



HEATHFIELD SCHOOL

The Curriculum Policy

Policy Area:	Academic
Relevant Statutory Regulations:	ISSR Part 1 Equality Act 2010
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head
Version:	2025.01
Date updated:	01 September 2025
Date of next review:	01 September 2026

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

Heathfield School ("the School") offers a broad and balanced curriculum suitable for the needs of pupils aged 11-18. It follows national guidance from the Department of Education in terms of appropriate subjects and time allocation but reserves the right to adapt these for the specific needs, ethos and aims of the School.

In relation to this document and all other documents produced by the School the following should be understood:

Form I	= NC Year 7
Form II	= NC Year 8
Form III	= NC Year 9
Form IV	= NC Year 10
Form V	= NC Year 11
LVI	= NC Year 12
UVI	= NC Year 13

General Aims of the Curriculum

The general aims of the curriculum are:

- to encourage a set of values in line with those the School aims to inculcate
- to generate a passion for knowledge and learning through a broad and balanced curriculum;
- to achieve the best possible exam results for each pupil;
- to enable pupils to develop self-reliance, self-esteem and self-confidence;
- to enable pupils to manage their time and make use of leisure time enjoyably and profitably;

- to promote health and fitness;
- to prepare for future life.

According to the Department for Education, every child is entitled to a curriculum which:

- promotes the spiritual, moral, cultural, mental and physical developments of children at the School;
- prepares the pupils for the opportunities, responsibilities and experiences of tertiary education and adult life in British society.

The School seeks to provide access to opportunities for all pupils which are aesthetic and creative, ethical, linguistic, mathematical, physical, scientific, social, technological, political and spiritual. Pupils acquire skills in speaking and listening, literacy and numeracy through all areas of the curriculum. In addition, all pupils have scheduled games lessons on a weekly basis.

From September 2021, the School week was divided into thirty x 1 hour periods on a two week rota.

Pupils with special educational needs ("SEND") are in receipt of a Pupil Profile, which ensures that their education fulfils their requirements. Pupils for whom English is a foreign language ("EFL") or who have a special educational need may follow an amended core curriculum as their needs dictate.

The School follows a personalised curriculum where a pupil's progress is monitored regularly and recorded through the School's reporting and grading assessment procedures. Schemes of work provide for the ages, needs and aptitudes of all pupils (including SEND and EFL).

Forms I-V

Forms I to III

All pupils take Art, Biology, Chemistry, Classics, Computing, Cookery, Drama, English, Flourishing, French, Geography, History, Mathematics, Music, Physical Education (Games), Physics, PSHEE, Religious Studies and Spanish. Latin is taught within Classics, with the intention that the more able continue with Latin in Form III while the rest of the cohort continue with Classics only. Study Skills are also taught alongside the PSHEE curriculum in Form III.

The School is prepared to consider varying this curriculum provision in individual cases, for example for pupils requiring additional literacy and numeracy support in the Learning Support Centre. All such requests must proceed through the Deputy Head (Academic) and the SENCO.

Forms IV and V

The expectation is that all pupils take the core GCSE subjects of English Language, English Literature, Mathematics and Combined or Triple Science. The majority will then choose four more options of their choice, albeit with strong recommendations from the School to choose at least one Modern Foreign Language (French or Spanish) and to consider taking a Humanities subject or to seek some degree of balance.

Therefore, the default is for pupils to take 9 or 10 GCSE subjects (dependent on whether they are entered for Combined or Triple Science), though the most able may take more and those requiring additional support (for example from the Learning Support Centre) will be allowed to take fewer on a case-by-case basis agreed with the Deputy Head (Academic).

In the Academic Years 2024-2026, the following GCSE options are available in addition to the core subjects: Art, Business, Classical Civilisation, Computer Science, Drama, French, Geography, History, Latin, Music, Photography, Physical Education, Religious Studies and Spanish. In addition, all pupils take Games, PSHEE and Flourishing (only in Form IV). In addition, Dance and various languages are on offer, taught by external staff.

Sixth Form

The default is for all pupils in the Sixth Form to take three, linear A Levels alongside a Sixth Form Pathways option such as the Extended Project Qualification (EPQ), Maths for Scientists, a Massive Open Online Course (“MOOC”), online coaching, or Leiths Cookery. In addition, all pupils will take PSHEE, Games, and be trained in putting together applications via UCAS and other platforms. A few pupils will take four A Levels, subject to agreement with the Deputy Head (Academic) and the Head of Sixth Form.

In the Academic Years 2024-2026, the following A Level options are available: Art & Design, Biology, Business, Chemistry, Classical Civilisation, Drama & Theatre Studies, Economics, English Literature, French, Geography, Latin, Mathematics, Music, Photography, Physical Education, Physics, Politics, Psychology, Religious Studies, Spanish and Sociology. History of Art will cease to be studied at the School from 2025, due to a lack of take-up and low completion rate (with some pupils transferring to a Contextual and Critical Studies).

PSHEE and the wider curriculum

PSHEE is taught in all year groups and includes, in age-appropriate ways and in line with the School’s ethos and aims, topics such as sex and relationships education, drugs awareness, substance abuse, healthy lifestyle, citizenship, economic awareness, emotional wellbeing, keeping themselves safe and appreciating an awareness of risk (KCSIE), online safety, and building resilience to the risk of radicalisation and extremism (PREVENT). This is in line with Relationships and Sex Education (“RSE”) and health education, which are statutory.

Throughout the entire curriculum, lessons teach respect in line with the protected characteristics of the Equality Act 2010, and the upholding of fundamental British values (democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith) (SMSC).

Careers guidance

Heathfield School provides a comprehensive and impartial programme of Careers Guidance that follows the pupils from when they start in Form I to when they leave. To ensure that pupils are prepared for each stage of the process these are delivered in a timely manner. Please see Careers Guidance policy for more details.

Other activities offered to Sixth Form pupils

In addition to A Levels, Heathfield also offers pupils the opportunity to develop themselves personally through initiatives such as the Duke of Edinburgh programme, LAMDA, the School’s leadership programme, Horizons programme, charity programmes and the National Citizen Service. Pupils can also put themselves forward for leadership positions in the School, including as part of the Head Girl team and House Captains. In addition, pupils have the opportunity to continue with a full co-curricular programme.

Delivery

Responsibilities

- **Senior Leadership Team** - whole School curriculum planning, implementation and evaluation.
- **Academic Team** Deputy Head, Assistant Head (Learning and Partnerships), Assistant Head (Academic and Operations), Assistant Head (Co-curricular) - curriculum planning, delivery, evaluation, development procedures and promoting good practice.
- **Heads of Department** - course management (including schemes of work and handbooks), delivery, evaluation and development.
- **Subject Teachers** - action planning, delivery of improvements, implementation and review of developments.

Procedures

- Pupil profiles: reports, grades, MidYIS / YELLIS / ALIS results, examination and end of unit assessment results.
- Course profile: public examination specifications and subject schemes of work.
- Performance indicators: making department targets; comparison with national benchmarks.
- Review of performance.

Changes to courses

Heads of Department will instigate discussions with the Academic Team, discussed with the Deputy Head with changes to courses being final approval of the Head.

Allocation of resources

Requests for allocation of resources are placed with the Bursar, discussed with Deputy Head and are subject to final approval of the Head.

Publication

A copy of this policy is published on the School's website.

Related policies

- Careers Policy
- Duke of Edinburgh Policy
- Highly Able Policy
- Personal, Social, Health, Economic Education ("PSHEE") Policy
- PREVENT Policy
- Relationship and Sex Education Policy
- Safeguarding and Protecting the Welfare of Pupils Policy
- Special Educational Needs and Disabilities ("SEND") Policy