

## Curriculum Policy

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## 1. Scope

- 1.1. This policy applies to all students attending all schools of the Stephen Perse Foundation (the **School**).

## 2. Glossary

BMAT	Biomedical Aptitude Test
LNAT	Law National Admissions Test
TSA	Thinking Skills Assessment
EYFS	Early Years Foundation Stage

## 3. Guiding Principles

- 3.1. The curriculum is underpinned by the ethos and core values of the School. These are:

- **Inspiration** to help students imagine their goals;
- **Guidance** to help them plan the path which will take them there;
- **Support and pastoral care** to help them grow strong;
- **Achievements** and other passport stamps they need to embark on their journey;
- **Skills and tools** to equip them to navigate the route.

- 3.2. We do this through:

- Excellent teaching with expansive tools for learning;
- Emphasising emotional and mental wellbeing;
- Extensive sport, music, drama and creative opportunities;
- Exciting extracurricular and enrichment courses;
- Outstanding guidance through our 3-11 *Inspire Me* and our 11-18 *Careers and Guidance* programme;
- Being in the heart of the community;
- Knowing every student as an individual.

## 4. Aims

- To provide a first-class, broad and well-balanced curriculum in a supportive, structured environment.
- To encourage excellence and to offer opportunities for students to discover their talents and passions, and to reach their full potential in all areas of the curriculum.
- To provide inspiration and guidance at all stages of the learning journey.
- To foster a love of learning and creativity, to stimulate intellectual curiosity, independent thought and reflection.
- To encourage collaboration and cooperation.
- To develop thinking skills through an embedded approach in the curriculum.
- To develop pupil awareness of, and action in relation to, sustainability through explicit curriculum alongside in-school attitudes and behaviours.
- To retain the finest educational traditions whilst promoting new technologies and embracing new developments in teaching and learning.
- To provide a framework of knowledge, skills and understanding to equip students for the

future.

- To develop intellectual curiosity.
- To promote the spiritual, moral, social and cultural development of all students and to help students to develop a strong moral compass.
- To underpin the curriculum with guidance and pastoral support to enable students to make informed choices.
- To encourage students to develop a global outlook combined with a strong sense of personal and social responsibility.
- To build resilience to radicalisation by promoting fundamental British values and enabling students to challenge extremist views.
- To provide an RSE/PSHEE curriculum which enables students to prepare for the opportunities, choices, experiences and responsibilities which they will encounter in life as they develop as individuals.

## 5. The Stephen Perse Curriculum Model

The Stephen Perse Curriculum Model is the comprehensive framework that translates our Schools' core values and guiding principles into a practical and integrated educational experience. Designed to be broad and well-balanced, the model ensures holistic development across the six key areas of understanding, to foster intellectual curiosity, critical thinking, and the essential skills required for students to navigate their future with confidence.



## 6. Introduction

- 6.1. We provide full-time supervised education of students of compulsory school age (in accordance with section 8 of the Education Act 1996), giving our students experience in linguistic,

mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

- 6.2. Sustainability is, as a necessity, at the forefront of our approach as educators of future generations. The School endeavours to educate, teach and demonstrate a sustainable approach throughout our curriculum. As part of this we explicitly teach our pupils about issues related to sustainability such as renewable energy, climate change, recycling, natural spaces, pollutants, energy consumption and water conservation as part of their taught curriculum. We also encourage action for sustainability by our pupils through Eco-committees, pupil voice and volunteer or charity work.
- 6.3. Our personal, social and health education programme is informed by the Cambridgeshire framework for PSHEE, the national guidance for RSE and reflects the School's aims and ethos. All students are encouraged to have respect for others and particular regard is given to the protected characteristics set out in the Equality Act 2010. Students are guided through our codes of conduct.
- 6.4. In the Senior School and the Sixth Form, our careers and guidance programme provides inspiration and appropriate guidance for all students and, together with our curriculum and PSHEE programme, prepares our students for the opportunities, responsibilities and experiences of adult life.

## **7. Promoting fundamental British values**

- 7.1. In accordance with government policy, the School takes seriously its responsibility to ensure that fundamental British values such as democracy, the rule of law and tolerance are promoted through the curriculum and the extra-curricular programme. This is achieved in a variety of ways including:
  - Cultural and religious discovery mornings in Early Years e.g. learning about Diwali, Hanukkah, Lunar New Year
  - RS curriculum that includes promoting respect and tolerance of the six major world religions
  - Attendance of a Holocaust Memorial Service at Saffron Walden Church (Dame Bradbury's)
  - Visits from local services such as Fire and Police
  - Visits by local members of parliament to the School
  - The Religious Education/Studies and Philosophy curriculum
  - The RSE/PSHEE programme and cross-curricular study days (e.g. Holocaust Study Day for Year 10)
  - Discussion in other curriculum areas, principally in Languages and Communication and Social Understanding (Humanities)
  - The Assemblies programme (including 'World Faith' Assemblies)
  - The extra-curricular activities programme including Amnesty International, debating societies, student journalism, Model United Nations
  - The use of student voice e.g. Student Council and Student Forum
  - Fundamental British Values are embedded in the Early Years Foundation Stage Framework

## **8. Extra curricular**

- 8.1. The wide range of extra-curricular activities enhances the broad and balanced curriculum of each of the schools. There is a wide provision of clubs for all ages of pupils reflecting our whole curriculum and wider visions such as sustainability for example through gardening, nature or STEM clubs. Trips, visitors and events are also used to enhance the curriculum.

- 8.2. In Years 1 to 6 pupils have access to a great variety of enrichment opportunities including clubs, integrated learning projects, charity events, Inspire Me talks, and expeditions, which range from short local trips to residential. Each class teacher runs a club that changes frequently and is based upon the interests of the pupils in school. Some clubs are open to all age groups; some are for certain years only. The majority of the clubs are delivered by School staff and are covered by the school fees but a few, such as Fashion, Fencing and Mandarin, carry an additional charge because they are delivered by external providers. Some clubs require commitment on the part of the members as the focus is on representing the School in an event such as a concert, competition or sports' fixture. We aim to offer a variety of clubs such as natural, sustainable, creative, physical, mathematical and English to enrich all areas of the curriculum and offer opportunities to 'have a go' or 'do a bit more' in a different group of children.
- 8.3. In the Senior School, the co-curricular provision is run during lunchtimes and after school. There is a wide range of clubs and societies and these cater for a wide range of interests, for example Heritage Language Clubs, Chamber Music groups, Drama and Theatre clubs, Sports teams and recreational sport, Design Engineering and Art workshops, Humanities debating and quizzes, Chess and Model United Nations.
- 8.4. Sixth Form students have a timetabled afternoon of enrichment each week. The options include Performing Arts, Creative Arts, Culture, Model United Nations Secretariat, Sustainability, TEAL (student magazine) and STEAM. Alternatively, students can complete a proficiency certificate in French, German Spanish or Mandarin Chinese. Many of these activities are public facing in terms of their outcome. For example, concerts and plays and Model United Nations conferences.
- 8.5. Further extra-curricular activities take place during lunchtimes and on other occasions and are often led by students and supported by staff.

## **9. Early Years Foundation Stage (EYFS) and Years 1-6**

### **9.1. Roles and Responsibilities**

- 9.1.1. The Head of Stephen Perse Cambridge Junior School, the Assistant Head Academic at Dame Bradbury's and the Head of Early Years have overall leadership of the curriculum supported by the Curriculum Leaders and Subject Leaders to ensure the successful delivery of the School Curriculum.
- 9.1.2. The curriculum is based on the core values and Curriculum Model of the School. It is designed to provide a firm grounding in the essentials for learning and life: literacy, numeracy, digital capability, learning and thinking skills, personal, emotional and social skills; and in the six areas of understanding: language and communication; mathematical understanding; scientific understanding and technological; humanities and social understanding; the creative arts and physical development, health and wellbeing. Throughout the curriculum, where a subject is not taught discretely, we weave opportunities for digital skill development, mental health and well being, and sustainability to be integrated into teaching and learning.
- 9.1.3. The Head of Stephen Perse Cambridge Junior School, the Assistant Head Academic at Dame Bradbury's and the Head of Early Years coordinate the work of the Middle Leaders. They are responsible for:
- Planning for and providing a strategic lead and direction for the skills within their subject;
  - Coordinating skills of progressions;

- Scrutinising short term planning, digital and classwork to ensure the delivery of skills identified in their subject;
- Embedding thinking tools and sustainability throughout the subject area skills and supporting colleagues to incorporate these areas in planning;
- Supporting and offering advice to colleagues on issues related to their subject through learning walks and peer to peer observations;
- Evaluating and monitoring standards in their subject area;
- Providing efficient resource management for their subject;
- Liaising with form teachers/pastoral Leaders, Early Years SENCO and the Inclusion Specialist as required.

9.1.4. Subject teachers are responsible for writing medium or short term term plans in collaboration with all teachers across the School for their year group and liaising with Middle Leaders over the content, progression of skills and delivery. Subject teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure consistency of skills taught across the year group.

## 9.2. Nursery and EYFS

9.2.1. In the nursery Baby classes, the key person plans 'in the moment'. Each time they interact with a child, the key person observes, assesses, plans for, and responds to that individual child. Such interactions are the most important and powerful teaching moments and are recorded afterwards. In the Nursery Toddler classes and Rising Three classes we use the EYFS Statutory Framework to provide the children with new learning opportunities and to plan effective learning environments that enable the children to develop their skills.

9.2.2. In Kindergarten and Reception we continue to follow the EYFS Statutory Framework. The development of effective learning characteristics alongside developing skills in the areas of learning are the stepping stones that lead to the School Curriculum Model. Children are taught skills from all areas of learning through a combination of teacher guided activities and child-led learning opportunities. At the start of Kindergarten the learning experiences are predominantly from the prime areas of learning and incorporate the specific areas of learning when appropriate for the children. All EYFS children have specialist music, PE and Forest School teaching, with some specialist teaching of modern languages.

## 9.3. Years 1 to 6

9.3.1. The learning wheel underpins the curriculum delivered Year 1 - 6 with the areas of learning for all year groups incorporating humanities and social understanding, scientific understanding, language and communication, mathematical understanding, creative and performing arts and physical education and well-being. Mathematics, religious studies, PSHEE, Coding and physical education and Science from Year 3 are taught discretely but other areas are linked to the half termly theme. There is specialist teaching in physical education, computing, science (including biology, chemistry and physics in Year 6), Forest School, modern languages, creative & performing arts and music. The Thinking Toolkit skills and digital technology skills are embedded into all areas of the curriculum allowing for individuality and creativity. Pupils are encouraged to demonstrate their learning in a range of creative and efficient ways. Pupils' work is recorded in Google Classroom as well as books to demonstrate the variety of learning experiences they have. Years 1 and 2 have weekly Plan Learn Do Review (**PLDR**) lessons which enable pupils to independently lead, learn and create their own project work across a series of four lessons. The RSE/PSHEE and Citizenship curriculum, which follows the Cambridgeshire framework, is

timetabled by form but each year group team meets regularly to discuss issues of common interest and occasional blocks of time are allocated for whole school topics or visiting speakers.

#### 9.4. Integrated learning and collaboration

- 9.4.1. Joint visits and residentials are organised throughout the year for pupils from across all year groups; these enable pupils on different sites to get to know each other as they work together on projects designed to enhance their thematic learning and specific curriculum areas such as Forest School and Religious Studies. Integrated learning days and weeks also take place within individual schools, as part of the *Inspire Me* programme, allowing the whole school to embrace a particular focus, such as a focused look at sustainability or mental health.

#### 9.5. Digital Learning

- 9.6. Digital learning is a key element of our curriculum. We have a continuum of digital skills that ensure that our learners make excellent progress with their ability to support their learning across the curriculum. Digital skills are not taught in discrete 'ICT' lessons but are a holistic element of the curriculum wheel. They are there to enhance the child's ability to reference their learning, access the content of the lesson and empower them to have a greater element of choice.

### **10. The Senior School and Sixth Form Curriculum - Key Stages 3, 4 and 5**

#### 10.1. Roles and Responsibilities

- 10.1.1. The Deputy Head Academic has overall leadership of the curriculum, and is supported by the Head of Sixth Form, Heads of Faculty and Heads of Department. Parents are kept informed of the curriculum through information meetings, parents' evenings and special events at points of transition or when choosing options. Further information is available on the school website.

#### 10.1.2. Heads of Faculty are responsible for:

- Leading a group of Heads of Department within a Faculty Area;
- Coordinating the work of support staff within faculties e.g. Science technicians;
- Attending the Academic Policy Committee.

#### 10.1.3. Heads of Department are responsible for:

- Planning, implementing and reviewing the curriculum;
- Leading a team of subject teachers;
- Taking the lead on assessment within their subjects
- Advising the Deputy Head Academic on changes to their curricula;
- Working with the Deputy Head Academic in deciding upon the most appropriate specifications for external examinations;
- Annually updating their Departmental Handbook;
- Reviewing their internal and external results and targets and liaising with the Deputy Head Academic or Head of Faculty on new targets in line with the School's priorities.

- 10.1.4. Subject teachers work with their Heads of Department to implement the curriculum and are also responsible for liaising with the Pastoral Leaders and SENCo as required.

#### **10.2. Careers and guidance**

10.2.1. Please refer to the Careers Education and Guidance Policy.

### **10.3. PSHEE/RSE**

10.3.1. The PSHEE/RSE curriculum is delivered through a series of day events, half-day events and regular lessons. For more information, please see the PSHEE policy and RSE policy.

### **10.4. Key Stage 3**

10.4.1. The curriculum is designed to give a firm grounding in all the areas of understanding: language and communication, mathematical understanding, scientific understanding, the humanities, the creative and performing arts and in physical education.

10.4.2. The majority of students take a common core of subjects:

- English Language and Literature
- Mathematics
- Biology
- Chemistry
- Physics
- Two Modern Foreign Languages
- Latin
- Geography
- History
- Religious Studies
- Art
- Design Engineering
- Drama
- Music
- Physical Education
- Computing

### **10.4.3. Year 7**

Students study 15 compulsory subjects and then have a choice of two Modern Foreign Languages from four options. They are taught in mixed sex form groups for all subjects except Modern Languages and Games. Art and Design Engineering are studied for half a year each and all other subjects are studied throughout the year.

### **10.4.4. Year 8**

Students study 15 compulsory subjects and continue with their two chosen Modern Languages from Year 7. They are taught in form groups for all subjects except Modern Languages and Games. Music and Drama are studied for half a year each and all other subjects are studied throughout the year.

Students are grouped according to ability in Maths, and the half year Art/Design Engineering split of Year 7 is replaced by an equivalent Drama/Music split, thus giving 1.5 years' worth of each creative during the first two years in Senior School. Additionally, groups are split in two for Design Engineering and Art.

#### 10.4.5. **Year 9**

Students study 10 compulsory subjects and then have a choice of five from the four Creative subjects, the four languages, Latin, Classical Civilisation and Computer Science. All subjects are taught in mixed gender groups.

GCSE teaching begins in Sciences and Maths and some other optional GCSE subjects such as Geography.

#### **10.5. Key Stage 4 - Years 10 and 11**

10.5.1. We value breadth and encourage students to continue to study subjects from across all six areas of understanding. Students will take a maximum of 10 full GCSE/IGCSEs on the regular timetable but some students also study Latin off-timetable (in combination with Greek on-timetable) as an 11th GCSE and/or the free-standing Additional Mathematics course during lunchtime/after-school sessions.

10.5.2. Students take a compulsory common core of six subjects: English Language and Literature, Mathematics and Biology, Chemistry and Physics, leading to three separate GCSEs or Combined Science. They are strongly encouraged to take at least one modern foreign language. They choose up to four additional options and are encouraged to take a humanity and a creative subject. Greek may be taken *ab initio* to GCSE.

10.5.3. The timetable allocation for KS4 courses is as follows:

- English Language and Literature, Mathematics and options: 2 periods per week.
- Biology, Chemistry and Physics: 10 periods in total per fortnight (or a total of 6 periods per fortnight for Combined Science).
- Sport: 2 periods per week
- Non-examined teaching: 1 period per fortnight for those studying separate Sciences.
- Careers and Guidance: 1 period per fortnight.

10.5.4. Students are offered guidance about which options to take through a half-day off-timetable event in Year 9 focusing on making choices, an evening event for students and parents, and an individual consultation between the student and a member of the year team. Students complete a Learner Profile to help them identify their strengths and interests as part of the preparation for the decision-making process. An information booklet outlining course content for all courses is provided (and is also available on our website).

10.5.5. Specifications for GCSE/IGCSE are constantly kept under review both to take into account policy changes at national level and ensure that we offer courses which offer the best possible framework within which to deliver the course content, requisite skills and enrichment opportunities we value. Similarly, the range of optional courses we offer is kept under constant review to ensure that our curriculum offers choice, challenge and relevance in an ever-changing world.

10.5.6. Mathematics are taught in ability groups. In Science, groups may be differentiated, according to the assessment of need, in order to provide suitable support and stretch. Otherwise, teaching is in mixed ability groups.

10.5.7. The Careers and Guidance programme complements the curriculum and provides students with the guidance they will need in order to make fully informed choices for the next stages of their

academic study and the world of work and it also includes the careers aspect of the PSHEE programme. For further details, please see the School's Careers Education and Guidance Policy.

## **10.6. Key Stage 5**

- 10.6.1. The Sixth Form offers GCE A Level courses in the following subjects: Maths, Further Maths, English Literature, Biology, Chemistry, Physics, Computer Science, History, Geography, RS, Philosophy, Music, Art, Design Engineering, Drama, PE, Economics, Business, Politics, Sociology, Psychology, Spanish, French, German, Mandarin Chinese, Latin, Greek, Classical Civilisation and Film Studies. Students study either 3 or 4 A Levels.
- 10.6.2. The timetable allocation for subjects is as follows:
- A Level: 8 periods per week
  - Research Skills/ Extended Project Qualification (EPQ): 2 periods per week
  - Enrichment or second sport: 4 periods per week
  - Sport: 2 periods per week
  - Tutor session: 2 periods per week
- 10.6.3. Research Skills are part of the A Level programme for all A Level students, with a taught skills course running in a double period once per week for the first term of Year 12. Some students follow this programme towards achieving an AS-equivalent EPQ, whilst others elect to complete an in-house research qualification.
- 10.6.4. Guidance is offered to all students regarding their curriculum route, considering options both in the UK and abroad. This is done via the Careers and Guidance programme, assemblies, Open Evening at the Sixth Form and optional one-to-one consultations offered by members of the senior teaching team during the Autumn Term. The Careers and Guidance Programme builds on work done in the Senior School whilst acknowledging that those joining the School at this point will have had very varied experiences in this area. For further details, please see the Careers Education and Guidance Policy.
- 10.6.5. Students are given access to support for university admissions tests such as the TARA, TMUA, UCAT and ESAT.

## **11. Other relevant policies:**

- Assessment and Reporting Policy
- Careers Education and Guidance Policy
- Equal Opportunities Policy
- Language Policy
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy
- PSHEE/RSE Policy

**Version Control**

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