

# BEDE'S

INFLUENTIAL

## Curriculum Policy (Senior School)

Author/ Role	Assistant Head: Academic
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Regulatory References	ISI: Framework for the inspection of association independent schools, including residential (boarding) schools and registered early years settings
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### Document Distribution

All staff / volunteers	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
ISI requirement to be available on request	Y
ISI requirement to be on School website	Y
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited Internal Use (state recipients)	

***This policy is considered a 'live' document and will be updated as statutory guidance is released***

In policies St Bede's School Trust Sussex may be referred to as Bede's/the School/the Trust.

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

## Vision, Mission and Values

### Our Vision

Where every child finds joy in their pursuit of brilliance

### Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

### Our Values

#### Be Compassionate

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

#### Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

#### Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

#### Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

## Policy Principles/Aims:

This policy is a wide-ranging policy that aims to promote a love of learning at Bede's. This includes lessons as well as events, routines and other learning that takes place outside of the classroom. The Curriculum Policy is a key component in the overall aims and ethos of the school.

## Statutory Guidance:

None

## Associated Trust Policies:

This policy should be read alongside the aims of the St Bede's Trust, as well as the following policies:

Behaviour Policy (Trust including EYFS)  
Special Educational Needs Policy (Trust including EYFS)  
RSE and PSHE Policy (Trust including EYFS)  
Senior School English as an Additional Language (EAL) Advisory Policy  
Teaching and Learning Advisory Policy (Senior School)

**In promoting a love of learning, the School's curriculum, plans and schemes of work are designed to:**

- 1. Promote a love of learning and allow pupils to develop their skills and talents**  
The overriding ethos of the School's curriculum is that pupils should be allowed to develop their talents and skills in the areas in which they are interested and likely to be successful, while at the same time being provided with the solid foundations that underpin a rounded education.
- 2. Take into consideration all pupils**  
The plans and schemes of work should take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education, Health and Care plan. Special Educational Needs should be fully taken into account as outlined in the policies above.
- 3. Support British Values**  
The plans and schemes of work should support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They should help prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- 4. Be broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow**  
The School provides full-time supervised education for pupils of school age, giving a full experience in the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative curricula. Pupils are given the opportunity to acquire skills in speaking and listening, numeracy and literacy. The most able are stretched to the fullest extent, by enrichment and expansion; those who find academic work difficult are given the greatest possible help to enable them to display their talents. At all ages and aptitudes, the subject matter taught is appropriate to the needs of pupils, including those with a statement. The educational experience of pupils with an EHC is monitored by the Director of Learning Enhancement.
- 5. Engage and enthuse Year 9 pupils and encourage them to have a broad range of choices**  
In the First Year (Year 9), pupils study a core programme of English, Maths, Biology, Chemistry, Physics, PE and for most, a Modern Foreign Language. Pupils have the option of additional support via Learning Enhancement lessons or extra EAL classes. Some subjects are taught on different carousels. These include History, Geography, Philosophy, and Politics; and creative carousels of Art, DT and Graphics, and Ceramics, Photography and Music. Latin, Classical Civilisation, Computer Science and Drama are available as options. Sports Academies are also available for those with scholarships and exhibitions in specific sports. In addition, pupils study a programme entitled "The Flourish Project", in which they experience a range of opportunities, including Animal Management, Careers, Digital Literacy and AI, Business & Entrepreneurship, Food and Nutrition, Media Literacy, Physical Fitness, Active Citizenship and Music.

**6. Provide a well built foundation in core subjects at GCSE alongside a wide range of optional subjects**

In the Lower Fifth and Upper Fifth (Years 10 and 11), all pupils study Maths, Science and English; the overwhelming majority will take two separate English GCSEs; some will take three separate Science GCSEs, others will pursue two 'combined' Science GCSEs and some pupils study Applied Science. There are four additional options.

**7. Allow Sixth Form pupils to specialise in their chosen subjects alongside developing responsible citizens**

Sixth Form pupils study at least three A Level subjects, or their equivalents. A wide range of subjects and courses are available. Alongside these courses, pupils will undertake the Bede's Diploma, a major part of which is the opportunity to complete the Extended Project Qualification (EPQ) or another course of academic extension.

**8. Help pupils understand routes into Higher Education & beyond and provide support to achieve their goals**

Throughout a child's education at Bede's, emphasis is placed on the subsequent steps to higher education or into a chosen career. At appropriate times, pupils are offered guidance and helped to prepare for the opportunities, responsibilities and experiences of adult life to enable them to make informed choices about a broad range of career options. This guidance is presented in an impartial manner to help encourage all pupils to fulfil their potential.

**9. Ensure that PSHE is central to the development of the pupils in our school.**

PSHE is delivered discreetly to pupils; a separate policy details this provision. However, it is also intrinsic to all that occurs at the school. PSHE reflects the School's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

**10. The following tenets guide the school curriculum at all times:**

- 10.1. Pupils should be given every opportunity to pursue subjects in which they are interested and for which they have a passion. Thus, in Years 10 and 11, the number of compulsory subjects is kept low (English, Science and Maths), while options are as plentiful as possible.
- 10.2. Courses should be offered which allow all pupils to achieve, which permit all pupils to study at a level appropriate to their abilities and talents. We offer courses at GCSE, A-Level, International GCSEs, and International A-Levels, along with Vocational Qualifications including Cambridge National and BTEC (suitable for those who need a more practical 'hands-on' approach in their learning). The programme of activities for children above compulsory school age is appropriate to their needs.
- 10.3. The recognition of the primacy of the individual means that, where appropriate, Provision Map and Learning Plan (PMLPs) are available for pupils.
- 10.4. No one subject is accorded any privilege over any other – all are valued equally. Thus, creative, expressive and practical subjects are valued every bit as highly as all other subjects
- 10.5. All pupils should acquire speaking, listening, literacy and numeracy skills
- 10.6. All pupils have the opportunity to learn and make progress

**11. Provide full information to pupils and parents readily available**

A fuller and more specific description of the curriculum on offer in each year is available on the school's website, where details on courses are provided by the school to guide pupils and their parents as they contemplate each stage of their career at Bede's (Year 9, Years 10 & 11, Years 12 & 13).

**12. The school operates a 24 hour weekly timetable.**