

# CURRICULUM POLICY

## Prior Park College

<p><b>Policy Owner</b></p> <p>Deputy Head Academic (DHA)</p>	<p><b>Applies to</b></p> <p>Prior Park College (PPC)</p>	<p><b>Superseded documents</b></p> <p>Curriculum Policy v2</p>
<p><b>Associated documents</b></p> <p>Teaching and Learning Policy          Relationship and Sex Education Policy          Careers Education, Information, Advice and Guidance Policy          SEND Policy          EAL Policy</p>	<p><b>Review frequency</b></p> <p>Every two years (unless the legislation/regulations update before this time)</p> <p><b>Implementation date</b></p> <p>28 August 2025</p>	<p><b>Legal Framework</b></p> <p>KCSIE          Ofqual          The Independent Schools Standards          DfE National Curriculum in England Framework and Guidance</p>

**This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees, where applicable.**

<b>Last reviewed by:</b>	Deputy Head Academic (Mr C Gamble)
<b>Date last reviewed:</b>	August 2025
<b>Approved by Trustees:</b>	Approved by Headmaster (Mr Ben Horan)
<b>Date last approved:</b>	28 August 2025
<b>Date for next approval:</b>	August 2027

## 1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity – Generosity – Courage

## 2. Global aims & Intent

### 2.1. Ethos & guiding principles

#### 2.1.1. Academic ethos

PPC is a school with love at the centre of everything it does, caring deeply for its students and allowing them to explore and become the adults they want to be within a positive and supportive community and Christian-Catholic ethos.

Academically, we do not force students through a mould. We seek for students to first discover, then make the most of, their individual talents, gifts and interests to become the best and most fulfilled adult they want to be.

This ethos leads to three crucial strands of our academic ethos:

- **Abstract, not vocational:** Our curriculum is built unashamedly around abstract academic, not vocational, disciplines and qualifications. This gives students the intellectual breadth to properly explore and pursue their interests and leaves them better equipped for a wider range of directions as they leave us.
- **Curriculum shape:** Our curriculum is deliberately and markedly broad, to give students the range to explore and pursue their individual talents and interests. L3+F3 expose students to some 18 disciplines (with no choice) so they can start to find where their passions lie. The curriculum then pitches gradually from this ‘maximum breadth’ at the start to ‘maximum choice’ at GCSE and ultimately A-Level, where students choose freely from some 28 subjects.
- **Curriculum content and teaching:** Curriculum content in the early years is designed to give the richest possible experience of each discipline, to help students discern their interests. Content is curated by Department Heads according to the guiding principles below and taught by subject specialist teachers to give the richest possible experience for students.

### 2.1.2. Guiding principles

This ethos leads to a number of guiding principles that Subject leaders should seek to fulfil as they curate and oversee the curriculum in their subjects:

- Our curriculum should help students **find, explore & pursue their individual gifts, talents & passions**, make the most of themselves, become the adults they want to be.
- **KS3** should serve to expose students to the **broadest possible range** of subjects with minimal choice so they can start to discern where their interests and passions might lie. Subject content should aim to offer the richest possible experience of each subject, even at the expense of coverage rate. We are looking to spark passion and nurture interest, **not** to simply “pre-grind” for GCSE.
- **KS4 & KS5:** Should maintain this experience-rich approach but structure pitches from the maximum breadth of KS3 to maximum depth and choice at GCSE and A-Level to allow students to pursue their individual passions.
- **Catholic-Christian outlook** – Where appropriate content should be Christ-centred and look to espouse the ideals of love for others, empathy, forgiveness & wider social responsibility. “Education is above all a matter of love and responsibility handed down from one generation to another” *Francis* (2020).
- **Collegiate** – subjects are not lone ships but operate as part of an academic collaboration. Where possible, subjects should work together to create consistent narratives, avoid *content clash* and make the most of fertile links in subject matter.
- **At all Key Stages**, the curriculum should show regard to the following basic principles of effective curriculum design, including:
  - **Build-up/Build-down:** The start of each curriculum must necessarily build on the end point of the previous Key Stage, and conversely the end should build-down from the start of the following Key Stage. This means curriculum-curators must have a good awareness of the knowledgebases in the preceding and following curricula.
  - **Narratives and conceptual flow:** Curated knowledge should be arranged in consistent narratives where possible. Concepts should be arranged to flow logically and progressively.
  - **Rich experience:** Knowledge should always be taught through the richest possible experiences (prioritise experiments, demonstrations, visits, debates, presentations and other ‘experience-centred’ learning modes).
  - **All students:** Curricula should take into account students’ age, ability level, EAL needs and/or SEND needs, including those with an EHCP, to allow everyone to access the knowledge and make progress. This might be through differentiated streams of work (particularly in subjects which are ability-set), through extension or scaffolding attached to common activities.
  - **Challenge:** The level of challenge should increase at a carefully calibrated pace as students progress through the curriculum. As a general principle, our level of challenge should be ambitious for our intake; content should be pitched to the top end of the ability spectrum and appropriate scaffolding and support then employed where needed.
  - **Subject-link:** Fertile links between subjects should be explored, looking to sequence compatible content across different subjects in the most effective ways, and building consistent narratives between subjects where possible.
  - **FBV:** The curriculum should not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## 2.2. Basic Aims

Through the opportunities offered to students within the classroom and beyond:

- Skills and interests are developed in order that students might respond effectively to social, economic and political changes and to changing patterns of work and that they might gain personal satisfaction in the use of their leisure time;
- Knowledge is valued and acquired for its own sake, as a means of understanding reality and to help students to know more about themselves and the society in which they live;
- Individual autonomy is fostered, and individual aptitudes are developed in an environment in which there is equal opportunity in order that the students might be capable of independent thought and that their self-respect may be enhanced;
- Moral standards are encouraged so that students have a respect for others and become responsible members of the wider community.
- Our overall aim is to ensure that all students are prepared positively for life in modern Britain and we seek to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for all, irrespective of gender, race, faith, sexual orientation, age or ability.
- Our curriculum provides full-time supervised education for pupils of school age, giving them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- **PSHE:** The curriculum delivers personal, social, health and economic (PSHE) 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. The implementation of this is detailed in the PSHE and SMSC Policy.
- **Careers:** The curriculum delivers up-to-date careers guidance that is presented in an impartial manner, enables students to make informed choices about a broad range of career options, and helps to encourage them to fulfil their potential. The implementation of this is detailed in the CEIAG Policy.

## 3. Structure

### 3.1. Global structure

Each two-week cycle comprises 10 teaching days (Mon-Fri) each of 9 x 35-minute periods, totalling 90 periods per cycle.

As per the vision and guiding principles in Section 2.1, the curriculum structure pitches from maximum breadth/minimum choice at KS3 to maximum choice and depth at KS4 and KS5. Below, the curriculum structure is presented by year-group.

### 3.2. L3 (Year 7)

#### Structure

90 Year 7	7M 8	7LineG 10	7PE 4	DT 4	Ar 4	Sc 10	Eng 8	RP 5	Geo 5	His 5	Dra 4	CS 4	Mus 4	PSHE 4	Sp 7	Lat 4	
	Maths 8	Ga 10	PEd 4	DT 4	Ar 4	7-1 60	EAL 8						Mus 4				
	Maths 8	Ga 10	PEd 4	DT 4	Ar 4	Lat 4	Sc 10	7-2.1 8	RP 5	Geo 5	His 5	Dra 4	CS 4	Mus 4	PSHE 4	Sp 7	
	Maths 8	Ga 10	PEd 4	DT 4	Ar 4	7-2 60		Eng 8					Mus 4				
		Ga 10												Mus 4			
		Ga 6															
		Ga 10															
	Ga 4												Mus 4				
						7-3 60	Lat 4	Sc 10	Eng 8	RP 5	Geo 5	His 5	CS 4	Mus 4	PSHE 4	Dra 4	Sp 7

Notes: Each block is a teaching group in a particular (abbreviated) subject, with the number of 35-minute periods assigned to it shown in the bottom right of the block. Groups vertically underneath each other happen simultaneously for different students. Horizontally adjacent groups happen contiguously for the same students.

#### Key features

- Broad range to allow experience of many subjects with no electives.
- Students are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the curriculum and co-curriculum
- All students follow a compulsory curriculum of:
  - English (or EAL for overseas students)
  - Mathematics
  - Religion & Philosophy
  - Science
  - Spanish
  - Latin
  - History
  - Geography
  - Computer Science
  - Performing and Visual Arts (Art, Music, Drama)
  - DT
  - PE
  - PSHCE
  - Games
- Students acquire skills in speaking and listening, literacy and numeracy through the curriculum
- Students in receipt of EAL and/or LDP support may have an amended core curriculum, agreed by the Assistant Head (Progress & Tracking).
- Sciences are studied as an integrated 'Junior Science' programme, overseen by the Head of Science, allowing students to study the scientific method in a more coherent way, and develop a more meaningful relationship with their teacher via a greater number of periods with a single member of staff.

### 3.3. F3 (Year 8)

#### Structure

90 Year 8	PEd 4	8-Creatives 8		8LineA 6	8LineB 6	8LineG 10	8LineM 8	8-numbers 48									
	PEd 4	Ar 4	DT 4	Mand 6	Fr 6	Ga 10	Maths 8	8-1 48	Mus 4	Sc 10	Eng 8	RP 5	Geo 5	His 5	Dra 4	CS 4	PSHE 3
	PEd 4	Ar 4	DT 4	Sp 6	Sp 6	Ga 6	Maths 8	8-2 48	Mus 4	Sc 10	Eng 8	RP 5	Geo 5	His 5	Dra 4	CS 4	PSHE 3
	PEd 4	Ar 4	DT 4	LDP 6	LDP 6	Ga 10	Maths 8	8-3 48	Mus 4	Sc 10	Eng 8	RP 5	Geo 5	His 5	Dra 4	CS 4	PSHE 3
		Ar 4	DT 4		EAL 6	Ga 10											
		Ar 4	DT 4		Lat 6	Ga 6											
											EAL 8						

Notes: Each block is a teaching group in a particular (abbreviated) subject, with the number of 35-minute periods assigned to it shown in the bottom right of the block. Groups vertically underneath each other happen simultaneously for different students. Horizontally adjacent groups happen contiguously for the same students.

#### Key features

- Small degree of choice introduced via languages: students **must** continue Spanish, and can select **one** of:
  - Continue Latin
  - Start French
  - Start Mandarin
- Students will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and co-curriculum
- All students follow a Core Curriculum of:
  - English (or EAL for overseas students)
  - Mathematics
  - Theology
  - Science
  - History
  - Geography
  - Computer Science
  - Performing and Visual Arts (Art, Music, Drama)
  - DT
  - PE
  - PSHCE
  - Games
- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum
- Students in receipt of EAL and/or LDP support may have an amended core curriculum, agreed by the Assistant Head (Progress & Tracking).
- As in Y7, students continue to study *Junior Science* with a single teacher.

### 3.4. F4 (Year 9)

#### Structure

90 Year 9	9LineA 6	9LineB 6	9LineC 6	9LineD 6	9LineG 8	9LineM 8	9LineP 2	PEd 4	<table border="1"> <tr> <td>Eng 8</td> <td>RP 6</td> <td>His 6</td> <td>Geo 6</td> <td>CS 3</td> <td>Bio 5</td> <td>Chem 5</td> <td>Phy 5</td> </tr> <tr> <td>EAL 8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Eng 8	RP 6	His 6	Geo 6	CS 3	Bio 5	Chem 5	Phy 5	EAL 8						
	Eng 8	RP 6	His 6	Geo 6	CS 3	Bio 5	Chem 5	Phy 5																
	EAL 8																							
	Dr 6	LDP 6	DT 6	Bus 6	Ga 8	Maths 8	PSHE 2	PEd 4																
	EAL 6	Clas 6	Clas 6	DT 6	Ga 8	Maths 8	PSHE 2	PEd 4																
	Sp 6	Mand 6	Art 6	Art 6	Ga 8	Maths 8	PSHE 2	PEd 4																
LDP 6	Mus 6	LDP 6	LDP 6	Ga 8	Maths 8	PSHE 2	PEd 4																	
Fr 6	Sp 6	Mtec 6	Dr 6	Ga 8																				
LDP 6	Bus 6		Lat 6	Ga 8																				
DT 6				Ga 6																				

Notes: Each block is a teaching group in a particular (abbreviated) subject, with the number of 35-minute periods assigned to it shown in the bottom right of the block. Groups vertically underneath each other happen simultaneously for different students. Horizontally adjacent groups happen contiguously for the same students.

#### Key features

- More choice introduced with four elective subjects.
- Students study a Core Curriculum of:
  - English (or EAL for overseas students)
  - Mathematics
  - Physics
  - Chemistry
  - Biology
  - Religion & Philosophy
  - PE
  - PSHE
  - Games
  - History
  - Geography
  - Computer Science
- Students select four elective subjects, and must choose:
  - At least one language option
  - At least one creative subject option
  - Two further free choices as per the chart below:

Choice 1	Choice 2	Choice 3	Choice 4
must be an MFL or Latin	must be a Creative Subject	free choice	free choice
French Mandarin Spanish Latin EAL	Design & Technology (DT) Drama Music Music Technology Visual Arts	Business Studies Classical Civilisation Drama Design & Technology (DT) French Latin Mandarin Music Music Technology Spanish Visual Arts	Business Studies Classical Civilisation Drama Design & Technology (DT) French Latin Mandarin Music Music Technology Spanish Visual Arts LDP

- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum.

- Students in receipt of EAL and/or LDP support may have an amended core curriculum, agreed by the Assistant Head (Progress & Tracking).
- LDP sessions are delivered, for students that require them, in one of their ‘free choice’ blocks.
- Students will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and co-curriculum
- Students acquire skills in speaking and listening, literacy and numeracy through the core curriculum

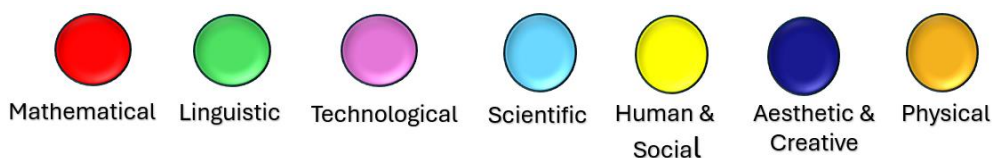
### 3.5. GCSE (L5/U5 - Years 10 & 11) [For L5 commencing AY 25-26 onwards]

#### Structure

L5	Block1	Block2	Block3	Block4	Block5	Block6	Block7	Block8	Block9	
	Games PSHE CRE	Maths	English	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Total lessons
Periods	11	11	11	10	10	10	9	9	9	90
U5	Block1	Block2	Block3	Block4	Block5	Block6	Block7	Block8	Block9	
	Games PSHE CRE	Maths	English	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	Total lessons
Periods	11	11	11	9	9	9	10	10	10	90

#### Key features

- After discerning their individual gifts, talents and passions in the low-elective, broad range programme at KS3, the KS4 curriculum seeks to allow students to pursue the same by allowing the maximum possible degree of choice.
- Students study 9 GCSEs. Their curriculum comprises:
- **Core Essentials**, studied by all students which comprises:
  - Examined:
    - English (Language and Literature)
    - Maths
  - Non-examined:
    - Games (7 periods-per-fortnight)
    - PSHE (2 periods-per-fortnight)
    - Core RE (2 periods-per-fortnight)
- **Optional Subjects:** Students then choose a further 6 optional subjects. This is a free choice from the list below, subject to the themes detailed below.
- **Learning Themes:** Across their entire curriculum (Core Essentials + Optional Subjects) all students must address each of the following **themes** at least once.



Each subject addresses one or more of these themes, specified below:

Core Essentials	Option Subjects		
English (Language & Literature) ●●●	Art ●	Physics ●●●	Textiles ●
EAL / IELTS ●	Business ●●	Chemistry ●●	Drama ●●●
Mathematics ●	Computer Science ●●	Biology ●●	French ●●
Games, Core RE & PSHE (not examined) ●	DT ●●	Combined Science (two GCSEs) ●●●	Geography ●●
	Music ●●	Religion, Philosophy, & Ethics ●●	History ●●
	PE ●	Spanish ●●	Latin ●●
			Mandarin ●●

- The options programme that implements this structure is managed by the Assistant Head (Director of Studies) and detailed in the Academic Year Plan for each cycle. It comprises:
  - Introductory documentation for parents and students
  - Options Information Evening for Parents
  - Individual tutor discussions with students
  - Subject parents evening
  - Options window
  - Options review, carried out by the Assistant Head (Director of Studies) and Deputy Head (Academic)
  - Blocking
- Students in receipt of taught LDP sessions may study fewer subjects. This is achieved by dropping one of the optional subjects. This is overseen by the Assistant Head (Progress & Tracking) and SENDCO.
- Most EAL students study English in a dedicated set, and do not take English Language and Literature separately
- The academic curriculum is complemented by an extensive co-curriculum, including Games and CCF. A broad range of educational visits extends and enriches the taught curriculum. In addition, selected students are given the opportunity to develop their individual talents during co-curricular time

### 3.6. Legacy GCSE (L5/U5 - Years 10 & 11) [For L5 commencing AY 24-25 and previously]

#### Structure

Legacy U5	Block1	Block2	Block3	Block4	Block5	Block6	Block7	Block8	Block9	Block 10	
	Games + PSHE	Maths	English	RP	Science	Science	Option 1	Option 2	Option 3	Option 4	Total lessons
Periods	7 + 2	9	9	9	9	9	9	9	9	9	90

#### Key features

- Predominantly choice-based, allowing students to pursue what is important to them.
- Students study 10 subjects, comprising:
  - Core subjects:
    - Examined
      - Religion & Philosophy (Theology)
      - English (Language & Literature)
      - Maths
      - Dual Science
    - Non-examined
      - Games (7 periods per fortnight)
      - PSHE (2 periods per fortnight)
  - In Science, students choose one of two pathways:
    - Double science: Students are taught Physics, Chemistry and Biology separately by specialist staff (6 periods each) and aim toward a dual science GCSE qualification.
    - Triple science: As above, except each science is taught for 9 periods, and students aim toward separate GCSE qualifications in each science.
  - Students then choose a further four subjects from a range of options, including: separate Sciences, French, Spanish, Mandarin, History, Geography, Art, Drama, Music, PE, Classical Civilisation, Latin, DT, Textiles.
  - Students in receipt of taught LDP sessions may study fewer subjects. This is achieved by dropping one of the optional subjects. This is overseen by the Assistant Head (Progress & Tracking) and SENDCO.
  - Most EAL students study English in a dedicated set, and do not take English Language and Literature separately
  - The academic curriculum is complemented by an extensive co-curriculum, including Games and CCF. A broad range of educational visits extends and enriches the taught curriculum. In addition, selected students are given the opportunity to develop their individual talents during co-curricular time

### 3.7. Sixth Form (L6/U6 - Years 12 & 13)

#### Structure

89	GS 4	12LineA 18	12LineB 18	12LineC 18	12LineD 18	12LineF 10	12LineQ 3
Year 12		Ar 18	FM 18	Tx 18	MTec 18	Ga 10	P4L 3
		Mand 18	Phy 18	Mus 18	EPQ 2	Ga 10	P4L 3
		EPQ 2	PEa 18	Maths 18	Geo 18	Ga 10	P4L 3
		Phot 18	Phot 18	TPE 18	Maths 18	Ga 4	P4L 3
		Psyc 18	Eco 18	Geo 18	Psyc 18	Ga 6	P4L 3
		Chem 18	Eng 18	Bio 18	Clas 18		P4L 3
		BBTec 18	EPQ 2	Bu 18	Chem 18		
		Phy 18	Bio 18	CS 18	Sp 18		
		Bio 18	Maths 18	DT 18	Bu 18		
		His 18	Ar 18	Dr 18	DT 18		
			Soc 18	BBTec 18			
				EPQ 2			
				Fre 18			
			Eco 18				

Notes: Subjects shown above in Line A-D are examples from one particular year. Each year, these option blocks are re-generated based on students' choices.

#### Key features

- The curriculum is almost entirely elective, allowing students the freedom to pursue their individual gifts, talents and passions.
- Most students study 3 subjects at A level
- There are a large range of subjects available, including:

Art, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Drama, DT (Prod Design), Economics, French, Geography, Greek, History, Latin, Mathematics, Music, Music Technology, Photography, Physics, PE, Psychology, Sociology, Spanish, Textiles, TPE (Theology, Philosophy and Ethics)

- Sixth Formers have the opportunity to extend their studies through enrichment courses (Prior4Life and General Studies) and, in common with all students, take Physical Education with Games
- Students also have the opportunity to study for the Extended Project Qualification (EPQ),
- A broad range of extra-curricular activities (including CCF and DofE) and educational visits extend and enrich the taught curriculum.

- The BTEC qualification is offered in Business in two streams – the equivalent of 2 A-Levels, or a single A-Level.

### **3.8. Global notes**

- Students who take part in elite sports provision (e.g. tennis at University of Bath, football at Southampton) have an amended curriculum or timetable to enable them to pursue their sport and also continue to make good academic progress, agreed with the Assistant Head (Progress & Tracking).

### **3.9. Ability streaming in L3-U5 (Years 7 – 11)**

By default, teaching groups at PPC are mixed-ability as we believe, and research has shown, that this leads to better outcomes for students in most situations. In some limited settings, though, where we see a particularly wide range of intake ability and/or we feel it particularly effective to differentiate by ability streaming it is policy to set by ability. This is agreed by the DHA and is currently:

**Mathematics:** From L3 MM HT2 onwards  
**Science:** GCSE (within Dual Science only)

## **4. Implementation**

### **4.1 Roles & Responsibilities**

- The Headmaster, supported by the Deputy Head (Academic) reports to the Governors Education Committee on all matters related to the curriculum
- The DHA and Assistant Head (Director of Studies) have responsibility for curriculum matters in School. They are in turn supported by an examinations officer and data systems administrator.
- The DHA ultimately sets the overall curriculum structure, defined in this policy.
- Heads of Departments hold responsibility for implementing this structure in their subject areas; developing and overseeing the curriculum in each discipline, subject to the guidance in this policy. Heads of Department all report directly to a member of SLT.

### **4.2 Oversight and review**

The curriculum in each department is subject to oversight via:

#### **4.2.1. Routine oversight via SLT line-management (LM)**

All HODs undertake regular LM meetings with their SLT line-manager, in which issues arising with the curriculum during the course of teaching will be discussed.

#### **4.2.2. Annual review via Department Review (DR)**

All departments are reviewed annually by the Headmaster and DHA via the DR process (see DR Policy), where they report on matters such as: Public Examination performance, development plans, curriculum, staffing/resourcing, and any staff QA matters (concerns or actions arising from routine observations, work scrutiny and other departmental QA processes).

A specific section of DR focusses on curriculum, normally examining one Key Stage in each DR, and cycling through the Key Stages incrementally each subsequent DR cycle. During the DR, the HOD and DHA will conduct a short review of the Key Stage's curriculum against the guiding principles in this policy and agree any follow-up if needed.