

## CURRICULUM POLICY

### *Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.  
Psalm 119, vs 105

"And he gave the apostles, the prophets, the evangelists, the shepherds and teachers, to equip the saints for the work of ministry, for building up the body of Christ, until we all attain to the unity of the faith and of the knowledge of the Son of God, to mature manhood, to the measure of the stature of the fullness of Christ, so that we may no longer be children, tossed to and fro by the waves and carried about by every wind of doctrine, by human cunning, by craftiness in deceitful schemes. Rather, speaking the truth in love, we are to grow up in every way into him who is the head, into Christ."

**Ephesians 4: 11-16**

This policy document and the content contained therein remain the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions, and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2025

Next Review Date: Summer Term 2026

Reviewed By: Mr A Holland

APPROVED BY THE HEADTEACHER – Summer Term 2025

## Balshaw's Whole School Curriculum Vision:

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- The breadth and balance of the Balshaw's curriculum provides students of all abilities with a fully rounded education delivering academic rigour, high standards and qualifications of worth and credibility.
- Tailored pathways allow all students to develop their own thirst for knowledge to support academic achievement on their path to excellence.
- Our Balshaw's curriculum helps to develop, cherish and encourage our students to achieve their full potential as well-rounded citizens of the world.

### Curriculum Intent:

The Curriculum design at Balshaw's has always been based around providing the most appropriate, inclusive and balanced curriculum for all students that is as rich, broad and inspiring as possible, in order to provide students with opportunities to widen their horizons in each subject they study. We aim to assist all students regardless of their ability, gender, ethnicity or social background to achieve their full potential in a range of highly regarded qualifications. Our curriculum does not and has not ever been changed to be optimised for performance measures or league tables. It is always based on delivering the curriculum that provides the greatest breadth, depth and challenge to enable students to have full command of the key knowledge and skills essential for each subject.

All subjects cover the National Curriculum as a minimum, but implicit in the way that the Balshaw's Curriculum is implemented is the desire to make subject content relevant beyond students' time at school and have meaningful context for their future lives. It is carefully sequenced and provides a solid foundation to enable our students to achieve the best possible educational outcomes for future progression into the adult world and inspire a lifelong love of learning.

The Balshaw's 'hidden' curriculum has an impact upon the richness and quality of our students' lived experience of the taught curriculum. The intent is designed to provide students with opportunities to take their curriculum beyond the classroom to develop and deepen their confidence, independence and creative thinking. Our Christian vision, ethos and values play a huge part in this through their interaction within the Balshaw's family which fosters the personal development of all children's individual character, health and wellbeing, preparing them to make a valuable contribution to the wider modern world. The experiences that our students have access to through leadership responsibility, club membership and participation in a wide range of extra-curricular activities allows students to develop existing talents whilst also discovering new ones to enrich and personalise their own curriculum.

## Curriculum Implementation:

Our main driver for curriculum implementation is ensuring that students are exposed to high quality learning experiences and engagement in lessons with a large element of choice and need for independent thinking skills. One of the most outstanding features of the Balshaw's curriculum is its breadth of subjects that all students are able to access leading to the widest range of pathways. It enables students to achieve the highest levels of academic success and maximise their potential. All students have access to all elements of the curriculum outlined below:

	Key Stage Age Year groups	3	4
		11 - 14	14 - 16
		7 - 9	10 - 11
National Curriculum Core Subjects			
English	EBacc	✓	✓
Maths	EBacc	✓	✓
Science (both trilogy and separate at KS4)	EBacc	✓	✓
National Curriculum Foundation Subjects			
Art and Design (Fine Art at KS4)		✓	✓
Music		✓	✓
Computing		✓	✓
EBacc			
Design and Technology		✓	✓
Languages (French and Spanish)		✓	✓
EBacc			
Geography		✓	✓
EBacc			
History		✓	✓
EBacc			
Physical Education (PE)		✓	✓
Citizenship (PSHE Curriculum and across subjects)		✓	✓
National Curriculum Additional Subjects			
Religious Education (RE)		✓	✓
Sex and Relationships (SRE)		✓	✓
Personal, Social, Health and Economic (PSHE)		✓	✓
Non-National Curriculum Subjects			
Film Studies			✓
Drama		✓	✓
Business			✓

*\* Pupils should be able to, and can, study all four of these areas*

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The allocation of time within the curriculum (which is scheduled over a two week timetable) is below:

	Year 7		Year 8		Year 9		Year 10/11	
	No. of classes	No. of periods	No. of classes	No. of periods	No. of classes	No. of periods	No. of classes	No. of periods
English	7	8	7	8	7	7	16	8
Maths	7	7	7	8	7	7	16	7
Science	7	6	7	6	7	6	15	10 (15 Separate Sciences)
History	7	3	7	3	7	4	10	5
Geography	7	3	7	3	7	4	8	5
MFL	8	4	8	4	8	4	8	5
RE	7	3	7	3	7	4	16	2 (+5 extra periods for GCSE Full)
PE (Statutory)	8	4	8	4	8	4	16	2
GCSE PE	-	-	-	-	-	-	4	5
Music	7	2	7	1	7	1	1	5
D&T / Food Nutrition	10	2	10	2	10	2	8	5
Drama	7	2	7	1	7	1	2	5
Computing	7	3	7	3	7	3	3	5
Art	7	2	7	2	7	3	4	5
PSHE	8	3	8	3	8	3	8	3
Film Studies	-	-	-	-	-	-	2	5
Business	-	-	-	-	-	-	5	5

Each department has its own approach to implementing its curriculum within the framework of intent for the whole school as described above.

#### KS3 Implementation:

Almost all students follow a broad and balanced curriculum of:

- 13 subjects in Year 7
- Up to 12 subjects in Year 8 and 9

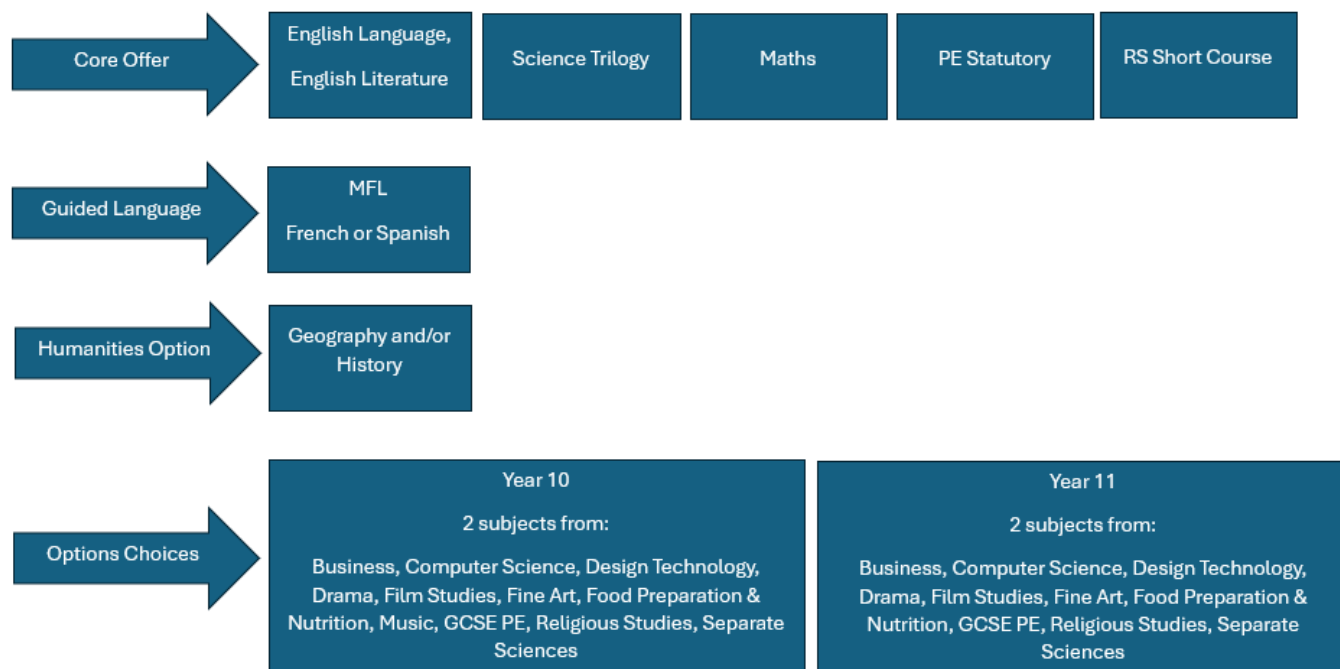
We aim to keep as many students on this broad pathway as possible before making option choices at the end of Year 9. There is a nurture path for an identified group of students in Years 7 – 9. The nurture pathway is delivered when other students study MFL in order to support the development of literacy and numeracy which in turn can impact upon improved confidence and well-being.

#### KS4 Implementation:

At Key Stage 4, students choose options in 9 blocks and receive CEIAG to support them in making appropriate option choices. A diagrammatic representation of these pathways is below:

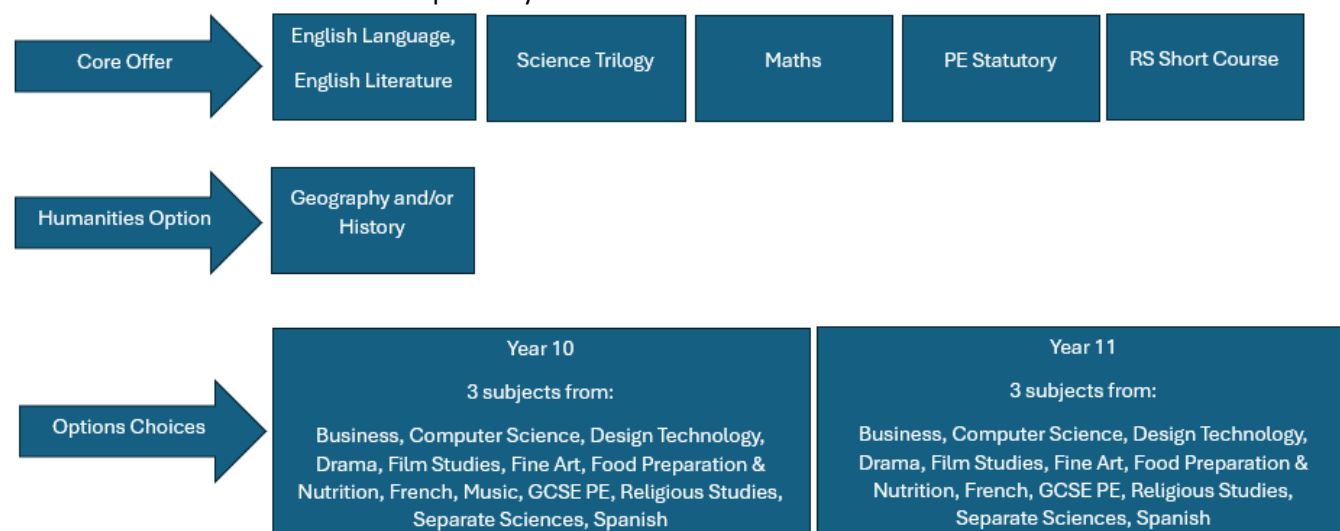
## The Facilitating Pathway = 9½ GCSEs

More than 55% of students will follow this pathway, which includes a compulsory modern foreign language and a set of qualifications that can lead to further study in university facilitating subjects at Key Stage 5. This pathway also enables students to attain the Ebacc, however it is important to note that this route was open to Balshaw's students prior to the introduction of the Ebacc measure.



## Open Pathway = 9 ½ GCSEs

Most other students will follow the pathway shown below.



### **Supported Pathways = 6 – 8 GCSEs/Btec**

Supported Pathways are more bespoke and are personalised as required. To meet more appropriately the needs of some students, they may be withdrawn from subjects to support their progression. Alternative provision is put in place, sometimes using approved external providers, to provide additional supported study to support positive outcomes and increase curriculum engagement.

### **Curriculum Impact:**

The overall impact of our curriculum offer is to help to raise students' aspirations and equip them with the knowledge, confidence and skills to flourish in their future careers whilst making a positive contribution academically and personally to society. Students of all abilities are fully prepared for the next stage of their education or training. Apart from the positive progress measures that students achieve, securing places to their onward destinations is highly important and all our students continue in education, employment, or training from the September after they finish at Balshaw's. Our students leave with a pride in our school and a set of values and skills that provides the foundation from which they develop into self-assured, responsible and resilient young adults with a strong moral compass.

Students keep returning to Balshaw's decades after they have finished studying, because to study at Balshaw's is to become a Balshavian.

# Curriculum Diagram

	Year 7	Year 8	Year 9	Year 10	Year 11		
1	English	English	English	English	English		
2							
3							
4							
5							
6							
7							
8			PSHE				
9	Maths	Maths	Maths	Maths	Maths		
10							
11							
12							
13							
14							
15							
16			PSHE				
17	Science	Science	Science	PSHE	PSHE		
18							
19							
20							
21							
22							
23	Design & Technology	Design & Technology	Design & Technology	Combined Science (Trilogy)	Combined Science (Trilogy)		
24							
25	French/Spanish	PSHE	French/Spanish			Option 1: History, Geography, Fine Art or Food and Nutrition	Option 1: History or Geography
26							
27							
28							
29	History	History	Drama	Option 2: Business, Computer Science, Film Studies, Music, GCSE PE, History, Religious Studies (full course GCSE), Separate Sciences	Option 2: Business, Computer Science, Drama, Film Studies, Fine Art, GCSE PE, History, Religious Studies (full course GCSE)		
30							
31	Geography	Geography	History			Option 3: History, Geography, Religious Studies (full course GCSE), French, Spanish	Option 3: Business, Fine Art, Food Preparation & Nutrition, French, GCSE PE, Spanish
32							
33	Religious Studies	Geography	Geography				
34							
35	Art	Religious Studies	Religious Studies	Option 4: Business, Design Technology, Food Preparation & Nutrition, Fine Art, Religious Studies (full GCSE), Separate Sciences, Art	Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences		
36							
37	Drama	Art	Art			Option 4: Business, Design Technology, Food Preparation & Nutrition, Fine Art, Religious Studies (full GCSE), Separate Sciences, Art	Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences
38							
39	Music	Drama	Music				
40							
41	Computing	Computing	Computing	Option 4: Business, Design Technology, Food Preparation & Nutrition, Fine Art, Religious Studies (full GCSE), Separate Sciences, Art	Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences		
42							
43	PE	PE	PE			Option 4: Business, Design Technology, Food Preparation & Nutrition, Fine Art, Religious Studies (full GCSE), Separate Sciences, Art	Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences
44							
45	PE	PE	PE				
46							
47	PE	PE	PE	Option 4: Business, Design Technology, Food Preparation & Nutrition, Fine Art, Religious Studies (full GCSE), Separate Sciences, Art	Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences		
48							
49	PE	PE	PE			Option 4: Business, Design Technology, Food Preparation & Nutrition, Fine Art, Religious Studies (full GCSE), Separate Sciences, Art	Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences
50							