

THE HEATHLAND SCHOOL

A WHOLE SCHOOL POLICY FOR THE CURRICULUM

The Heathland School Curriculum Intent Statement 2026

INTENT

Our curriculum at The Heathland School provides a challenge for pupils both academically and socially to achieve more than they thought possible from their starting points. It aims to foster pupils' intellectual, social, moral, physical and personal development and to provide them with the knowledge and skills needed to become responsible citizens and embark upon the next stage of their education, training or employment. There is a strong emphasis on developing pupils' confidence and resilience to ensure that pupils have the ambition to aspire to university, apprenticeships and a wide range of career paths. Enjoyment and curiosity should be at the heart of all learning in a safe environment.

The curriculum is broad, balanced and inclusive. We believe that Mathematics and English should be prominent but not at the expense of all other subjects. Alongside the traditional academic subjects, pupils have the opportunity to study a range of creative subjects to develop their aesthetic appreciation. Subjects across the curriculum seek to address gaps in pupils' knowledge and offer a diverse set of opportunities to develop their experience beyond the curriculum to ensure pupils develop the cultural capital to succeed in life. Pupils also participate in a range of activities to promote their health and well-being. All of this is supported by an extensive extra-curricular programme.

The curriculum meets all statutory requirements of the National Curriculum at Key Stage 3 and Key Stage 4 and fulfils the requirements of the agreed syllabus for Religious Education.

The curriculum is reviewed regularly to meet the needs of our pupils.

Key Stage 3

Key stage 3 seeks to build upon the progress pupils have made at Key Stage 2. It is a three-year programme and has real breadth. Pupils study the National Curriculum, and we offer: Mathematics, English, Science, Languages, Geography, History and Computing alongside RE, PE, Design and Technology, Art, Music, Drama and PSHE and Citizenship. (Subjects are taught separately and not as part of a carousel, except for Technology) Provision is made for pupils with SEND to address gaps in their learning, especially with numeracy and literacy.

Key Stage 4

Key Stage 4 builds on the skills and knowledge acquired at Key Stage 3 and covers two years. It is also broad and balanced so that pupils do not narrow their options too early. Pupils are guided onto courses so that the range, level and type of courses meet their individual needs. There is a strong focus on the core EBacc academic subjects of English, Mathematics, Science, Languages and Humanities. RE is taught to all to GCSE; as a statement of our commitment to tolerance and inclusivity. Alongside this, pupils can opt to take up courses in Computer Science, PE, Design and Technology (Food and Nutrition; Design and Technology; Art and Design Textiles); the Arts (Art,

Photography Music, Drama; Performing Arts) and vocational course which includes: IT. In designing this curriculum, we realise the importance of preparing our pupils with the skills and knowledge to enable them to fully contribute to the global community. Furthermore, we believe that pupils should take exams at the point of maximum likely maturity. This means that we do not enter pupils early or stagger options over time.

Key Stage 5

There are clear lines of progression from year 11 to year 12, and the Key Stage 5 curriculum is designed to enable pupils to choose an A-Level or Vocational route to university, apprenticeship or employment. Our wide range of A-Levels provides a strong platform for pupils to embark on a range of courses and pathways. A range of combinations of subjects is possible. Our choice of BTEC Level 3 course in Business reflects the aspirations of our pupils and the employment opportunities in the local area.

OBJECTIVES

1. To plan a broad, balanced and challenging curriculum which provides continuity and progression of learning for all pupils.
2. To provide a curriculum which meets all statutory requirements at Key Stage 3 and Key Stage 4 and which fulfils the requirements of the agreed syllabus for Religious Education.
3. To provide a curriculum which enables pupils to select courses at Key Stage 4 which meet their personal learning needs.
4. To provide a post-sixteen curriculum which is responsive to the needs and demands of the students, and which offers students a broad range of academic and vocational courses of high quality which are cost effective.
5. To provide access and opportunities for high levels of attainment, achievement and progress for all pupils.
6. To promote pupils' intellectual, physical and personal development and to equip them with the knowledge and skills needed for the opportunities, responsibilities and experiences of adult life and for the next stage of their education, training or employment.

RESPONSIBILITY

The curriculum is formulated annually by the Curriculum Planning Committee. The Deputy Head (Curriculum) and The Heathland Leadership Team is responsible for the management of all aspects of the curriculum, including oversight of delivery of the curriculum at Key Stage 3, Key Stage 4 and post-sixteen. This includes responsibility for the curriculum section of the School Development Plan, Curriculum Key Procedures and other relevant Whole School Policies. The Heathland Leadership Team is responsible for the leadership of Heads of Department and the Deputy Head (Curriculum) is responsible for the Curriculum Planning Committee. Heads of Departments are responsible for ensuring all curricular requirements in their subject are met.

IMPLEMENTATION

This section summarises the school's approach to the implementation of our curriculum policies and procedures. Staff are expected to be familiar with relevant Whole School Policies and Key Procedures which support delivery of our curriculum.

a) **Resourcing and timetabling the curriculum**

Financial resources are allocated to departments on an annual basis by the Deputy Head (Curriculum), through the School Development Plan.

Timetable time is allocated to cover the courses and programmes of study in accordance with the guidelines recommended by Ofqual. Training and professional development opportunities are provided for subject leaders and their teams to enhance the delivery of the curriculum and to keep teachers informed of current initiatives and developments relating to the curriculum. The school recruits well qualified specialists to allow the curriculum to be taught in discrete subjects by teachers with high levels of subject expertise.

b) **Ensuring access to the curriculum for all pupils**

All children and young people are entitled to an education that enables them to achieve their best and leave school prepared for adult life, whether that's in higher education, training or employment.

Teachers should set high expectations for every pupil. They should plan stretching work for high achieving pupils. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

High quality teaching, appropriately differentiated for individual pupils, is the first step in responding to possible special educational needs and Heads of Departments are responsible for preparing differentiated schemes of work which ensure equality of opportunity for access to the curriculum, and which indicate appropriate teaching and learning strategies and guidance on the use of homework. For pupils that need special educational provision the code of practice sets out the principle of a graduated response. This acknowledges that some children will benefit from specific support from the school or external experts (such as an Educational Psychologist or a Speech and Language Therapist). The new approach is designed to ensure support is focused on individual need and personal outcomes. 'Most-able' pupils receive support through a differentiated curriculum and a programme of extra curricular activities. Pupils are taught in sets according to ability in most subjects from Year 7.

c) **The Key Stage 3 curriculum**

Pupils follow a curriculum which incorporates all the requirements of the National Curriculum Programmes of Study for the core and foundation subjects, as stipulated by the Education Act 2002. All pupils study Religious Education in accordance with the locally agreed syllabus. Computing is taught both discretely and within subject areas.

d) **The Key Stage 4 curriculum**

The Key Stage 4 curriculum ensures all pupils receive their entitlement to appropriate courses which provide coverage of the requirements of the National Curriculum, as stated in the Education Act. Therefore, all pupils follow curriculum pathways which include the compulsory subjects of English, mathematics, science, citizenship, computing and physical education. The arts (comprising art and design, music, dance and drama), design and technology, the humanities (comprising geography and history) and modern foreign language, which are not compulsory national curriculum subjects after the age of 14, but the majority of pupils are able to study a subject in each of those four areas. A GCSE course in Religious Education is

followed by all pupils in Years 10 and 11. GCSE courses in single sciences may be studied by students who show aptitude for science.

e) The Sixth-Form curriculum

The school provides a wide range of academic courses in the Sixth Form and a vocational qualification. The school offers the BTEC National level 3 Extended Diploma in Business. The majority of students on the A level pathway study three A levels. A small number of our most-able students study four A levels. Sixth Form students receive Religious Education through the PSHE programme and have opportunities to participate in Physical Education through the weekly recreation programme. This aims to give students an enhanced learning experience.

f) Cross-curricular provision

All departments have a planned approach to the development of pupil's Literacy and Numeracy skills within their subject area, which is consistent with the aims and objectives of the whole school policies on Numeracy and Literacy. Personal, Social and Health Education is delivered through an integrated pastoral curriculum. All pupils have access to a broad range of extra curricular activities designed to provide enrichment of the taught curriculum.

REVIEW AND EVALUATION

1. Heads of Departments compile a Self-Evaluation and a Department Development Plan annually which supports the School Development Plan. Departmental Development Plans are reviewed and evaluated at the end of every financial year.
2. The Heathland Leadership Team meets every Head of Department fortnightly to facilitate regular communication between The Heathland Leadership Team and Heads of Departments. There is also a programme of regular Raising Achievement Meetings.
3. The Deputy Head (Curriculum) meets the timetable Manager and the Assistant Head: Progress and Intervention weekly.
4. Department meetings are held every half term, and on INSET days.
5. Heads of Department meetings are held every half term.
6. An Open Forum meets each Autumn at which all staff are invited to contribute to curriculum planning.
7. Heads of Department meet regularly with The Heathland Leadership Team and Timetable Manager to plan timetabling and staffing of the curriculum.
8. The Curriculum Planning Committee meets regularly to review the curriculum and to ensure staff are deployed to facilitate delivery of the curriculum.

Links to other policies

- Whole School Policy for Work Related Learning (including careers education)
- Whole School Policy for Home Learning
- Whole School Policy for Spiritual, Moral, Social and Cultural Development
- Whole School Policy for Equal Opportunities
- Governors' Policy on Learning Support
- Governors' Policy for Sex and Relationships Education

Provisionally Reviewed: July 2026