

# SPALDING HIGH SCHOOL



## CURRICULUM POLICY

---

<b>HEADMISTRESS:</b>	<b>Mrs M K ANDERSON</b>
<b>DEPUTY HEADTEACHER:</b>	<b>Mrs T WALDRON (Curriculum, Exams, Pastoral)</b>
<b>ASSISTANT HEADTEACHER:</b>	<b>Mr J BLACKBOURN (Assessment &amp; Reporting, Y11-13)</b>
<b>ASSISTANT HEADTEACHER:</b>	<b>Mr B LOVE (Teaching &amp; Learning, Y7-10)</b>
<b>ASSISTANT HEADTEACHER:</b>	<b>Mrs L RAY (Safeguarding, Attendance, Anti-bullying)</b>
<b>SENDCo:</b>	<b>Mrs V HICKMAN</b>
<b>SCHOOL ADMINISTRATOR:</b>	<b>Mrs S KINGERLEY (Admissions Y7-11)</b>
<b>HEAD OF SIXTH FORM:</b>	<b>Mrs H WALDRON</b>
<b>CAREERS LEADER</b>	<b>Mrs D BUSHELL</b>
<b>LINK GOVERNORS:</b>	<b>Mr E FRAGALE (Vice-chair)</b> <b>Mrs D MULLEY (Chair)</b>

<b>DATE AGREED:</b>	<b>September 2025</b>
<b>REVIEW FREQUENCY:</b>	<b>Annually</b>

### Lampada Vitae Tradimus – Hand on the Lamp of Life

At Spalding High School, we seek to make education engaging, challenging, informative and wide ranging. We aim to develop the whole person and to encourage respect for individuals and for the environment. We aspire that at the end of their time with us, all of our students are best placed to pursue their chosen progression route. Our curriculum is the implementation of that intent and based on our ambitious and high quality educational provision.

#### **Related Policies:**

Admissions Arrangements  
Careers Policy  
Collective Worship Policy  
Drugs Education and Incident Management Policy  
Examinations Policy  
Personal, Social, Health & Careers Education (PSHCE) Policy  
Relationships and Sex Education Policy  
School and Sixth Form Prospectus  
Special Educational Needs & Disability (SEND) Policy  
Teaching & Learning Policy

---

**Chair of Governors**

---

**Date**

---

**Headmistress**

---

**Date**

## **Section 1: Introduction**

- 1.1 At Spalding High School, our mission is to make education engaging, challenging, informative and wide ranging. We aim to develop the whole person and to encourage respect for individuals and for the environment. Our vision is to create a curriculum that stretches and challenges our students in addition to developing the skills of application-based learning and a questioning mind.
- 1.2 We aim to develop a strong moral compass, respect for religious values and tolerance. We aim for all of our students to understand the world in which they live and the interdependence of individuals, groups and nations.
- 1.3 We aim to ensure that all students use their ability, develop their potential and make as much progress as possible.
- 1.4 We aim to ensure that all students have equal access to facilities and opportunities for learning and for personal development and that, the curriculum and all school documents are free from discrimination and stereotyping.
- 1.5 These are the things that are important to us in our School:
  - Recognise that everyone has the ability to achieve. We all have gifts and talents
  - Look after each other's physical and emotional well-being so that we all feel happy, safe, confident and supported
  - Are honest, trustworthy, respectful, courteous, friendly and kind
  - Are reflective and resilient and value the importance of perseverance
  - Inspire, challenge and help each other
  - Recognise that reciprocity is an essential life skill
  - Build confidence and resourcefulness to reach beyond what we see as our own limitations
  - Celebrate everyone's achievements and contributions, be they academic, creative, sporting or charitable
  - Respect both diversity and collectiveness and have an open and tolerant mind
  - Take advantage of the opportunities provided in the classroom and extra-curricular programme
  - Support each other's aspirations and ambitions for our lives and our futures
  - Champion respect for our environment within our School and as global citizens
  - Work proactively and collaboratively with parents/carers and our wider community
  - Build friendships that in some cases might last us a lifetime.

### **In short, we strive for excellence in all that we do**

- 1.6 Each subject area has their Curriculum Map for each year group on their departmental pages on the School website. The Curriculum Map gives more detail of topics, sequencing and assessments than are covered within this policy. The department areas of the website also contain further information about subjects, together with links to examination specifications for GCSE and A Level (and equivalent) courses.
- 1.7 Our curriculum is broad, balanced and challenging and students have access to subject specialist teachers in all of their subjects.

## **Section 2: Years 7 and 8**

- 2.1 Students who enter Year 7 are allocated to form groups without reference to their ability and all subjects with the exception of Mathematics are taught in mixed ability classes.
- 2.2 The curriculum for Year 7 students is as follows:  
English, Mathematics, French or German\*, Science, Religious Education, Physical Education, History, Geography, Art and Design, Drama, Food and Nutrition, Textiles technology, Product Design technology,

Music, Computer Science, Personal, Social Health & Careers Education (PSHCE), Relationship & Sex Education (RSE). The 2025 (Y7) entry have three classes of French and two of German. All students are expected to continue with at least one language to GCSE as part of the SHS Standard Core Curriculum.

- 2.3 All subjects studied in Year 7 continue in Year 8 and in addition, students study Latin. Citizenship is delivered through Personal, Social, Health, Careers Education (PSHCE) and RE (which are both part of our Standard Core Curriculum until the end of Year 11). Personal Development (PSHCE and RSE) and Careers are taught in the Sixth Form.
- 2.4 In the Spring of Year 8, students are supported by School and home to make decisions about some elements of the curriculum they study for Year 9. In the past, students and parents have shared concerns about the number of subjects studied in Year 9 and the amount of homework and anxiety caused. This, in addition to the academic ability of our students, that eight subjects commence their GCSE schemes in Year 9 and comprehensive trends in how and what our students opt for in Key Stage 4, enables us to allow them to reduce the number of subjects studied whilst retaining a broad and balanced curriculum.
- 2.5 In preparation for Year 9, Year 8 students elect to study:
- Two of the three arts subjects (Art and Design/Drama/Music)
  - Two of the four technology/computing subjects (Food and Nutrition/Product Design/Textiles/Computing)

### **Section 3: Year 9**

- 3.1 Year 9 is a natural extension to the work studied in Years 7 and 8. Schemes of learning are carefully sequenced in each subject in order to develop and deepen knowledge, understanding and learning. This flows very naturally into the extended higher order level work needed for GCSE studies. Our students are committed, confident, curious and highly motivated. Our curriculum reflects that.
- 3.2 Students commence their GCSE studies in English Language, English Literature, Mathematics, German/French, Latin, Biology, Chemistry, Physics and Religious Studies. Students are placed in sets for English, Mathematics, Biology, Chemistry and Physics.
- 3.3 PSHCE, RSE, Geography, History and PE remain part of the curriculum. In addition, students continue to study the subjects they elected, two of the arts and two of the technologies/computing.
- 3.4 In the spring term, the year group follow the options process and make further decisions regarding their chosen course of study for Years 10 and 11.
- 3.5 The option process includes a decision between student, parent and staff regarding separate Sciences at GCSE or the Combined Science course. This is not an ability-based decision as all of our students are capable of the triple sciences.

### **Section 4: Years 10 and 11 – The SHS Standard Core Curriculum**

- 4.1 The compulsory subjects for Years 10 and 11 are English Language, English Literature, Mathematics, Biology, Chemistry, Physics, a language (for the great majority this will be their designated language studied since Year 7), Religious Studies and Geography or History (some use an option choice and study both).
- 4.2 Physical Education, PSHCE, RSE and cross-curricular ICT form our non-examined curriculum. The remaining GCSE examined course options for students are constantly under review but, in 2025-2026, are likely to include the following subjects: Art and Design, Business, Computer Science, Drama, Food and Nutrition, French, Geography, German, History, Latin, Music, Physical Education, Design Technology or Design Technology (Textiles).

- 4.3 In Years 7 to 11, students have a total of 34 hours 10 minutes time in school per week. The recommended minimum, set out in Department for Education from September 2023 is 32.5 hours per week.

### **Section 5: Careers Education**

- 5.1 The programme at Spalding High School has been written to ensure compliance with Section 42A and Section 45A of the 1997 Education Act and in response to the Department for Education statutory guidance 'Careers guidance and access for education and training providers' (October 2018, January 2023 and new statutory guidance May 2025).
- 5.2 Careers Education at Spalding High School is delivered to every student in Years 7-13 through dedicated lessons within PSHCE in Years 7-11 and through careers lessons in Y10 and the sixth form. In addition to this, careers information is discussed fortnightly in tutor time and dedicated talks/presentations are organised with external providers. All students are able to access Unifrog, the careers platform we use in school.
- 5.3 The careers programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their next steps in education, employment or training. Students are encouraged to take part in enrichment activities such as work experience, enterprise activities, careers fairs and university visits. They also attend talks by visiting speakers and engage with an independent careers adviser.
- 5.4 See our Careers Policy and Programme on the School website.

### **Section 6: Citizenship, British Values (BV) and Social, Moral, Spiritual & Cultural (SMSC) Education, Cultural Capital (CC) and Personal, Social, Health Education (PSHE)**

- 6.1 Citizenship, BV, SMSC, CC and PSHE are fully integrated parts of our School ethos and community. They are not "bolt on" additions to what we do but a fundamental part of what we stand for and believe in.
- 6.2 These elements of our School are engendered not just within our taught curriculum but also within our extensive extra-curriculum provision, clubs, trips and activities. Where there are barriers to engagement, we proactively seek to remove them.

### **Section 7: Religious Education**

- 7.1 In all years, Religious Education (which is non-denominational) and attendance at assembly, which contains hymns and moral themes, are compulsory. However, if parents wish to exercise their right to withdraw their child from either or both, then they must consult with the Headmistress.
- 7.2 Religious Education is more than the study of the world's religions. It is the study of human ethics and moral responsibilities and is therefore both relevant and important to our School aims and curriculum.
- 7.3 We deliver the Lincolnshire Agreed Syllabus for Religious Education.
- 7.4 See our Collective Worship Policy for further information.

### **Section 8: Relationship & Sex Education (RSE)**

- 8.1 Spalding High School believes in the partnership between caring adults – governors, staff and parents, to ensure sensitive support for children and young people as they grow and mature in a challenging world.
- 8.2 The School provides a setting in which young people can be offered appropriate teaching about RSE. The purpose is to help young people prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect for others, and form and sustain healthy relationships.

- 8.3 RSE is taught from Year 7 - Year 13 and has been developed from the recommendations identified by the DfE Relationships Education, Relationships & Sex Education and Health Education (2019) and the 'Policy Review Statement on Sex and Relationship Education' (2017). It is not taught in isolation but as part of the wider PSHCE and Citizenship programmes. Aspects of the course are also taught in Science and Religious Education lessons.
- 8.4 Parents currently have a right to withdraw their children from all, or part, of the RSE programme provided at the School, except for those parts included in the statutory National Curriculum. Any parent who wishes to do so should contact the Headmistress. Parents can be reassured, however, that the RSE programme at Spalding High School has been designed so that it will complement and support their role as parents and that we offer opportunities for parents who wish to actively involve themselves in the determination of the School's policy.
- 8.5 See our RSE Policy on the School website for further information.

### **Section 9: Drugs Education**

- 9.1 Spalding High School strongly opposes the misuse of both drugs and alcohol by all members of the School community and the illegal possession or supply of these substances. We are committed to the health and safety of our students and will take steps to safeguard their well-being.
- 9.2 Students are involved in a drugs education programme as part of their PSHCE and Science curricula.
- 9.3 Please see our Drugs Education and Incident Management Policy for further information.

### **Section 10: Special Educational Needs & Disabilities (SEND)**

- 10.1 We have an inclusive whole-school graduated approach to the provision for special educational needs and disabilities. With the support of the SENDCo, all teachers respond appropriately to the diverse learning needs of our students. Our commitment is to do everything in our power to remove barriers to learning and participation.
- 10.2 Resources are used efficiently and effectively for the benefit of students thereby enabling them to move towards achieving their potential.
- 10.3 Students and parents are fully informed and involved in working with the School as programmes of study are implemented. When necessary, the SENDCo maintains co-operative and constructive working relationships with a range of external agencies.
- 10.4 We follow the SEND Code of Practice, which provides a clear framework for early identification, assessment and meeting of students' individual needs. We also fulfil our responsibilities under the SEN Disability Act 2001, Special Educational Needs and Disability Regulations 2014 and Equality Act 2010.
- 10.5 When pupils attend a dual registration at an Alternative Provision, the SENDCo will collaborate and co-ordinate, with those colleagues and our teaching staff, to ensure a broad and balanced curriculum is being offered taking into account the needs of the student. School will remain in regular contact with the students, parents and Alternative Provision.

### **Section 11: English as an Additional Language (EAL)**

- 11.1 It is acknowledged that students with a community first language other than English do not have special educational needs in the accepted sense but may require additional provision.
- 11.2 Students with EAL are identified from information gathered from primary schools, parents and the student. The SENDCo will monitor all new entrants, in collaboration with Heads of Year.

- 11.3 Staff are made aware of students with EAL and will ensure teaching and learning is appropriate to each student's needs. The School is committed to the development of identification and tracking systems in order to ensure attainment at a level appropriate to ability and to prevent under-achievement.
- 11.4 Parents who would like further details or feel any cause for concern about their daughter or son should contact, in the first instance, the SENDCo at the School.

### **Section 12: Sport and Physical Education**

- 12.1 PE is a compulsory part of the school curriculum in every year group from Year 7 to Year 13. Our aim is to engage students and promote lifelong physical activity and fitness.
- 12.2 At SHS, we provide sporting opportunities for all students of all abilities, through a wide range of extra-curricular clubs, sporting festivals, house matches, leadership opportunities and interschool competitions.
- 12.3 We are extremely proud of our success in sport, both at a local level and nationally. We have teams in a variety of sports including netball, hockey, football, tennis, rounders, cricket, gymnastics, athletics, trampolining, dance, basketball and indoor rowing.
- 12.4 We encourage healthy lifestyles, allow students to use our well-equipped fitness suite at lunchtimes and set fitness based challenges for students.

### **Section 13: Able, Gifted and Talented (A, G&T)**

- 13.1 All of the students attending SHS are drawn from the top 25% of the academic cohort for Lincolnshire and the surrounding catchment. As a grammar school, our students are all "able" and many are gifted and talented in particular fields. Please see our Teaching and Learning Policy for more details.

### **Section 14: The Sixth Form**

- 14.1 Spalding High School Sixth Form is open to students from any school and offers a wide range of A Level and A Level equivalent subjects. Students also participate in our enrichment curriculum, MOOC courses, PD curriculum and Games.
- 14.2 Admission to the Sixth Form is subject to general entry requirements and, in some cases, subject specific requirements.
- 14.3 Please see our Sixth Form prospectus for full details of both the Sixth Form and our admission requirements.