

## CURRICULUM

Policy applies from EYFS  
to Sixth Form and to all  
staff

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Version	Date	Paragraph	Material change	Approval
05.22.01	10.05.2022	4.2	Insertion of a paragraph setting out details of the Equality Impact Assessment.	Mr Chris Collins
11.22 v1	02.11.2022	N/a	N/a	Mr Chris Collins
11.23 v1	27.11.2023	All	Policy updated for 2023/2024 academic year.	Mrs Louise Brackenbury
10.24 v1	01.10.2024	All	Policy updated for 2024/2025 academic year.	Mr Luke Goodman

**Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.**

### Related Policies

British Values

Early Years Foundation Stage (EYFS)

English as an Additional Language

Enhanced Learning

Personal, Social, Health and Economic Education (PSHE)

Spiritual, Moral Social and Cultural (SMSC)

Teaching and Learning

### 1. Curriculum Aims

Clifton High School is an academically selective school which encourages each pupil to develop their individuality and achieve academic success in order to realise their individual brilliance. The School's aim of realising individual brilliance is supported by our Health and Wellbeing programme, in which Personal, Social, Health and Economic Education is delivered, which amongst other things encourages respect for others and values the contribution that each



member of the School community makes, in order to create a supportive environment which allows each pupil to fulfil their potential.

The School aims to provide an environment that fosters curiosity, creativity, and confidence to deliver first class teaching that inspires and challenges our pupils. The curriculum policy, plans and schemes of work are designed to consider the ages, aptitudes and needs of all pupils (including those pupils within the Enhanced Learning Department (**ELD**) with SEND (including those who have Educational, Health and Care Plan (**EHCP**)) or who have English as an Additional Language (**EAL**)) and provide pupils with a broad linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education.

The curriculum design and structure provide pupils with opportunities to develop their curiosity, love and empathy for others, with a sense of direction and purpose, both now and for the future. It aims to produce free-thinking pupils with belief in themselves, confidence to pursue their ambitions and the resilience, flexibility, and adaptability to succeed whatever life presents. Alongside this, Clifton High School believes that the privilege of an excellent education brings with it responsibility and the School's aspiration is to prepare pupils for the opportunities, responsibilities, and experiences of life in British society and beyond, so that they are ready to make a real and positive contribution.

The curriculum at every stage is designed to ensure every pupil can learn and make progress, offering quality and balanced coverage of, and extension of the national curriculum. All sections of the School curriculum are reviewed as appropriate to ensure that the breadth and depth of study is modern and in line with national trends.

## **2. Early Years Foundation Stage (EYFS)**

Clifton High School's EYFS curriculum aims to educate our children in knowledge, skills and understanding, to be effective, inquisitive, curious, independent learners and to influence their wider thinking across all areas of the curriculum. We are passionate about creating a wealth of different opportunities for children to communicate more easily through developing language and communication skills and specifically teaching the skills of vocabulary.

The EYFS curriculum emphasises exploration, investigation, discovery, and problem solving, and activities are planned which closely match each pupil's individual interests. The School considers each pupil's preferred learning styles, children's play is carefully observed, and then stimulating and enjoyable activities are planned to provide opportunities for further learning. Weekly on-site Forest School, dance, singing and swimming sessions are also part of the timetable, and modern and safe garden and playground areas provide many opportunities for pupils' outside learning.



A close focus on communication and language ensures that thought-provoking questions posed by staff at the appropriate time, foster deeper thinking skills, embed learning, and begin to develop and challenge an enquiring mind. The EYFS curriculum consists of the following seven areas of learning:

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

Further information can be found in the EYFS Policy.

We want all our children to believe in themselves and their own abilities and for each child to know their full capabilities and develop their individual brilliance from a young age. As a “through school”, we ensure our children are part of the whole school community, so they are aware of the exciting journey that lies ahead of them.

Fundamental British Values are at the heart of our curriculum and everything we do; we focus on promoting the more general concepts within the EYFS and understand that the children’s development within these areas is key to promoting the values in the long term.

At Clifton High School we encourage children to demonstrate their attitudes and behaviours to learning through the Characteristics of Effective Learning and our high expectations and standards are seen through teacher modelling and scaffolding. We provide a curriculum which develops language, teaches the power of vocabulary and enhances and broadens experiences and opportunities for all children. Our curriculum is pitched so that it offers a range of experiences, both indoors and outdoors, which engage, enthuse and enlighten. We provide a culture of curiosity through magical moments, and we support the children to develop the dispositions and attitudes that enable them to learn effectively. We believe that if all children have the opportunity to become good at learning, this will prepare them for future success.

Our curriculum is designed to recognise children's prior learning by providing first-hand learning experiences and allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers to enable them to challenge themselves. We ensure the content of the curriculum is differentiated to meet the needs of all learners and is taught in a logical progression so that children build on prior learning. We plan through a topic-based approach on an annual basis, but these plans are adapted and amended to address the ever



growing and changing needs and interests of all our children and to allow for the individual brilliance of each and every pupil.

### **3. Infant and Junior School**

#### **3.1 Curriculum**

The Infant and Junior School Curriculum covers all requirements of the Key Stage 1 and 2 National Curriculum but is not constrained by its provisions. Teaching is regularly reviewed, and the curriculum updated to take into account changes in educational thinking and practice in order to ensure that a broad and balanced curriculum is maintained, which gives pupils the opportunity for linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education, and to discover and develop their talents. Annual curriculum reviews take place to ensure that the educational provision, the balance of lessons and the schemes of work are relevant and appropriate for all pupils. A great emphasis is placed on the need to provide a breadth of study and ensure teaching is broad and balanced to allow pupils to develop their talents and interests.

All pupils have the opportunity to join a wide range of co-curricular activities as well as individual lessons such as music and tennis. Co-curricular provisions include sporting, musical, artistic/creative and interest activities, and Junior School pupils have the opportunity to represent the School in sporting fixtures throughout the year.

All Infant and Junior pupils take part in adventure sessions in addition to a variety of educational visits to enhance and further their learning, and Junior School pupils have the opportunity to experience an annual residential visit to an outdoor education centre where they learn outdoor pursuits, participate in hikes and experience other outdoor lessons.

Leadership lessons in the Junior School provide opportunities for pupils to work collaboratively in vertical groups and focus on our school aims of Love, Empathy, Curiosity and Direction. The areas of Leadership the children cover are:

- Skills for a Sustainable 21<sup>st</sup> Century;
- Skills for Success in Life; and
- Skills for Humanity.

#### **3.2 Infant and Junior Curriculum Taught by Specialist Teachers**

As pupils progress through the School, they are taught by an increasing number of specialist Senior School teachers:

<b>Year Group</b>	<b>Specialist Curriculum Areas</b>
EYFS	Dance, Singing, Swimming
Infants	PE, Swimming, Games (Year 2), Singing, Music, Tennis (Year 1)

Years 3- 5	PE, Swimming, Games, MFL, Singing, Music
Year 6	Mathematics, Science, Art, PE, Swimming, Games, MFL, Singing, Music

The following table shows the wider range of curriculum areas experienced by pupils in the Infant and Junior School:

<b>Infants</b>	<b>Juniors</b>
Mathematics	Mathematics
English (Reading, Writing, Speaking, and listening, Phonics and handwriting)	English (Reading, Writing, Speaking, and listening, Spelling and Drama and handwriting)
Science	Science
Music	Leadership
Singing	Music
Art	Singing
Theme (History and Geography)	Art and Design Technology
Computing	Theme (History, Geography or Science focus)
Creative Thinking	Computing
Adventure	Adventure
Games (Year2), PE, Swimming, Tennis (Year1)	Games, PE, Swimming
French	MFL (French/Spanish and German in Year 6)
PSHE (RSE)	Technology (Food and Nutrition/ Woodwork /additional Computing)
RS	Drama
	PSHE (RSE)
	RS

#### **4. Years 7 - 9**

##### **4.1 Curriculum**

Pupils follow a core curriculum of English, Mathematics, Science (Year 7) Biology, Chemistry, Physics (Year 8 and 9), Computing, History, Geography, Art, Drama, Music, Product Design, Food and Nutrition, Religious Studies, Health and Wellbeing, Games and Physical Education. Pupils choose two modern foreign languages from French, German and Spanish. Latin is compulsory in Year 7 and optional in Year 8 and 9. Additionally, all pupils in Year 7 are provided with a fortnightly Digital Skills lesson, taught by the Head of Transformation and AI, which provides a curriculum of “The Skills for Tomorrow”. This offering is reviewed annually by the Deputy Head: Academic to ensure that pupils continue to have the very best opportunities for



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

Year 7 attend an overnight residential Bonding Trip, soon after the start of the Autumn Term, and are invited to attend a range of optional residential educational visits throughout Years 7 - 9 including ski trips and sports tours. Senior School departments arrange regular educational day visits to enrich the learning in their subjects.

Pupils in Years 7 - 9 attend weekly co-curricular activities each term. These include sporting, musical, academic, and artistic/creative based activities. Pupils are required to attend a co-curricular club every Friday lunchtime. Individual music lessons and Speech and Drama courses are also available.

Year 7 pupils attend “the Power of Performance” on Tuesday and Thursday lunchtimes. This includes a Year 7 choir and a carousel of other performance-related activities. Year 8 pupils attend “The Power of Curiosity” on Wednesday lunchtimes and Year 9 pupils participate in the Duke of Edinburgh Bronze award programme on Tuesdays.

#### **4.2 The Diamond Edge Model**

The Diamond Edge Model is followed in Years 7 - 9. This means that pupils are taught Mathematics, English, Biology, Chemistry and Physics in single-sex classes. Mathematics, Biology, Chemistry and Physics are streamed according to ability, but English is not. The remaining subjects are taught in mixed sex and mixed ability classes.

It is our belief that the needs of boys and girls are best met in the core subjects of Maths, English and the three sciences (Biology, Chemistry, and Physics), in single-sex classes. It is well-documented that the participation of girls in STEM subjects is lower than it should be nationally, and we want to enable an environment where we can better foster a passion for STEM. Likewise, it is well-documented that outcomes for boys in English nationally are less than the expected standard; reading and enjoyment of literature drops away in boys as they progress through secondary school, and Clifton High School wants to do all it can to prevent this. The Diamond Edge Model is our school’s way of addressing these differences in a positive manner.

Outside of these subjects, and for all other aspects of their education (excluding Games), pupils operate in a coeducational setting so that they are prepared for engagement outside of School and in their adult life, and understand and respect that any gender can fulfil almost any role in society, with very few exceptions.



Within the Diamond Edge lessons, both sexes receive curriculum content which is designed to lead to the same learning outcomes, so that pupils are at a similar level when they are taught together from Year 10 onwards.

## **5. Years 10 - 11**

Pupils study a core curriculum of English Language and English Literature, together with Mathematics which is taught in streamed ability classes. Pupils then choose a further six GCSE (or iGCSE) subjects from: Art & Design, Biology, Chemistry, Computing, Drama, Food and Nutrition, French, Geography, German, History, Latin, Music, Physical Education, Physics, Product Design and Spanish. Each GCSE (or iGCSE) subject is allocated six periods per fortnight on the timetable except for Mathematics and English which are allocated eight periods. In addition, pupils have the option to take Further Mathematics or Religious Studies (Short Course) where lessons are scheduled during lunchtime or afterschool to help prepare them for this examination.

Option blocks are set according to pupils' choices following individual pupils' appointments with their parents and Head of Year. These meetings are designed to inform pupils how well they are likely to achieve in a subject and cover balance and career direction discussions. Pupils can change their options by discussion with the Deputy Head: Academic or Assistant Head: Learning and Teaching. In certain circumstances, the School reserves the right to withdraw a subject from the GCSE/iGCSE curriculum if there is not sufficient pupil interest.

The GCSE and iGCSE offering are reviewed annually to ensure it develops and meets the needs of the pupils and the School, and that it gives a full opportunity for those in Years 10 and 11 to continue to receive linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education.

In addition to the GCSE subjects that pupils study, pupils also have weekly off-site Games lessons and weekly on-site PE lessons, which includes swimming. The Health and Wellbeing (PSHE) programme makes up and enriches the remainder of the curriculum time.

Pupils receive regular tutorial meetings with their tutor about their progress and any pastoral concerns, as well as setting and evaluating targets.

There are a range of optional residential visits throughout Years 10 and 11 including ski trips, sports tours, language visits and World Challenge expeditions. Senior School departments arrange regular educational day visits to enrich the learning in their subjects.



Pupils in Years 10 and 11 attend weekly co-curricular activities each term. These include sporting, musical, academic, and artistic/creative based activities. Individual music lessons and Speech and Drama courses are also available.

During the A Level options process, all Year 11 pupils and their parents meet with the Head of Year 11, the Deputy Head of Sixth Form or the Assistant Head: Head of Sixth Form, and the Head of Higher Education and Careers.

These individual meetings allow pupils to discuss their suitability to follow their desired courses and ensure that pupils are aware of facilitating subjects and the necessity of keeping their options open. Options evenings and the Sixth Form Experience Day, incorporating taster lessons, also form part of this process. After their GCSE/iGCSE results, there is an opportunity for pupils to change their A Level options by discussion with the Senior Deputy Head.

## **6. Sixth Form**

The majority of Year 11 pupils continue into the Sixth Form, and we also welcome new students. Students take three Advanced Level subjects. Optional ancillary programmes of study are also offered to students, which include the Core Mathematics qualification and the Extended Project Qualification (EPQ).

The following subjects are offered at A Level: Art & Design, Biology, Business, Chemistry, Classical Civilisation, Drama, Economics, English, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Music Technology, Philosophy, Physical Education, Photography, Physics, Politics, Psychology, Sociology and Spanish.

The subject offering in the Sixth Form is reviewed annually to ensure it develops and meets the needs of the students and the School, and that it gives a full opportunity for those in Years 12 and 13 to continue to have opportunities for a linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Students' preferences govern the option blocks, and in most cases, this allows all students to follow their favoured combination of subjects. Each subject is given eleven periods per fortnight on the timetable, with occasional exceptions when this might be reduced to nine or ten periods for a subject that runs with only one or two students. The EPQ programme includes a weekly period for the taught element of the course, and periodical meetings with the assigned supervisor. Additionally, all students in Year 12 are provided with a fortnightly Digital Skills lesson, taught by the Head of Transformation and AI, which provides a curriculum of "The Skills for Tomorrow". The remainder of their time is allocated to off-site Games lessons, Health and Wellbeing/Futures and Skills sessions, and study periods. In certain circumstances, the





School reserves the right to withdraw a subject from the A Level curriculum if there is not sufficient student interest.

In addition to following examination courses, Sixth Form students follow the Futures and Skills Careers Programme and Health and Wellbeing lessons (both incorporating PSHE) to provide students with impartial advice in order to allow them to make informed choices regarding their next steps after leaving Clifton High School. These lessons are taught by form tutors. Young Enterprise and Duke of Edinburgh Gold Award are all popular additional pursuits that the students are encouraged to participate in to enhance their Sixth Form experience and gain additional UCAS points.

Year 12 and 13 students are placed into small tutor groups, and each student has a tutor who monitors their pastoral and academic progress and guides the student through the UCAS procedure, if applicable.

## **7. Careers**

Accurate and up-to-date careers guidance is incorporated into the Health and Wellbeing programme for Years 7 to 11, and Futures and Skills lessons for the Sixth Form. The provision is increased as pupils progress through the Senior School with emphasis being placed on providing impartial guidance to allow pupils to make informed choices which will ultimately allow them to fulfil their potential. This includes careers fair events, as well as individual advice and support offered by our dedicated Head of Higher Education and Careers.

## **8. SEND and EAL**

Pupils with SEND and pupils for whom English is an additional language are provided with in-class support and individual or small group lessons if required. See the English as an Additional Language Policy and the Enhanced Learning Policy.

## **9. French, English Combined Programme (FECF)**

Clifton High School offers French-speaking pupils throughout the School, the opportunity to follow both the French and the English curriculum at the same time. The combined programme enables French speaking pupils to follow the English curriculum and learn to speak and write English fluently, while at the same time, acquiring the same knowledge and methodology as if they were receiving their education in France. As a result, each year the pupils obtain official certification which keeps their options open should/when they return to France and integrate back into the French education system in the future.

The French curriculum is incorporated into the individual pupil's regular day-to-day timetable and this tailor-made programme is carefully designed to each child's specific requirements and



learning needs, allowing them to be active members of Clifton High School and its community, enjoying all the benefits that this provides.

#### **10. Reduced Curriculum**

The Enhanced Learning registers are updated at least once per year. The process by which pupil's provision is tailored is outlined in the Enhanced Learning Policy and the English as an Additional Language Policy.

Pupils who have individual needs, including having English as an Additional Language (EAL), Special Educational Needs (SEND) or are part of the French, English Combined Programme (FECP), sometimes follow a reduced curriculum, studying fewer than the full subject range for their year-group. In order for a pupil to follow a reduced curriculum by dropping a subject, written agreement is obtained from the parents following extensive consultation with all those involved.

#### **11. Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities, and our curriculum is fully inclusive. We recognise the entitlement of all pupils to a balanced, broad-based curriculum. We have systems in place for early identification of barriers to pupils' learning and participation so that we can consider whether any reasonable adjustments need to be made to allow those pupils to engage fully in the School curriculum and activities with other pupils. We acknowledge the need for high expectations and suitable targets for all pupils.