Stages and provide the opportunity for all students in Key Stage 4 to have work experience. The curriculum across all Key Stages is underpinned by a robust system for Careers Education, information and guidance. All Key Stages also have a well-planned tutor programme to help develop all aspects of our students.

Key Stage 3:

At Key Stage 3 (Years 7-9) students study the following subjects: English, Mathematics, Science, Spanish, History, Geography, Religious Education, Computing, Creative Arts (Art, Media and Photography), Music, Dance, Drama, Design & Technology, Food Technology, Physical Education, Personal Finance and Personal and Social Development (Personal, Social, Health and Economic Education & Citizenship). Some students receive additional literacy and numeracy support.

Key Stage 3 Curriculum Model:

Foundation subjects	Number of hours
Personal Finance	2 hours in Year 8 and Year 9
Computing	2
Dance	1 hour in Year 7 and Year 8
Drama	2
Physical Education	4
Music	2
Design & Technology	2
Food Technology	1
Creative Arts (Art, Media & Photography)	4
Religious Education	1
Personal & Social Development	2 hours in Year 7 1 hour in Year 8 and Year 9

Core subject	Number of hours
English	6 hours in Year 7 and Year 8 7 hours in Year 9
Maths	7 hours in Year 7 6 hours in Year 8 and Year 9
Science	6

EBacc subject	Number of hours
Geography	3
History	3
Spanish *	4

*A small group of high prior attaining students will also study Latin and there is English as an Additional Language teaching for some students as required.

Key Stage 4:

At Key Stage 4 (Years 10-11) all students study the following subjects: English Language, English Literature, Mathematics, Science (Combined or Biology, Chemistry and Physics), Personal & Social Development (Personal, Social, Health and Economic Education, Citizenship, Religious Education, Relationships & Sex Education), and Physical Education. In addition to these subjects, students select four options from a wide range of academic and vocational subjects. All students have access to the full range of options and we do not restrict any student's choice. Students are able to study a strong academic core of subjects including those offered by the EBacc. The study of Spanish and either History or Geography is an expectation for all students to ensure that as many students as possible can pursue the EBacc suite of subjects, and an increasing proportion of students will study the full EBacc. Most students will go on to gain 9 or 10 GCSE or equivalent qualifications. Some students will study fewer subjects and will be given support through The King's Trust if they have identified needs which make this an appropriate qualification. We offer GCSE, BTEC and CNAT courses at Key Stage 4.

Currently the options courses offered for Level 1 and Level 2 study are:

- Art
- Business
- Child Development
- Computer Science
- Dance
- Design & Technology
- Digital Information Technology
- Drama
- Engineering Design
- Geography
- History
- Hospitality and Catering
- Media
- Music
- Photography
- Religious Studies
- Spanish

- Sports Science
- Sports Studies
- Travel & Tourism

Key Stage 4 Curriculum Model:

Core subject	Number of hours
English	9
Maths	9
Combined Science *5 additional hours for triple science	9

Option Blocks	5

Personal & Social Development	1
Core PE	2

Key Stage 5 (Sixth Form):

The Key Stage 5 curriculum offers a breadth of provision to ensure that we can meet the needs of all our learners and we have courses catering for learners of all abilities. The Haileybury Turnford Sixth Form offers clear progression pathways with opportunities for students to progress to university, high quality apprenticeships, employment and further training. We offer a 'foundation' course for those students who need longer to prepare for Level 3 study. We offer Level 3 applied courses (BTEC and Cambridge Nationals) and a full range of A levels. All students who have not passed their English or Mathematics GCSE are provided with re-sit lessons to ensure they attain a passing grade. Currently the subjects offered are:

- Accounting
- Art
- Biology
- Business
- Chemistry
- Children's Play, Learning & Development
- Dance
- Drama
- Economics
- Engineering
- English Literature
- Further Mathematics
- Geography
- Health & Social Care
- History
- ICT
- Mathematical Studies

- Mathematics
- Media
- Music
- PE
- Photography
- Physics
- Politics
- Product Design
- Psychology
- Science
- Sociology
- Travel & Tourism

Key Stage 5 Curriculum Model:

Year	Hours per block *
12	8
13	9

* the number of lessons is reduced where a teaching group is very small

Inclusion:

Teachers set high expectations for all students and use appropriate assessment and ambitious targets for all groups including High Prior Attaining students, Low Prior Attaining students, students from disadvantaged backgrounds, students with SEN and students with English as an Additional Language. Teachers plan sequences of lessons so that all students can engage and succeed and they ensure that there are no barriers to every student achieving.

Curriculum Themes:

Running throughout our curriculum and wider curriculum opportunities are key themes:

1. Social, Moral, Spiritual and Cultural Education (more details in Appendix 2)
2. Relationships and Sex Education (see separate policy)
3. Health Education
4. British Values (more details in Appendix 2)
5. Diversity and equality
6. Reading for Pleasure
7. Careers Guidance
8. Religious Education
9. Online Safety
10. Safeguarding
11. Collective Worship (more details in Appendix 1)

More detail can be found about each of these on our school website.

Assessment:

Students are assessed in a variety of ways. Please see the Assessment, Recording, Reporting & Target Setting Policy for more details.

Teaching:

All lessons are delivered using the Haileybury Turnford prescriptive slides and must include a silent starter, lesson objectives and key terminology. In addition, each lesson will have an explanation and opportunities to check student progress. Adaptive practice is an important focus to ensure opportunities for all students to experience success.

At Haileybury Turnford, our teaching is focused on six key principles: Knowledge acquisition, teacher explanation, modelling, questioning, practice and feedback. More information and detail can be found in the Haileybury Turnford Teaching and Learning Guidance.

Monitoring and Review

The school, via the Governors' Education Committee, monitors the appropriateness of the curriculum, measuring its impact by considering levels of achievement and engagement, and the quality of education it provides to all students. We regularly audit curriculum provision seeking the views of all stakeholders, including students, parents, staff and governors.

All departments and faculties will review regularly as part of their self-evaluation processes, the successful implementation of their curriculum using the Ofsted evaluation framework supplemented by internal and external reviews.

Additional note: Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

Appendix 1: Collective Worship at Haileybury Turnford

The Collective Worship Policy at Haileybury Turnford pays due regard to statutory requirements and has taken account of the guidance offered by the locally agreed Religious Education (RE) syllabus for Hertfordshire County Council.

The Collective Worship Policy is aligned to the values and vision of the school which can be viewed on the school website.

Definition of Collective Worship

Collective worship is a time when the whole school, or groups within the school come together in order to consider and reflect on common concerns, issues and interests. It offers all students an opportunity to take part in relevant, meaningful reflection and provides opportunities for the students' spiritual, moral, social and cultural development.

Aims of Collective Worship

For the school: It is our aim that it is a time when the school community can:

- reflect on the importance and relevance of the school's values and vision, to support students to be ambitious, proud and respectful
- provide an opportunity for collective reflection and contemplation
- celebrate achievement and special times
- explore together the world in which we live, and to understand and reflect on importance local, national and global issues
- make an important contribution to the spiritual, moral, cultural and social aspects of students' development

For the students: We also intend that collective worship contributes to the development of the student as a 'whole' person by providing opportunities to:

- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond to historical and contemporary issues
- consider the response of religion to fundamental questions about the purpose of being, morality and ethical standards, and to develop their own response to such matters

The Contribution of Collective Worship to aspects of the Curriculum

Acts of collective worship and reflection are distinct from curriculum time. However, at Haileybury Turnford, collective worship will feature aspects of the curriculum, enhancing the students' experiences by reflecting on work completed in lessons. Collective worship will enrich class work through its consideration of subject matter from different religious, cultural and ethical perspectives.

The provision of opportunities for students' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure collective worship provides opportunities for spiritual,

moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide students with the opportunity to 'respond' on their own level.

The Management of Collective Worship

The Principal and senior leadership team will be responsible for ensuring that planning, monitoring and evaluation of collective worship and opportunities for reflection occur on a regular basis.

The Organisation of Collective Worship

Collective worship is organised to provide a variety of groupings and will take place in the Hall, led by staff or visitors, in tutor groups in form time for example, or through external visits.

Planning Acts of Collective Worship

The content of all acts of collective worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all students.

Annual planning will list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

Visitors from different religious and cultural backgrounds will lead collective worship periodically, and will be given guidance about the context of the school's collective worship programme. Leaders from faiths within the local community will increase the students' awareness, promote respect and raise the self-esteem of the students who belong to the respective faith groups.

Year 7 and Year 8 students have the opportunity to participate in the school's annual Carol Service at Haileybury Chapel, led by Haileybury's Chaplain.

The Act of Collective Worship/Reflection Period

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of collective worship. Any and all of the methods employed in the classroom can be used effectively in acts of collective worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the students.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through personal reflection or prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made (a change of personnel, music, a moment of silence etc.).

Withdrawal

Any parent who objects to their child attending an act or acts of collective worship may request that their child is withdrawn. This request should be made in writing. To the Principal, Vice Principal or relevant Year Achievement Coordinator. Any student who is withdrawn from an act or acts of collective worship will be supervised during that time by a member of school staff.

Appendix 2: Spiritual, Moral, Social and Cultural Development Policy and Promoting British Values

Spiritual, moral, social and cultural education supports our students' personal development enabling them to develop their own views, principles and be knowledgeable members of modern British society. Through our provision of SMSC we will:

- enable students to develop their self-knowledge, self-esteem and self confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England
- celebrate and promote equality, diversity and inclusion

All staff are involved in spiritual, moral, social and cultural education. These qualities will be evident in the way that children and adults interact throughout the school.

There is a focus on promoting British values through the curriculum, which follows guidance in the *Promoting fundamental British Values as part of SMSC in schools* (DfE, November 2014).

As a result of promoting fundamental British values, our students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

Spiritual Development – Definition

This is the development of the non-material element of a human being – the part that animates and sustains us. Depending on our point of view, it either ends or continues in some form when we physically die. Aspects of this development include a sense of identity, self-worth, self-esteem and a sense of meaning and wider purpose to life.

As a school we will encourage spiritual development through:

- making explicit the ethos and values that the school identifies with, upheld and fostered through its vision
- ensuring all members of staff take seriously their responsibility in this area
- ensuring that all areas of the school curriculum contribute appropriately.
- assemblies and other school events, with a spiritual element to them.

Moral Development – Definition

Moral development is the building by students of a framework of moral values which regulates their personal behaviour. It is also the development of students' understanding of society's shared and agreed values. There are moral issues where there is disagreement and moral development involves understanding that society's values change. It is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about these different views.

As a school we will encourage moral development through:

- addressing moral issues through assemblies and other school and community events
- ensuring moral issues are explored explicitly in all relevant areas of the school curriculum - these will include, but are not limited to, English, Geography, History, Religious Education, Science, and Personal & Social Development
- consistently and persistently managing behaviour and discipline issues in a way that upholds the school's clearly communicated framework of values - this is the responsibility of all staff
- a clear home-school agreement
- promoting a safe learning environment where all students can express their views and opinions
- modelling the values we wish students to reflect on and put into practice
- encouraging and expecting students to take responsibility for their actions
- acknowledging, praising and celebrating good behaviour

Social Development – Definition

Social development is about the school community working effectively together and participating successfully in the local community as a whole. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It involves the development of the interpersonal skills necessary for successful relationships.

As a school we will encourage social development through:

- fostering a sense of community with shared, inclusive values
- providing students with opportunities to work in a range of groupings, both within their own year and across the school
- providing positive whole-school experiences – for example, school productions, school events, assemblies, residential opportunities and timetable collapse events and activities
- encouraging students to develop high-value personal qualities – thoughtfulness, honesty, kindness, being a good friend, respect

- modelling these personal qualities through the behaviour and actions of staff
- helping students to resolve tensions and conflicts
- encouraging students to support nominated charities through school events

Cultural Development – Definition

Cultural development is building up students' understanding of their own culture and other cultures in their local community, town, region and country as a whole. This then leads into developing their understanding of cultures around the world so that they feel comfortable in a variety of cultures and can operate in the emerging "world culture" of shared experiences mediated by television, travel and the internet. Students must understand that cultures are always changing and that coping with this change is an important skill. Promoting students' cultural development is intimately linked with valuing diversity and combating racism.

As a school we will encourage cultural development through:

- having an Equality Policy that addresses cultural elements and fully celebrates and promotes equality, diversity and inclusion
- celebrating the unique qualities of the cultures of all students in the school
- raising awareness and the celebration of other cultures through whole school events and assemblies
- raising awareness of the importance of Protected Characteristics under the Equality Act 2010 and the responsibility to legally protect people from discrimination
- ensuring that the school curriculum gives opportunities to learn about different cultures and heritages
- our curriculum will ensure Black histories are fully incorporated into the students' education, with a particular emphasis on the lives of Black British people and their contributions to society
- promoting tolerance and mutual respect, and robustly, reporting and managing racist incidents when they occur