

For this we stand:
to search for truth;
to live in love;
to grow together.



"Speaking the truth in love, we will grow to become in every respect the mature body of him who is the head, that is Jesus Christ"

Ephesians 4

CURRICULUM POLICY

2026-2027

1. PREAMBLE

The curriculum is **designed to be ambitious, coherent and inclusive**, enabling all students to acquire the powerful knowledge, skills and dispositions they need to succeed academically and to participate fully in society.

2. CURRICULUM INTENT

The BWS curriculum:

- provides a **broad, balanced and knowledge-rich curriculum**, giving all students access to a wide range of academic subjects and experiences
- is **carefully sequenced** so that learning builds cumulatively over time, ensuring clear continuity and progression within and across year groups from Year 7 to Year 13
- sets **high academic expectations for all students**, enabling all students to meet their full potential and to be well prepared for GCSE and A-level examinations, as well as future study or employment
- promotes **equality of opportunity**, ensuring that all students can access, engage with and succeed in the curriculum through inclusive curriculum design
- develops **strong literacy, numeracy and digital competence** across the curriculum
- supports students' **spiritual, moral, social and cultural development**, fostering integrity, respect, responsibility and an understanding of fundamental British values, Christian ethics, Britain's place in the world, democracy and the legacy of the past
- develops students' **cultural capital**, enabling them to engage confidently with ideas, knowledge and experiences beyond their own backgrounds
- encourages **independence of thought, intellectual curiosity and a critical, questioning approach**, enabling students to challenge prejudice and evaluate information thoughtfully
- promotes students' **personal development**, including physical and mental health, relationships, well-being and preparation for adult life
- provides **high-quality careers education, information, advice and guidance** throughout a student's time at the school
- offers a rich range of **extra-curricular and enrichment opportunities**, recognising and celebrating achievement both within and beyond the classroom

Sixth Form

In the sixth form, the curriculum builds on prior learning to provide academic depth, intellectual challenge and increasing independence, preparing students for higher education, apprenticeships and professional pathways. Students are supported to become confident, reflective and socially responsible young adults, equipped with the knowledge, cultural capital and personal qualities needed to thrive in a rapidly changing world.

3. CURRICULUM IMPLEMENTATION

The curriculum is implemented through teaching approaches that **engage, challenge** and **inspire** students, enabling them to secure deep understanding, make meaningful connections and develop intellectual confidence. While the curriculum intent (para 2) is shared across the school, the implementation of that curriculum is led by subject specialists. Departments determine how best to teach their content, drawing on their disciplinary knowledge, pedagogy and professional judgement, while aligning with agreed whole-school principles.

Engage

Teaching is designed to secure students' attention, interest and participation, enabling them to access new knowledge and build on what they already know. Engagement is rooted in clear explanations, purposeful questioning and meaningful practice.

Challenge

Teaching sets high expectations and appropriate cognitive challenge for all students, including those with SEND. All learners are supported to think deeply, apply knowledge and persevere with complex ideas. Challenge is achieved through carefully sequenced curriculum content, high-quality questioning and structured opportunities for practice and reflection. Teaching anticipates potential barriers to learning and adapts approaches to ensure that all students can access the same ambitious curriculum, without reducing expectations.

Inspire

Teaching aims to foster curiosity, enjoyment and a love of learning, helping students to see the value and relevance of what they are studying. Teachers model subject passion and scholarship, encouraging students to aspire to excellence and to continue learning beyond the classroom.

Evidence-Informed Teaching

Curriculum implementation is underpinned by evidence-informed approaches to teaching and learning, including the principles set out by Barak Rosenshine. These principles inform how teachers support students to acquire, retain and apply knowledge over time.

Across the school, teaching is characterised by:

- clear explanations and modelling
- frequent checks for understanding
- opportunities for guided and later independent practice
- regular review to strengthen long-term retention

These principles provide a shared pedagogical foundation, while allowing departments to apply them in ways that are most appropriate to their subject discipline.

Subject-Specific Implementation

Each subject area is responsible for determining how the curriculum is taught across the 11–18 age range, including decisions about pedagogy, resources, retrieval opportunities and assessment, in line with the nature of the discipline and the needs of the students.

Departments plan subject-appropriate opportunities for retrieval and review to support students in recalling prior knowledge, strengthening long-term memory and making connections between

concepts over time. The form, frequency and emphasis of retrieval are determined by subject leaders to reflect the demands and requirements of each subject.

Curriculum implementation ensures increasing depth, independence and academic challenge over time, particularly in the sixth form, where students are supported to engage with more complex ideas, extended reading and sustained independent study in preparation for higher education, apprenticeships and professional pathways.

This approach ensures that:

- teaching reflects disciplinary ways of thinking
- retrieval supports curriculum coherence and progression
- subject expertise and leadership are central to curriculum quality
- students experience a coherent and ambitious 11–18 curriculum journey

CURRICULUM BY YEAR

Year 7: 5 Tutorial Groups (periods per fortnight allocation) [teaching groups in tutor Houses]

PHSRE	2
Religious Studies	3
English	7
Mathematics	6
Geography	3
History	3
MFL	6 (2 languages per term from French/German/Spanish)
Science	6
Art	2
DT	2
Drama	2
Computing	2
Music	2
PE & Games	4
	50

Year 8: 5 Tutorial Groups Mixed teaching groups A, H, G, D, B

PHSRE	1 [House group same as tutor time]
Religious Studies	3
English	7
Mathematics	6
Geography	3
History	3
MFL	7 language grouping is unique, 1 language per student
Biology	2
Chemistry	2
Physics	2
Art	2
DT	2 [taught in half a tutorial group]
Drama	2
Computing	2
Music	2
PE & Games	4
	50

Year 9: 5 Tutorial Groups teaching groups mixed A, H, G, D, B

PSHRE	1
Religious Studies	3
English	7
Mathematics	6 ability set 5 groups
Geography	3
History	3
MFL	4 language groups mixed, 1 language per student
Biology	3
Chemistry	3
Physics	3
Art	2
DT	2 [taught in half tutorial groups]
Drama	2
Computing	2
Music	2
PE & Games	4
	50

Year 10 and Year 11: 5 Tutorial Groups

Core

PSHRCE cycle (to include Politics/Careers/Enrichment/PE)	1 [5 mixed ability sets]
Religious Studies	4 [5 mixed ability sets]
English	7 [5 mixed ability sets]
Mathematics	5 [5 ability sets]
MFL (French, German or Spanish)	5 [6/7 mixed ability sets]
Biology	5 [5 mixed ability sets]
Chemistry	5 [5 mixed ability sets]
Physics	5 [5 mixed ability sets]
Games	3 [6 mixed ability groups]

TWO options

[all sets mixed ability]

Art (Art, craft and design)	5
Art (Graphics)	5
Business Studies	5
Computing	5
Design Technology	5
Drama	5
Geography	5
History	5
Music	5
PE	5
	50

Notes:

An alternative timetable for students with requirements can be offered following input from teaching staff, pastoral staff, parents and students. Alternative timetables are only undertaken in exceptional circumstances. The format of an alternative timetable can be unique to each circumstance but often takes the form of withdrawal from one option block.

Year 12

A. Main subjects: Most students chose 3 A-levels and 1 supplementary course of study. Each A-level choice has 8 taught periods per fortnight plus periods allocated specifically for independent study in the subject. The supplementary course of study has 4 periods per fortnight. Students who have achieved exceptional GCSE results, as defined by the 16-19 Admissions Policy, may elect to complete 4 A-levels, each with 8 taught periods per fortnight plus periods allocated specifically for independent study.

Students chose their options from the below lists of offered courses:

A-Levels
Art (Craft & Design)
Art (Graphics)
Art (Photography)
Biology
Business Studies
Chemistry
Economics
English Literature
French
Further Maths
Geography
German
History
Maths
Music
PE
Philosophy
Physics
Politics
Psychology
Spanish

Supplementary Courses of Study
Core Maths
Extended Project Qualification (EPQ)
Higher Level Sports Award (HSLA)

B. Enrichment (4 periods per fortnight)

The enrichment programme provides a range of courses and skills to broaden the students' experience. The enrichment programme is based around five strands:

1. Games & physical wellbeing
2. Health and mental wellbeing
3. Academic enrichment
4. Personal development
5. Employability and destinations, including volunteering and community service.

Year 13

A. Main Subjects: Students continue with their selected course of study from year 12. In exceptional circumstances students may discontinue an A-level choice, this is only undertaken following input from parents, teaching and pastoral staff, students and the careers lead. Normally have 8 taught periods per fortnight plus periods allocated specifically for independent study in the subject.

B. Enrichment (4 periods per fortnight)

The enrichment programme provide a range of courses and skills to broaden the students' experience. The enrichment programme is based around five strands:

1. Games & physical wellbeing
2. Health and mental wellbeing
3. Academic enrichment
4. Personal development
5. Employability and destinations, including volunteering and community service.

CURRICULUM IMPACT

The impact of the curriculum is reflected in what students know, understand and can do, the outcomes they achieve, and the extent to which they are prepared for their next stage of education and for active participation in society.

The impact is evaluated through:

- students' secure, cumulative understanding of curriculum content, demonstrated through their ability to recall prior learning, make connections and apply knowledge with increasing confidence and independence over time
- external examination outcomes at GCSE and A level, including attainment across a broad range of subjects and the proportion of students achieving the highest grades
- students' preparedness for next steps, shown through informed course choices, successful progression into the sixth form, and positive post-18 destinations including higher education, apprenticeships and employment
- students' digital literacy, including their ability to use technology confidently, safely and effectively to support learning, research and communication across subjects
- students' understanding of sustainability and their responsibilities as global citizens, reflected in their awareness of environmental issues, ethical decision-making and the long-term impact of individual and collective actions
- students' personal development, including resilience, independence, integrity and respect for others, enabling them to contribute positively to school life and wider society
- participation and achievement in extra-curricular and enrichment opportunities, supporting students' broader interests, cultural capital and sense of belonging.

APPENDICIES

- A. Whole school curriculum Intent, Implementation and Impact Statement
- B. Curriculum Model 26-27.

5 th May 2026	Updates in KS3 & KS4
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APPENDIX A - WHOLE SCHOOL CURRICULUM INTENT, IMPLEMENTATION AND IMPACT STATEMENT

Curriculum Focus	Intent (What we want for students)	Implementation (How this is realised)	Impact (The difference it makes)
Ambitious, knowledge-rich curriculum	Students experience a broad, balanced and ambitious curriculum with high academic expectations across the 11–18 journey.	Carefully sequenced subject curricula led by subject specialists; explicit teaching, modelling and guided practice informed by evidence-based approaches; subject-appropriate retrieval.	Students know more, remember more and can apply knowledge with increasing confidence; strong GCSE and A-level outcomes across a wide range of subjects; successful post-18 destinations.
Coherence, sequencing and progression	Learning builds cumulatively with clear progression from Year 7 through to Year 13.	Curriculum sequencing planned within and across year groups; retrieval and review to connect prior and new learning; increasing depth, independence and challenge, particularly post-16.	Students make secure connections between concepts; high retention from Year 11 to Year 12; strong readiness for A-level study and beyond.
Equality of opportunity and inclusive ambition	All students, including those with SEND, access and succeed in the same ambitious curriculum.	Teaching anticipates barriers to learning and adapts approaches without lowering expectations; high-quality questioning and scaffolding; subject-led decisions informed by knowledge of pupils.	All groups engage positively with the curriculum; students develop confidence, resilience and independence; gaps in participation and progression are minimised.
Engage · Challenge · Inspire	Students are intellectually engaged, appropriately challenged and inspired to value learning.	Clear explanations, purposeful routines and high expectations; cognitive challenge for all learners; teachers model subject passion and intellectual curiosity.	High levels of engagement and motivation; students articulate ideas clearly and think critically; positive attitudes to learning sustained over time.
Literacy, numeracy and digital competence	Students develop the essential skills needed to access learning and succeed beyond school.	Explicit teaching of subject-specific vocabulary and disciplinary literacy; opportunities to apply numeracy where appropriate; planned use of digital tools to support learning, research and communication.	Students read, write and communicate with increasing precision; confident, safe and effective use of technology; improved readiness for further study and the workplace.
Cultural capital and sustainability	Students gain the knowledge and experiences needed to engage confidently with the wider world and understand their responsibilities as global citizens.	Curriculum content introduces significant ideas, texts and perspectives; enrichment broadens experience beyond students' own backgrounds; teaching develops understanding of sustainability and ethical decision-making.	Students show awareness of environmental and social issues; informed attitudes towards sustainability; increased confidence engaging with unfamiliar ideas and contexts.
Personal development and contribution to society	Students develop character, integrity and a strong sense of social responsibility.	SMSC embedded across subjects; curriculum content encourages reflection, debate and ethical reasoning; opportunities to contribute to school and community life.	Confident, respectful and responsible young people; positive contribution to school culture; students prepared to participate actively and responsibly in society.

