



## CURRICULUM POLICY

<b>Reviewed:</b>	October 2023
<b>Review Date:</b>	October 2024
<b>Review Cycle:</b>	Annual
<b>Author:</b>	LSH
<b>Committee:</b>	Standards and Curriculum

Kings Norton Girls' School is intent on providing a high-quality education for all students in order that they excel and have a world of opportunities open to them. The curriculum will provide opportunities for all students to develop respect and show courage in order to flourish. All students therefore have equal access to a broad, balanced, differentiated and relevant curriculum. At KNGS we recognise that we have a key part to play in promoting community cohesion, the 'Prevent' strategy, and students' Personal Development (including reading, British Values, SMSC, Citizenship, cultural capital and character education), through our curriculum and in providing the opportunities via teaching and learning. The National Curriculum is taught at both Key Stage 3 and 4. The School is committed to personalising the curriculum where relevant and to equipping students with the transferable skills, knowledge and attributes to develop as independent lifelong learners.

The curriculum includes both planned, subject focussed curriculum which take place in form time and lessons and the extra-curricular and enrichment activities which take place at other times. This also includes a full and varied range of voluntary activities such as sports, art, debating, book clubs and activities to support leadership and charity organisations. This offer changes annually dependent on student demand and on staff availability. This is considered a vital and valuable part of the curriculum.

### Key Stage 3

- All students follow the National Curriculum:  
English, Mathematics, Science, Modern Foreign Languages, Religious Education, Physical Education, Personal, Social and Health Education (PSHE), Relationships and Sex Education (RSE) Geography, History, Art, Music, Drama, Design Technology and Computer Science.

- For Design Technology, the disciplines of graphic products, resistant materials, textiles and food preparation and nutrition are taught.
- More able linguists follow a second language in Year 8, others increase their lesson time in French; additional English and maths courses are available for a small number of students alongside French. Work related learning, careers (CEIAG), Citizenship and enterprise education are delivered via the PSHE programme.
- The PSHE strand of 'Healthy Lifestyle' is extended in Key Stage 3 via the curriculum as part of the D&T rotation.
- A few subjects such as maths and science begin their GCSE learning during year 9. History, Geography and Computing begin their GCSE or Key Stage 4 learning after summer half term.

### **Key Stage 4**

- Students continue to follow a broad and balanced curriculum comprising core subjects and options covering entitlement areas. The core comprises: English Language, English Literature, Mathematics, Science (Separate or Combined), Modern Foreign Languages, History or Geography, Religious Education, Computing, Physical Education, Citizenship, PSHE, RSE and CEIAG.
- The entitlement areas include the arts, design and technology, humanities and modern foreign languages. Students are able to study a subject in each of these four areas.
- Students also choose from a range of subjects (option subjects) after appropriate advice and guidance. Students will follow an appropriate pathway which matches their abilities, talents and aspirations, preparing them for the next stage of their lives.
- Within the KS4 curriculum there is provision to support students who require additional support in the core subjects. These students will not study a GCSE modern foreign language but instead students follow NVQ French during year 10 and a study skills course in year 11.
- The pathway process provides opportunities for almost all students to achieve the English Baccalaureate (English, mathematics, two sciences, a language and either history or geography) and meet the requirements of the progress 8 measures.
- Work related learning, and CEIAG are delivered via the PSHE and work experience programmes. Some Computer Science is cross curricular at KS4.
- Students in year 10 and 11 studying separate sciences study RE through Science, PSHE, the tutorial programme and enrichment days.

### **Key Stage 5**

- Most students follow a pathway with three A Level subject. Additional pathways are available to support students to study two A Levels and EPQ or four A levels where appropriate.

- All students follow an enrichment programme which can include the Extended Project Qualification, and other accredited options, a skills programme, work experience and leadership opportunities.
- To maximise opportunities for students in providing a wide range of option choices, minority subjects may be delivered in partnership with external providers.
- Level 2 English and Maths is offered for students who have not yet gained Grade 4 in these subjects.

### **Further details of Curriculum offer**

- Instrumental lessons will be subsidised by 50% for Pupil premium students. Educational visits, enrichment activities are similarly subsidised to ensure all can access key opportunities.
- The curriculum has some flexibility to offer adjustments to SEND students where this supports their need. Adjustments will be agreed between the SENDCO and Deputy Headteacher (Curriculum)
- Further details of the curriculum offer at all stages is made available on the school website
- Curriculum maps showing curriculum intent and progression through each subject are also available via the school website.
- At times, some remote learning following the same high quality, sequenced curriculum may be provided to support students who are unable to access in-school provision. This provision will be offered on an individual basis dependant on circumstance. Further information is available on the school website.

### **Curriculum Monitoring & Review**

- The school's curriculum is monitored on a regular basis by the Deputy Headteacher (Curriculum) to ensure that it meets all statutory requirements, the needs of our students, supports the school vision and values and prepares them effectively for work and life in the 21<sup>st</sup> century.
- The curriculum intent, implementation and impact are reviewed with middle leaders and senior leadership as part of the self-review process and the Standards & Curriculum Committee of the Trust Board.
- Enrichment and extra-curricular activities are monitored on a regular basis by the Deputy Headteacher (Curriculum). This allows the school to monitor attendance and encourage groups such as disadvantaged and vulnerable students to engage in enrichment and extra-curricular activities.

## **OTHER POLICIES & PROCEDURES LINKED TO THE CURRICULUM POLICY**

Teaching and Learning  
Access Plan (Curriculum)  
Examinations Policy

[Opening a world of opportunities](#)

[Headteacher: Mrs N Raggett](#)

Relationship and Sex Education  
Equality and diversity  
SEN & Inclusion

**Acronyms**

PSHE – Personal, Social and Health Education

RSE – Relationships and Sex Education

CEIAG – careers and enterprise information and guidance

SEND – special education needs and disability