



CURRICULUM POLICY AND ANALYSIS

Reviewed and updated autumn 2025 | Next review autumn 2026

Introduction

The Curriculum at St Nicholas' School aims to offer pupils a broad and balanced education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and enables each individual to fulfil their potential in accordance with the school aims.

The school has pupils with Education & Health Care Plans (EHCPs). The curriculum is adjusted to ensure that the education provided fulfils the necessary requirements.

The curriculum is designed to ensure that pupils have a programme of activities appropriate to their needs and to ensure that all pupils:

- benefit from a broad range of subjects and develop the skills of speaking, listening, literacy, numeracy and enquiry, problem solving, reasoning and co-operation appropriate to their age and aptitude (including those with a statement);
- have equal access to all areas of the curriculum, regardless of, for example, race, religion, learning disadvantages and disabilities and first languages (see the School's Special Education Needs and Disability policy and Equal Opportunities policy);
- receive personal, social and health education which reflects the school's aims and ethos (see PSHE and RSE policy);
- receive appropriate unbiased careers guidance;
- are given adequate preparation for the opportunities, responsibilities and experiences of adult life (see PSHE and RSE policy);
- are encouraged to achieve their best and gain a sense of achievement;
- have opportunity to learn and make progress with enjoyable and challenging learning opportunities;
- develop creatively, according to their talents;
- understand the benefits of exercise and a healthy lifestyle;
- are able to think and learn for themselves;
- develop spiritual, moral, social and cultural awareness and acquire an appreciation of and respect for their own and other cultures and cultural traditions;

- are taught to respect fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- are able to distinguish right from wrong and respect the civil and criminal law;
- acquire a broad general knowledge of public institutions and services in England;
- are encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute to the lives of those living and working in the locality in which the school is situated.

All pupils' work is monitored and regularly assessed to ensure pupils are making progress according to their ability.

This curriculum plan is continually under review to ensure that it meets the needs of our pupils.

Framework

Foundation Stage – DFE EYFS Statutory Framework (Published 14th July 2025. Effective from 1st September 2005)

Pupils follow the national programme for Early Years Foundation Stage (EYFS). Through a range of topics, pupils work towards goals in:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

There are 7 areas of learning and development that shape the education provision in the Foundation Stage with 3 Prime Areas of Learning:

- Communication and language
- Physical development
- Personal, social and emotional development

and four specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Teachers should also take note of the learning characteristic which run through and underpin the seven areas of learning and development:

- Playing and exploring
- Active learning

- Creating and thinking critically

Detailed plans and policies are kept in the Infant Department. The EYFS profile 2023-2024 handbook is used for assessment and internal moderation.

KS1

Infant pupils follow a broad and balanced curriculum that emphasises the establishment of basic skills in reading, writing and numeracy.

The timetable is arranged by infant teaching staff and includes discrete lessons in English, Mathematics, Music, French, Drama, Forest School and PE (the latter five being taught by specialist staff). Work in Science, History, Geography, RE and PSHE is covered each week and is related, as far as possible, to the topic for the term. All pupils also learn the violin with a specialist teacher.

Curriculum Support

Curriculum support is provided for pupils requiring additional help and extension material is set by teachers to challenge the more able.

Subject policies and schemes of work are kept in folders in the resource area in the Infant Department.

KS2

In the Junior Department pupils study a broad curriculum, with an emphasis on reading, writing, spelling and numeracy, so that girls are fully prepared for the Senior Department. Pupils study the following subjects:

English, Mathematics, Science, History, Geography, Religious Studies, French, Spanish, Mandarin, Art, Drama, Music, Physical Education, ICT and Design Technology. Year 6 pupils will also study Food Technology and Textiles.

They are also given lessons in Personal, Social and Health Education.

Many of these subjects are taught by specialist staff from the Senior department of the school and in specialist classrooms including the Junior Science Lab, Music room, Art rooms and the senior ICT suite.

Individual subject policies and schemes of work are kept in the Junior Resource Area or by the specialist teachers.

Pupils with special educational needs continue to be offered appropriate support and encouragement or extension activities.

Forest School

Pupils in EYFS, KS1 and KS2 have outdoor learning sessions with a Forest School specialist, where they learn about the environment and also strengthen teamwork and co-operations skills.

KS3

At KS3 pupils have the opportunity to study a wide range of subjects, following on from KS2. The subjects taught are:

- English language and literature

- Mathematics
- Science (taught as separate subjects by subject specialist)
- French
- Spanish
- Mandarin
- Geography
- History
- Religious Studies
- Latin/Classical Civilisation
- Art
- Drama
- Music
- Physical Education
- Computer Science
- Food Technology
- Textiles
- Personal Social Health and Economic Studies (Including RSE- Relationships and Sex Educations)

Latin is introduced for all pupils in Year 7 and is taught within Classics. In year 9 pupils can choose to continue with Latin or follow a course in Classical Civilisation. Extra English is offered to some pupils during this time.

In Year 7, pupils have two periods each of French, Mandarin and Spanish, although if this is not considered appropriate, a pupil may be offered Curriculum Support instead of one of the languages.

In Year 9, pupils can continue with three languages. These include French, Spanish and Mandarin. If pupils opt to study all 3 languages, they will get 2 periods of each. If pupils decide to only study French and Spanish, they will get 3 periods of each.

All pupils begin GCSE separate sciences in Year 9 with the intention of taking Biology, Chemistry and Physics at GCSE in Year 11. However, a few girls may later choose to do a Combined Science course. The same time allocation of 3 periods for each science stands regardless of which science course is studied.

The Maths GCSE course is started in year 9. During Year 10 all the Statistics modules within the course are covered to allow pupils to take the GCSE Statistics exam at the end of the summer term. There is approximately and 70% overlap in the GCSE Maths and GCSE Statistics content. Additional voluntary sessions are offered after school to teach the missing content for students who wish to attain higher grades in Statistics.

PSHE is taught throughout KS3 and KS4 covering a variety of subjects under three main topic areas:

- Health and Wellbeing
- Living in the wider world
- Relationships

A full overview of the subjects covered by each year group can be found in the PSHE and RSE policy.

These topics may also be covered within other areas of the curriculum.

KS4

At KS4 pupils study a core curriculum of English Language, English Literature, Mathematics, French or Spanish and the majority also study Biology, Chemistry and Physics. However, a few pupils may take the Combined Science course.

The majority of the current Year 10 and Year 11 pupils will be entered for 11 subjects at GCSE. These are made up of the seven core subjects and three option subjects chosen from the following list:

History, Geography, Spanish, Latin, Classical Civilisation, Textiles, Art and Design, Food & Nutrition, Music, PE, Computer Science, Drama, Mandarin and Business Studies. If pupils take GCSE Statistics (taken in the summer of year 10) this will give them 11 GCSE's.

In addition to their GCSE subjects, Year 10 will have lessons in PSHE and ICT. Year 11 will have lessons in PSHE and Careers.

Pupils may be offered extra support in English and Curriculum Support instead of one option subject.

Subject policies and schemes of work are kept in individual departments.