BALCARRAS
From strength to strength

Curriculum Policy
September 2026-2027

Reviewing Member of Staff: Mr Gary Towers
Date updated: October 2026
Review Date: October 2027

Contents

1. Curriculum Vision and Aims 2-3
2. Legislation and Guidance 3
3. Roles and Responsibilities 3-4
   - 3.1 The Governing Body
   - 3.2 Headteacher
   - 3.3 Other Staff
4. Organisation and Planning 4-7
5. Inclusion 7
6. Monitoring Arrangements 7
7. Links with other Policies 8

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1. Aims

Curriculum Vision

Our curriculum will be rigorous, exciting and balanced, with the national curriculum at its core. It will be underpinned by the school values:

Everyone associated with the school will:

- Strive for excellence and encourage resilience
- Participate, work together, and contribute positively to the community
- Expand our horizons

The organisation of the curriculum and our approach to teaching and learning will allow every child to flourish. We believe that our curriculum should inspire pupils to become curious, confident, independent thinkers who go on to be happy and successful in society.

Curriculum Aims

Our curriculum will be transformational, equipping our students, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions.

The curriculum aims to:

- be broad, balanced and relevant, developing all the essential knowledge, understanding and skills, regardless of gender, ability, ethnicity or social background
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- encourage students to enjoy their learning and get a sense of success through their achievements
- foster literacy and numeracy skills across subjects
- foster scientific, technical, cultural and sporting achievement
- support pupils' spiritual, moral, social and cultural development

- support pupils' physical development and responsibility for their own health, and enable them to be active
- generate a wealth of cross-curricular activities including events, clubs, performances and trips which will be open to all
- equip pupils with the knowledge and cultural capital they need to contribute positively to their community
- promote British values, including the rule of law, democracy and individual liberty. We will instil in students the importance of tolerance, fair play, honesty and a generosity of spirit
- prepare students for the next stage in their lives by encouraging resilience, self-reliance and an understanding of their responsibility to take ownership of their own learning

Curriculum Parity:

Our curriculum is founded on the conviction that the education of all students is of equal worth. The achievements of all students have equal importance, provided they represent each students' best efforts. Every effort will be made to identify and remedy under-achievement and to enable all students to reach the highest standards of which they are capable.

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body

3.3 Other Staff

The deputy headteacher (curriculum) will have oversight of all curriculum matters in conjunction with the headteacher.

Subject lead teachers will evaluate their curriculum intent, implementation and impact in accordance with the school's Teaching and Learning Framework, ensuring that their subject curriculum is aligned with the school's values.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and Planning

Curriculum Design:

Careful thought will be given by school leaders to curriculum design, ensuring that our implementation closely reflects our values and local needs (our curriculum intent). As subject specialists, subject leaders will be empowered to develop their own department's curriculum. There will be a strong emphasis on progression within each subject, with lessons carefully sequenced in order to maximise learning and supported by timely and appropriate assessments. All students will follow the national curriculum. It is acknowledged that some students might find it hard to access some aspects of the curriculum. For this reason and where it is deemed to be educationally beneficial, alternative provision may be provided to a small number of pupils. Where any aspect of alternative provision is offered, we are fully committed to ensuring that it is delivered by subject specialists with clear timescales of review established from the outset.

Key Stage 3

We will ensure a smooth transition from KS2, by collaborating closely with our partner primaries and with early experiences organised for new pupils and their parents. All pupils will study the same subjects. The model will develop lifetime skills and inspire our students to gain mastery of the core curriculum. The table below outlines how the curriculum will be delivered during 25 hours per week using a 2-week timetable of 50 one hour lessons.

Subject	Year 7	Year 8	Year 9
	Taught time per 2-week timetable cycle		
English	6	6	7
Mathematics	6	6	6
Science	6	6	6
History	4	4	3
Geography	4	4	3
RE	2	2	2
French	5	3	3
Second Language	0	3	4
Design & Technology	4	4	4
Art	3	3	3
Drama	2	1	1
Music	2	2	2
Physical Education	4	5	5
Computing	1	1	1
Tutorial (incl. PSHE)	1	0	0
Personal Development including PHSE, careers and religious and social education	*Delivered via six 2-hour sessions throughout the year, Monday personal development lessons (30 mins/week) and during tutor time (20 minutes/day)*		

Key Stage 4

All students in Years 10 and 11 will study English, Maths, Combined science, Physical Education and PSHE (including RE). Other subjects will be optional but we will encourage pupils to choose a combination that will meet the criteria of the English Baccalaureate. The assumption is that all students will study GCSE courses.

Subject	Year 10	Year 11
	Taught time per 2 week timetable cycle	
English Language & Literature (2 GCSEs)	7	7

Mathematics GCSE	7	7
Combined Science (2 GCSEs)	8	9
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5
Option E	5	5
Physical Education (non GCSE)	3	2
Personal Development including PHSE, careers and religious and social education	*Delivered via six 2-hour sessions throughout the year, Monday personal development lessons (30 mins/week) and during tutor time (20 minutes/day)*	
GCSE Option Subjects*	Art Business Computer Science D&T Food D&T Product Design D&T Textiles Drama French Geography	Health & Social Care History ICT Music PE (GCSE) Religion, Philosophy & Ethics Russian Spanish

***We hope to be able to offer these subjects however, they are dependent upon staffing and viable numbers of pupils choosing them. We will confirm which subjects are available in the January of Year 9.**

Students will have an open, but guided, choice of subjects, with option blocks constructed to allow these choices to be met. We will aim for 65% of students following a modern foreign language at GCSE.

Key Stage 5

The majority of students will study three A-level subjects for the entire duration of Year 12 and 13. Where appropriate some students may study 4 A-level subjects. This will be decided on in consultation with the sixth form team using prior attainment data.

A Level Subjects	
Art Biology Business Studies Chemistry Computer Science Drama and Theatre Economics English Literature Environmental Science French Further Mathematics Geography History	Mathematics Music Photography Physical Education Physics Politics Product Design Psychology Religion, Philosophy and Ethics Russian Spanish Textiles
Vocational Subjects	
Food Science and Nutrition Health and Social Care	

Students will take following the additional courses

Guest Speakers: 1 hour per fortnight Year 12.

Extended Project Qualification:
2 hours per two week cycle in Year 12.
An assigned supervisor session in Year 13.

Sixth Form Games: 2 hours per two week cycle in Year 12.

PHSE including careers and religious and social education: *Delivered via six 2-hour sessions throughout the year and during tutor time (20 minutes/day)*

Relationships and sex education, and health education

For further details about our approach to relationship and sex education please see our Relationship and Sex education policy.

Spiritual, moral, social and cultural development

For further details about our approach to PSHE and SMSC please see our PSHE/SMSC policy

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND and inclusion policy.

6. Monitoring Arrangements

Curriculum Review: Responsibility for curriculum design, implementation and evaluation is distributed across the school to include The Headteacher, Deputy Headteacher (Curriculum), Subject leads and The SENDCo. A robust 'Monitoring and Supporting Teaching & Learning' framework is published annually and provides several, calendared opportunities for monitoring aspects of delivery and impact, including learning walks, work reviews and departmental evaluations.

The Governing Body will scrutinise the effectiveness of the Curriculum through its Curriculum Committee. The Deputy Headteacher (Curriculum) will make a report each term about the extent to which the school is achieving its objectives relating to the curriculum, specifically the Headteacher will report on matters relating to curriculum intent, implementation and impact.

Appropriate internal and external CPD will be offered to all teachers to ensure that they maintain a high level of subject specific expertise.

This policy will be reviewed annually by The Deputy Headteacher (Curriculum) and The Curriculum Committee. At every review, the policy will be shared with the full Governing Body.

7. Links with other Policies

This policy links to the following policies and procedures:

- *Assessment Policy*
- *SEND and Inclusion Policy and information report*
- *Equal Opportunities Policy*
- *Relationships and Sex Education*
- *PSHE*
- *SMSC*
- *Teaching and Learning policy*