Forres Sandle Manor (Academic) Policy

Policy Title	**Curriculum Policy**
Policy Lead (Appointment (& Initials))	**Head (MH)**
Date of Last Review	**September 2026**
Date of Next Review	**September 2027**

Introduction

In accordance with Section 8 of the Education Act 1996, we aim to offer a varied and balanced curriculum which allows pupils to achieve their potential in a stimulating and supportive atmosphere.

Pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education and acquire speaking, listening, literacy and numeracy skills.

Careful attention is paid to the needs of the individual pupil and wherever possible, a tailored programme will be created to stretch the most able or support the least confident. Schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and do 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.

Comprehensive Careers advice is presented in an impartial manner, enabling pupils to make informed choices about a broad range of careers options and helps to encourage them to fulfil their potential.

Pupils below the compulsory school age enjoy a range of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Likewise for pupils above the compulsory school age, a programme of activities is devised which is appropriate to their needs.

All pupils have the opportunity to learn and make progress and receive effective preparation for the opportunities, responsibilities and experiences of life in British society.

Timetable

The whole-school timetable operates Monday to Friday.

Our nursery is open from 7:30 until 18:00 each day. Our Pre-Prep (Reception -Year 2) School week consists of 35 forty-five-minute lesson blocks. For those in our Prep (Years 3-6) and our Senior Schools, this is extended to 40 forty-five-minute lessons per week.

The Curriculum

The curriculum begins with a wide range of compulsory subjects, developing broadly based skills and interests. As pupils progress through the school their choice of subjects becomes increasingly specialised, culminating with their GCSE choices. The subject matter will be appropriate for the ages and aptitudes of pupils, including those pupils with a statement and ensures that all pupils acquire speaking, listening, literacy and numeracy skills.

Nursery, Pre-Prep & Prep School

In addition to making strong progress in English & Maths, we also want our pupils to experience a broad curriculum, with each subject taught by a specialist in a dedicated teaching space. This model of specialist teaching increases as pupils progress towards our Senior School on the following model:

	Nursery	**R**	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Games	Y	Y	Y	Y	Y	Y	Y	Y
PE	Y	Y	Y	Y	Y	Y	Y	Y
Fixtures					Y	Y	Y	Y
Music	Y	Y	Y	Y	Y	Y	Y	Y
Dance	Y	Y	Y	Y	Y	Y	Y	Y
French			Y	Y	Y	Y	Y	Y
Spanish					Y	Y	Y	Y
Computing			Y	Y	Y	Y	Y	Y
Design Technology					Y	Y	Y	Y
Art					Y	Y	Y	Y
Science							Y	Y
Maths								Y

Where subjects are not taught by a specialist teacher, they are delivered by the class teacher as part of the curriculum for the specific year group(s).

Years 7 & 8:

A broad curriculum is maintained in these years to encourage pupils to explore their interests and strengths whilst starting to develop their skills and knowledge for the GCSE years ahead.

The curriculum includes core subjects: Mathematics, English and Science, which is taught as three separate subjects. All 3 are set by ability.

Additionally, pupils study Art, Design and Technology, Drama, Food Technology, Geography, History, Computing, Spanish or French, Music, Games, PE and fixtures are all compulsory parts of the curriculum for these year groups. Pupils are also able to choose to study Dance should they wish.

Year 9:

Students in Year 9 remain set by ability in Mathematics, English and Science. English is allocated five lessons per week; Mathematics is allocated four and Biology, Chemistry and Physics each have 3 lessons per week. All continue to participate in core Games, PE & fixtures each week.

In Year 9, pupils choose 6 of the following subjects to continue with: Art, Computer Science, Dance, Design Technology, Drama, Food Technology, French, Geography, History, Music, PE (in addition to core PE) & Spanish. Each of these subjects is allocated 2 lessons per week.

Years 10-11:

Students in Year 10 and 11 remain set by ability in Mathematics, English and Science. English and Mathematics are both allocated five lessons per week with each Science subject (Biology, Chemistry, Physics) being allocated three lessons. All continue to participate in core Games & fixtures each week, which together are allocated 3 lessons per week.

At the start of Year 10, pupils choose 4 of optional subjects (from the above Year 9 selection). Each of these subjects is allocated 3 lessons per week.

Senior School Enrichment:

From Year 7 and above, the first timetabled lesson each day is dedicated to our Senior School enrichment programme. Each term, we offer these pupils a selection of a daily activities, with pupils asked to pick 5 (1 per day) which will then be entered into Period 1 on their timetable for the term. Each term this choice is re-set, with some new activities being offered.

PSHE/ RSHE (KS1 + 2) RSE (KS3 + KS4) ('Life Skills')

The school has created a comprehensive Life Skills curriculum that is delivered across all year groups. The Assistant Head: Pastoral leads on this provision & planning is based upon a spiral curriculum, using 'Jigsaw' as the primary teaching resource. In KS4 the PSHE Association Programme of study is used to highlight the stronger focus on the three core themes of; 'Health and Wellbeing', 'Relationships' and 'Living in the wider world'. The content covered aims to utilise key Government recommendations for PSHE, RSHE, RSE and Citizenship delivery in order to make the PSHE curriculum broad enough to prepare students for life in British society. The curriculum reflects the fact that our older pupils are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

Life Skills topics are broken down to the relevant year group and is delivered by the class teacher in Years 2 and below. From Year 3, it is delivered by one of our Life Skills teachers, which includes the Deputy Head: Pastoral. There will be some subjects and topics,that may be beneficial to be delivered in a workshop format by external speakers which will enhance the knowledge and skillsets of the pupils. Every pupil has one lesson per week dedicated to Life Skills, right up to and including Years 10 and 11.

In order to ensure that students are receiving PSHE in all areas of the school, all Heads of Department have had the opportunity to see the Life Skills programme as well as the topics that are needed to be taught to prepare students properly. All Heads of Department provide the PSHE co-ordinator with information regarding how individual lessons within their subjects can aid the delivery of PSHE/RSHE/RSE elements to show students that the topics we cover have real cross-curricular relevance and key messages are further reinforced.

Throughout the PSHE programme for all year groups, the Deputy Head: Pastoral has built in topics that prepare students for life in British Society and reinforce British Values. Topics covered range from politics and voting, environmental needs, respect and the need for working together, gender and sexuality, online pornography and its consequences, money matters and debt to name just a few. In addition to a range of relevant topics, the Deputy Head: Pastoral also works closely with the Careers Lead to incorporate relevant career lessons in order to fully prepare students for the many choices they will face throughout their school lives and the world beyond.

Next Steps (Careers)

Our planning and delivery of careers guidance is based upon the statutory guidance 'Careers guidance and access for education and training providers', January 2023. Our provision is overseen by a Careers Leader who is responsible for ensuring all statutory obligations are met and for continued development and improvement of our offer. Our provision is tracked and evaluated using the online evaluation tool *Compass*, with an annual report discussed at Senior Leadership level and at Board/Governance level.

The work of the department is shaped by the Gatsby Benchmarks and allows all pupils to progress to their chosen next steps after FSM.

The information, advice and guidance encompasses the following distinct strands:

- **Career & labour market information** – ensuring decisions about future study options are informed based upon up-to-date information on career paths and the labour market.
- **Curriculum learning to careers** – linking the subjects pupils' study to future career paths.
- **Encounters with employers** – ensuring pupils have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace.
- **Experiences of workplaces** – either virtual or in-person experiences.
- **Further education** – all pupils having meaningful encounters with further education providers, including access to technical education in addition to academic routes.