

Curriculum Policy

Statutory	No
Responsibility	Deputy Headteacher
Approval Authority	Governing Body – Standards and Quality
Approval Date	Autumn 2025
Next Review and Frequency	Autumn 2026
Monitoring and Evaluation	Governors Standards and Quality Committee
Author	Deputy Headteacher, Mr A Hogarth
Availability	Every, Website
Version	Final
Equality Impact Assessment	Yes

At Raynes Park High School, we offer a broad and balanced curriculum that supports students of all abilities to achieve their potential and follow their passions. All lessons / subjects offered are taught in subjects bases where students have access to specialist resources such as art studios, science labs and DT classrooms.

Summer 2025 saw only the third set of “normal” public examinations with all previous adaptations to exam specifications and assessments removed. As such, all KS4 and KS5 exam specifications are being taught in full to prepare students fully for their public exams. Summer 2025 also saw the second fully “normal” set of KS4 and KS5 results and the schools outcomes were positive (although no official progress score for KS4) which demonstrates the effective implementation of our curriculum.

Since September 2020, all subject areas have reviewed their curriculum in response the Black Lives Matter movement in order to decolonise our curriculum and ensure that it promotes equality and diversity and reflects the diverse cohort that we educate. Curriculum areas have continued this work on diversifying our curriculum and have conducted a similar review through an LGBT+ lens too.

September 2025 saw the launch of some new courses / specifications – most driven by the introduction of AAQs. There are in vocational areas such as Health and Social and IT.

1. Intent

The curriculum at Raynes Park High School aims to:

- Provide a broad and balanced education for all students
- Build upon student’s experiences and achievements at primary school
- Meet or exceed the statutory guidelines as set out in the National Curriculum
- Enable students to develop knowledge, understand concepts, enhance their vocabulary, acquire skills and be able to choose and apply these successfully in relevant situations
- Support students’ spiritual, moral, social and cultural development
- Seek a range of opportunities to build / enhance students’ cultural capital
- Support students’ physical development and responsibility for their own health and wellbeing and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning with high expectations for every student and appropriate levels of challenge and support
- Provide subject choices that support students’ learning and progression enabling them to work towards achieving their goals
- Develop students’ independent learning skills and resilience to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

The school are also aware of the recommendations recently set out in the [November 2025 Curriculum and Assessment Review](#) and will update the curriculum if and when the recommendations are actioned by the government.

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and will ensure the Headteacher is held accountable for implementing this policy.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- All courses provided for students below the age of 19 that lead to recognised qualifications such as GCSEs and A-levels are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum where appropriate and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to and that;

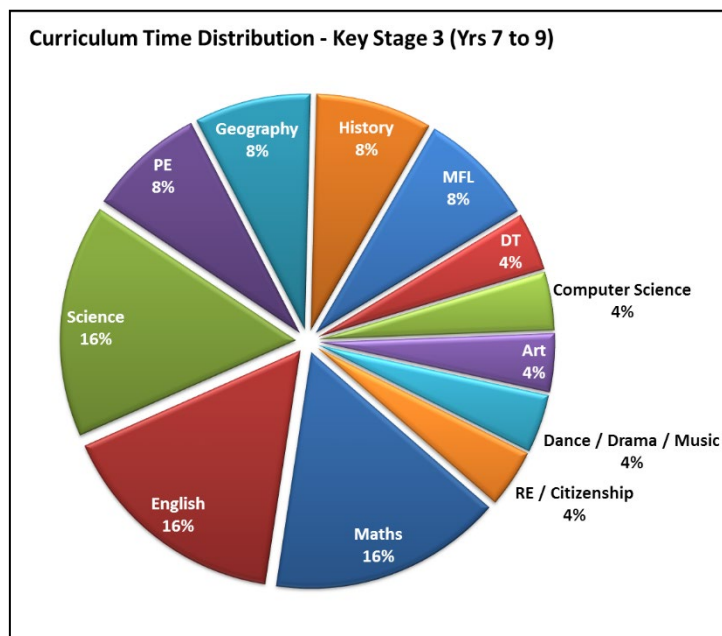
- All required elements of the curriculum and those subjects which the school chooses to offer have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

3.3 Other responsibilities / commitments

- Heads of Department, SLT and Heads of Year have responsibility for advising the Deputy Headteacher and Headteacher about resources and time requirements for subjects and incoming groups and the deployment of staff.
- Following consultation with staff and students, the Senior Leadership Team constructs an annual curriculum model
- The Headteacher anticipates curriculum needs and staffing requirements to inform about teacher recruitment and retention
- The Headteacher presents the curriculum model to Governors for consideration
- The Headteacher recruits appropriate staff to meet the needs of the curriculum

4. Implementation

Raynes Park High School implements both a formal and informal curriculum. The formal curriculum consists of the 25 timetabled lessons per week, while the informal curriculum includes a wide range of clubs and extra-curricular activities (see school website for the latest offer) that run both before and after school as well at lunchtimes and during the school holidays. We also supplement our curriculum with “drop days” to cover CEIAG, RSHE + C etc. to ensure full coverage of the national curriculum and other statutory expectations. The school also runs a wide variety of trips / visits to supplement the taught curriculum and to further develop students cultural capital. This is most prevalent in our summer term enrichment week.



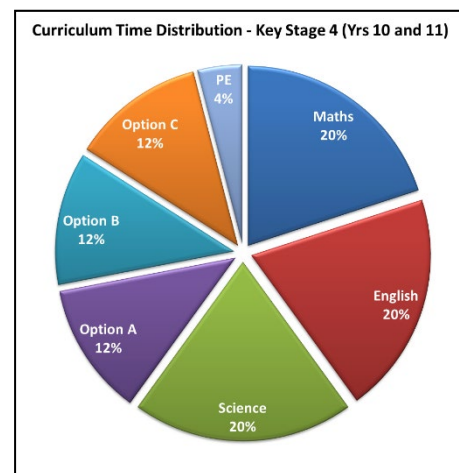
The formal curriculum

Our formal curriculum structure at KS3 (Years 7 to 9). Each students 25 period week is broken down as;

Subject	Periods	Minutes
Maths	4	240
English	4	240
Science	4	240
PE	2	120
DT	1	60
Geography	2	120
History	2	120
MFL	2	120
Computer Science	1	60
Art	1	60
Dance / Drama / Music (Rotation)	1	60
Religious Education	1	60
Totals	25	1500

Our formal curriculum structure at KS4 (Years 10 and 11). Each students 25 period week is broken down as;

Subject	Periods	Minutes
Maths	4	240
English	4	240
Science	4	240
PE	1	60
Option A	3	180
Option B	3	180
Option C	3	180
Option D	3	180
Totals	25	1500



Year 7 – the KS2 to KS3 transition

To support the transition from KS2 to KS3 all students read the same text over the summer. For example, the intake of 2025 read *Ghost* by Jason Reynolds. This then feeds into the Schemes of Work in all subjects studies by Year 7 for the first two weeks. Year 7 then remain in their mixed ability tutor group for the remainder of the first half term while data from CATS, KS2 and subjects own baseline assessments is scrutinised before the core subjects of English, Math's and Science set students

following the October half term. These sets are then reviewed on a regular basis, taking into account each student's rate of academic progress and gaps in their learning. To ensure that students are suitably challenged and supported.

Year 9 - the KS3 to KS4 transition

Some subjects e.g. Science, start to deliver some of their GCSE content in Year 9 as a result of the increased content on the new KS4 specifications. As a result, Year 9 is a blend of KS3 Schemes of Work and KS4 Schemes of Work. This allows individual subjects to be able to tailor their curriculum maps and Schemes of Work to the needs of the students and the demands of their KS4 courses ensuring coverage of both the KS3 national curriculum and KS4 specifications.

Our KS4 options process

Our students make their option choices in Year 9. All students are required to choose x1 English Baccalaureate qualifying subject from; History, Geography or MFL (French or Spanish) to ensure that all students fill their Progress 8 buckets / slots.

Students then chose 3 further option subjects in order to fill the 4 option slots. While these are free / open choices, we ensure that all students receive high quality advice and guidance regarding their choices and future pathways to ensure that they select appropriate subjects taking into account their;

- Academic ability
- Strengths and weaknesses
- Future career aspirations
- and any additional support they may require

Within this framework, every student's development as a unique individual will be supported.

As a result, there is no compulsory requirement for any student to follow a pathway that ensures a student will achieve the English Baccalaureate. However, we do actively encourage this pathway and strongly advise some students to take this suite of subjects.

The curriculum on offer for each year group will be updated / amended based on a number of factors including;

- The academic profile of the cohort
- Changes to DfE (Department for Education) policy
- Amendments to specifications / methods of assessment by examination boards

The Raynes Park High School curriculum addresses the statutory requirements whilst ensuring it is also;

- Broad, balanced, coherent and relevant
- Is accessible for all students and promotes high expectations
- Is delivered using a range of teaching and learning styles
- Is differentiated so that it provides appropriate support and challenge and engages all students
- Is flexible, allowing it to change and adapt to the changing needs of our students
- Utilises the range of resources available
- Reflects and enriches the local community that we serve

5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to measure the impact of the Schemes of Work and the quality of teaching and report on this regularly to all stakeholders.

Teachers set ambitious targets and plan challenging work for all groups including:

- Students with High Prior Attainment
- Students with Low Prior Attainment
- Students from disadvantaged backgrounds
- Students with SEN (Special Educational Needs)
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Key Stage 5

Students at Raynes Park High School 6th Form are offered a range of linear A Levels and vocational BTEC and Cambridge courses. Most students start following a curriculum that provides them with 3 A Level (or equivalent) grades / qualifications providing them with a pathway onto university. Where appropriate, students can study for a 4th subject at AS or A level while some students supplement their choices with AS or A levels in their Home Language. A small number of students who did not achieve the grades required to start level 3 courses in Year 12 follow a Level 2 programme of study.

One other option for students to gain additional qualifications / credit for university applications is to complete an EPQ (Extended Project Qualification). The EPQ has the value of an AS level for university / employers and is usually completed alongside 3 A Levels or equivalent.

Many students (both boys and girls) complete their academic study with us whilst also taking part in Fulham Football Clubs football in education programme. These students spend approx. 40% of their time training / playing alongside the completion of their academic courses.

Where KS5 students are yet to “pass” GCSE English and or Maths at grade 4 or above, they will attend lessons to support them and be entered for these qualifications until the standard pass grades (4+) are achieved or they finish their programme of study. This is in line with DfE funding expectations.

As with the offer at KS3 and 4, the KS5 curriculum is reviewed annually and as such the range of subjects and types of qualifications varies from year to year (please see our 6th Form course booklet / webpage our current offer).

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, strategic visits and updates from SLT.

The Senior Leadership Team continuously monitors the implementation of the curriculum to ensure that:

- Curriculum is appropriate, challenging and relevant whilst following guidance from the DFE and examination bodies
- The curriculum is delivered successfully through the monitoring and development of good and outstanding teaching and learning
- The appraisal and capability policy is used to ensure that standards in all areas of this policy are implemented to a high level
- This policy is reviewed annually, utilising parent consultation and feedback to ensure all views are considered on how we report progress
- All national guidance on changes to curriculum and assessment are reflected in our curriculum and assessment models
- Targets are challenging and linked to GCSE and higher qualifications

Heads of Departments monitor the way their subject is taught throughout the school using;

- Curriculum Area Reviews
- Learning Walks
- Book Looks
- Marking Scrutiny
- Monitoring of Progress data
- KS4 and 5 Outcomes

Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Deputy Headteacher in consultation with the Senior Leadership Team and the Governing Body. At every review, the policy will be shared with the full governing board.

8. Links with other policies / documents include;

- Subject Curriculum Maps and Schemes of Work
- SEN Policy and information reports
- Pupil Premium Policy
- High Attainers Provision
- Year 9 Options Booklet
- 6th Form Course Information
- Equality information and objectives
- Assessment policy
- Non-examination assessment policy

Equality Impact Assessment

Policy	Curriculum Policy
EIA completed by:	Andy Hogarth
Contributors to EIA:	
Policy will affect	<input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Staff <input type="checkbox"/> Governors <input type="checkbox"/> Volunteers <input type="checkbox"/> Visitors
Date completed:	December 20205

Impact analysis

- Indicate what type of impact this policy will have for each group, and explain why
- If a policy doesn't impact a group, tick the 'neutral impact' column and record this
- Remember that a policy may impact a group in multiple ways. For example, your curriculum policy may positively impact BAME students by promoting British values of mutual respect and tolerance, but negatively impact BAME students by failing to promote material that highlights a variety of cultures and ethnicities

GROUP	POSITIVE IMPACT	NEUTRAL IMPACT	NEGATIVE IMPACT	WHY WILL THE POLICY HAVE THIS EFFECT?
Sex		✓		
Race		✓		
Religion or belief		✓		
Sexual orientation		✓		
Gender reassignment		✓		
Pregnancy or maternity		✓		
Age		✓		
Disability		✓		
Marriage or civil partnership		✓		

	Additional contextual groupings			
EAL	✓			Students will be provided with: <ul style="list-style-type: none"> ▪ The opportunity to complete a qualification in their home language ▪ Access to additional support to improve their English to support access to their curriculum
LAC		✓		
Families with separated parents		✓		

Outcomes

CONSULTATION AND STAKEHOLDER ENGAGEMENT

Include details of any internal or external consultation done, and its outcomes:
N/A

FINAL DECISION ON POLICY

Please tick the appropriate decision:

Remove the policy (if it's not statutory)

Adapt the policy to address the equality issues you've identified

Keep the policy without change