



CURRICULUM POLICY

Policy Number:	21
Member of Staff Responsible for the Policy:	Deputy Headteacher Curriculum
Date on which this Policy was last reviewed:	January 2025
Date by which this Policy is to be reviewed:	January 2028
Dissemination of the Policy:	All Staff, Governors, Parents/Carers via Website

CONTENTS

Huntington School Curriculum	Page 2
Curriculum Intent and Sequencing	Page 2
Key Stage 3	Page 3
Key Stage 4	Page 3 - 4
Key Stage 5	Page 4 - 5
Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE)	Page 5 - 6
British Values	Page 6
Enrichment and Learning beyond the Classroom	Page 6



1.0 Huntington School Curriculum

1.1 Huntington School offers a broad, rich, relevant and balanced curriculum tailored to statutory requirements and our vision of high ambition and high quality, evidence informed provision. A wide range of additional opportunities for learning and personal development enriches the curriculum. The range of subjects and courses supports students in acquiring knowledge, understanding and skills in all aspects of their education, including the humanities, linguistic, mathematical, scientific, computing, technical, social, physical and artistic learning. Our curriculum is designed to provide all our students with the core knowledge and skills that will become the foundation of their success in life.

1.2 When designing the curriculum we follow the key principles:

- Ambitious, powerful and effectively sequenced knowledge and skills.
- Ideas and knowledge are interconnected.
- Students will know more and remember more over time.
- Reading and numeracy are prioritised.
- Ambitious for vulnerable learners.
- Diverse, inclusive and representative.

2.0 Curriculum Intent and Sequencing

2.1 Through the school's CPD programme, supported by Research School, dedicated time is invested in curriculum development. The curriculum is carefully planned and sequenced so that new knowledge and skills build on what has been taught before. Each subject curriculum is carefully considered and builds increasingly complex knowledge. Alongside our carefully mapped and sequenced curriculum, truly great teaching ensures our students remember the content they have been taught and integrate new knowledge and build schemas. Informed by Research School, regular, dedicated subject specific CAF (Curriculum and Assessment forum) time gives our subject experts time to plan collaboratively and develop subject and pedagogical knowledge; this ensures that our curriculum is implemented with fidelity.

The breadth and balance of our curriculum is borne out in the curriculum model which demonstrates our commitment to humanities, linguistic, mathematical, scientific, computing, technical, social, physical and artistic learning.

2.2 The curriculum at Huntington School has been carefully constructed in order to provide opportunities for students to develop socially, spiritually, morally and culturally, alongside maximising achievement.



3. Key Stage 3:

- 3.1 Huntington School students will receive a rich and varied curriculum within Years 7, 8 and 9, in accordance with the National Curriculum and enriched by a wide range of additional opportunities for learning and personal development. We do not intend to curtail our three-year Key Stage 3 curriculum, which could prematurely prevent students from continuing the opportunity of studying a wide range of subjects.
- 3.2 Subject Leaders have identified and mapped the key skills, knowledge and understanding within their subject discipline to ensure progression across the curriculum. At a subject level the National Curriculum is used as a starting point for the creation of programme of study however, we believe it is the key to extend the students learning beyond this.
- 3.3 Whilst utilising the best teaching and learning strategies and research, we aim to develop the individual student to a high level of competence in all subject areas. The Key Stage 3 curriculum aim is for students to enjoy learning and develop the attitudes, understanding, skills and confidence to thrive. Throughout Key Stage 3 there is recognition that challenge is for all, not just the most able pupils.
- 3.4 The Key Stage 3 curriculum is taught in subject areas, an overview of each subject curriculum intent is available on the school website.

4. Key Stage 4:

- 4.1 Pathways are introduced at Key Stage 4 to ensure that students continue to follow a broad and balanced curriculum that is suited to their individual needs. We are proud to offer a traditional curriculum based on the core subjects. We believe that the English Baccalaureate subjects are important, but we understand that every subject is uniquely important.
- 4.2 The suite of GCSE/Level 2 qualifications that students study within Key Stage 4 is built around a traditional programme of qualifications. This ensures that students study a broad and balanced curriculum that enables them to progress onto their next steps.

The majority of students (approx. 65-70%) will follow pathway A:

- English Language
- English Literature
- Mathematics
- MFL
- Science (either separate/triple or combined)
- Geography or History
- 2X options subjects (one of which should be separate/ triple science, if students want to pursue this course)



The remaining students will follow one of two pathways:

B: As above, without MFL and 3 X options subjects

C: As above, without MFL and with Unit Award.

Alongside the above all KS4 students study Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE), Religious Studies through M1 and core Physical Education.

4.3 Students are selected for pathway B and C by the Deputy Head Curriculum, AHT SENDCo, AHT Data, HoY, SSL and HOD for MFL. The following criteria are applied when decision making:

- SATs scores
- CATs scores
- Reading Age
- SEND
- Significant pastoral or attendance concern
- MFL attainment/ target grades

4.4 We offer a range of traditional GCSE and a small number of equivalent qualifications. The Unit Award and BTEC Level 1 qualifications meet the needs of particular learners, and although not included in progress data, we feel strongly that they are invaluable in supporting our students' needs

4.5 Huntington School's core purpose is for students to learn and succeed. A key factor in this is the ability to respect, appreciate and be able to communicate with people from other countries and cultures. We therefore believe that it is important for the majority of pupils to learn a foreign language up to at least the age of 16. We believe that knowledge of at least one foreign language benefits students of all ages and abilities and is preparation for life in the modern world. The study of a foreign language offers insights into the culture and civilisations of countries where the language is spoken. It also encourages positive attitudes to foreign language learning and to speakers of foreign languages.

4.6 We aspire for every student to complete Year 11 with the best set of GCSE/Level 1/2 qualifications to take them on to their next stage of learning whether this is Post 16 study, employment or training. Details of the Key Stage 4 curriculum are regularly updated on the school website.

5. **Key Stage 5:**

5.1 Huntington school offers a wide range of A Level and Level 3 qualifications at Key Stage 5. Details of the Key Stage 5 Curriculum can be seen in the Sixth Form Prospectus and school website.



5.2 In addition we offer a comprehensive package of extra-curricular activities including sport, theatre, music, community activities, and support for younger students and charity work.

5.3 As part of the weekly timetable, all sixth form students are required to take part in the Personal Development Programme (PDP). We strongly believe in developing the 'whole person' in the sixth form, we regard this opportunity for students to gain wider experiences outside of their subject curriculum as an integral part of our service to

6. **Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE)**

6.1 **PSHE/RSE** is a statutory but non-examined subject. It helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Students learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, relationships and sex education.

6.2 Programme of Study aims to:

- develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking
- understand how students are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up
- teach and learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships

6.3 A breakdown of the details of the PSHE/RSE policy can be seen on the school website.

6.4 At Huntington School we encourage every student to pursue their aspiration taking the pathway that suits their own individual needs. Students are equipped with the knowledge and skills to make informed decisions in order to achieve their full potential and to raise aspirations. At the forefront of the school's careers education programme is the implementation of the eight Gatsby benchmarks of Good Career Guidance.

6.5 A student's Career/Aspirations journey starts in Year 6 before arriving at Huntington School when they attend the Aspirations Fair. From Year 7 students participate in an embedded careers education programme, which builds throughout their school life through to Year 13. Students are given an insight into the world of work and pathways to it by exposure to real life workplaces. Throughout their time in school,



access is given to information regarding all pathways including both academic and vocational. We believe good career guidance is important for social mobility because it helps open students' eyes to careers they may not have considered.

7. British Values:

- 7.1 Huntington School promotes British values through our broad and balanced curriculum and our school values of Respect, Honesty and Kindness. We are committed to serving our community and recognise the multi-cultural, multi-faith and ever-changing nature of society. British values are promoted strongly across the curriculum. The active promotion of British values gives our students real civic education.
- 7.2 At Huntington we recognise not only the importance of allowing students to flourish academically but also embrace our wider role in preparing students for their adult life beyond the formal examined curriculum. We follow equal opportunities guidance, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status. Part of our role in that preparation is ensuring that we promote and reinforce British values to all our students.

8. Enrichment and Learning beyond the Classroom:

- 8.1 At Huntington School, life is enriched by a range of extra-curricular activities. A broad spectrum of sporting, musical, creative, scientific and other activities are offered at lunchtimes and after school.
- 8.2 Travel and residential trips are an integral part of broadening student experiences. We are incredibly proud of the extensive range of school trips and visits on offer. Learning outside the classroom is rewarding for both teachers and students alike. We believe that trips, visits and residential experiences are a powerful and positive teaching tool that enhances the social, personal and emotional development of all learners. They enrich and extend the curriculum in many subject areas, encourage co-operation, teamwork and the application of problem-solving skills and develop independence and self-confidence. New experiences enable students to enjoy and achieve in new engaging ways. Extra stimulation in new environments can be particularly beneficial to our SEND and vulnerable students and can help teach life skills and improve independence.