

Title and Description	Curriculum Policy
------------------------------	--------------------------

Date of last review	September 2026
Approved by	Local Governing Board
To be reviewed by	Quality of Education Sub-Committee
Responsibility	Headteacher
Review period	Annually
Date of next review	September 2027

Below is an AI generated summary of the full policy, produced to help make this document more accessible. The summary has been checked for accuracy, but the full policy remains the only completely accurate version.

Our Vision

"A curriculum that is relevant to all our students now and in their future that allows them to feel proud of their learning and prepares them for their next steps."

Everything we do is guided by our five core values:

- Excellence – Everyone will know and experience success
- The most for those that need the most – We meet the needs of all learners
- Known and valued – Everyone is celebrated for who they are
- Collective endeavour – We achieve success together
- Joy – Everyone will know and create joy

What Your Child Will Study

Years 7-9 (Key Stage 3)

Your child will study a broad range of subjects including:

- Core subjects: English, Maths, Science, PE, and Religious Education
- Languages & the Arts: French, Art, Music, and Drama
- Humanities: History and Geography
- Technology: Computer Science, Design Technology, and Food & Nutrition
- Personal Development lessons to support wellbeing and life skills

Years 10-11 (Key Stage 4)

Students continue with English, Maths, Science, PE, Religious Education, and Personal Development, and choose four option subjects to study for GCSE. All subjects are full GCSEs taught over two years with sufficient time to develop deep knowledge and understanding.

Years 12-13 (Key Stage 5)

Students study three A-Level (or equivalent) subjects, plus an additional enrichment subject. All Year 12 students complete one week's work experience.

How We Design Our Curriculum

Our curriculum is:

- Ambitious and inclusive – designed to give all students, including those with additional needs or from disadvantaged backgrounds, the knowledge they need to succeed
- Carefully sequenced – each lesson builds on what students have learned before, helping knowledge stick in their long-term memory
- Evidence-informed – based on research about how students learn best
- Focused on the future – preparing students for further education, employment, and life in modern Britain

Key Features

Reading: We prioritise reading across all subjects because it's essential for success.

Careers Education: Careers guidance is woven throughout the curriculum, with all subjects making links to career pathways. Our programme works towards all eight Gatsby Benchmarks (the national standard for excellent careers education).

Safeguarding and Wellbeing: Through Personal Development and other subjects, students learn how to keep themselves and others safe, including online. They learn about healthy relationships, consent, and how to report concerns.

The Arts and Creativity: We believe the arts help students develop confidence and build relationships, which is why Drama is a separate subject in Years 7-9.

Technology: Students are prepared for the technologies of the present and future through Computer Science and across the curriculum.

Relationships and Sex Education (RSE)

RSE is compulsory for all secondary students and is taught through our Personal Development programme. We have a separate RSHE policy which you can view on our website. As a parent, you have the right to request that your child be withdrawn from some or all of sex education (but not from relationships education or health education). If you wish to discuss this, please contact the school.

Supporting All Students

We are committed to ensuring every student succeeds:

- Students with special educational needs receive adaptations and support to access the full curriculum
- We carefully monitor disadvantaged students and adapt our teaching to ensure they achieve well
- Students whose first language is not English receive support to develop their English skills
- We use regular assessment to identify any gaps in knowledge and provide targeted support

Assessment

We use assessment to:

- Check students understand what they're learning and adapt our teaching accordingly
- Identify any gaps in knowledge and provide extra support where needed
- Ensure all students, including those with SEND and disadvantaged students, make strong progress

Your Involvement

We provide high-quality information and guidance at key transition points, including options evenings when students make subject choices. You can find detailed information about what each subject teaches on the Curriculum section of our website.

Questions?

If you have any questions about the curriculum or what your child is learning, please contact the school. We're here to support your child's education and welcome your involvement.

This summary provides an overview of our curriculum. The full Curriculum Policy contains more detailed information and is available on our website.

CURRICULUM POLICY

1. Aims of our curriculum

Framwellgate School Durham: Ethos and Values Statement

Like all good schools, we're driven by our values above all else. We define these as:

Excellence - Everyone in our community will know and experience success

The most for those that need the most - We will meet the needs of all our learners

Known and valued - Everyone here will be celebrated for who they are and what they do

Collective endeavour - We will achieve success together

Joy - Everyone will know and create joy

These five values determine all that we do, and every part of the school flows from them. They set the direction and act as a compass to ensure we continue to grow and develop as a school in the way that we feel best supports all our students.

The aim of our curriculum is:

"A curriculum that is relevant to **all** our **students now** and in their **future** that allows them to feel **proud** of their learning and gets them ready for their next steps."

Our curriculum:

- supports our ethos and values and supports students' spiritual, moral, social and cultural development, including understanding of fundamental British values.
- Is fully inclusive; ensuring that those learners with additional needs or barriers to their learning are given equal opportunities to succeed through adaptations and scaffolding
- Our curriculum is designed to give all students, especially disadvantaged students, the knowledge and cultural capital they need to succeed. We monitor the progress of disadvantaged students carefully and adapt our curriculum and teaching to ensure they achieve well.
- Allows opportunities to know and experience success through a focus on excellence.
- supports students' spiritual, moral, social and cultural development
- supports students' physical development and responsibility for their own health and well-being (physical and mental)
- promotes respect for other people irrespective of sex, race, religion, ability, disability, sexual orientation, gender reassignment, socio-economic group, or age
- develops students' independent learning, resilience, and the other essential life skills needed to equip them for further/higher education and employment
- develops students' understanding of the world of work, through an ambitious careers programme
- Prepares students for the technologies of the present and future

2. Principles

Our curriculum is constructed so that:

- teaching builds on students' previously acquired knowledge at each key stage
- it is ambitious, broad and balanced, and designed to give all students the knowledge and cultural capital they need to succeed in life
- it is coherently planned and carefully sequenced
- lessons offer sufficient opportunities to retrieve prior learning so that it can be embedded into students' long-term memory, and the knowledge can be applied with increasing confidence
- students are able to practise and apply what they have learnt

3. Relevant policies and publications

This policy reflects the requirement for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). 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](#). It complies with our funding agreement and articles of association.

This policy should be read alongside our RSHE policy, our Special Educational Needs & Disabilities and Inclusion Policy, our Equality, Diversity and Community Cohesion Policy, and the Curriculum and Careers sections of our website which list the curriculum content for each subject and our careers education provision. This policy reflects the requirements of Keeping Children Safe in Education (2025) and the Education Inspection Framework (2025).

- SMSC is embedded into pastoral and curriculum programmes, and students experience a careers education that is working towards embedding careers.
- Curriculum areas support careers pathway education and we are working to complete the aspirations of the Gatsby benchmarks
- PSHE and Personal Development lessons are integral to developing students who are not only ambitious, kind, resilient and hardworking, but who understand the world around them, are ready to learn, and who are prepared for the wider world.
- it recognises that Relationships and Sex Education (RSE) is compulsory for all secondary students. We have a separate RSHE policy which has been developed in consultation with parents and is available on our website. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Reference to other relevant publication:

- **The Education Inspection Framework (EIF) 2025** - This is the framework Ofsted uses for inspections from November 2025
- **Keeping Children Safe in Education (KCSIE) 2025** - This statutory guidance covers safeguarding requirements, including how the curriculum should support children to be taught about safeguarding
- **Relationships, Sex and Health Education (RSHE) Statutory Guidance** - The updated RSHE guidance comes into effect in September 2026. All schools must have an up-to-date written policy for relationships education or RSE, and must consult parents when developing and reviewing their policy

4. Organisation and planning of the curriculum

Key Stages 3 and 4

Our curriculum is designed to build on our students' prior learning at each stage of their education, and offer progression to further or higher education, and work.

Students spend Year 7-9 studying a broad and balanced curriculum which includes Languages & the Arts (French, Art, Music and Drama), Humanities (History, Geography and RE), Computer Science, Sciences & Technology (Food & Nutrition, Design Technology, Computer Science, Chemistry, Biology, Physics), Personal Development and PE alongside English and Maths.

This table represents the planned curriculum allocation for 26/27.

**To view the full suite of option choices available to students at KS4, see the Options booklet available on the school website.*

Subject	Y7	Y8	Y9	Y10	Y11
English	7	7	7	8	8
Maths	7	7	7	8	8
Science	8	8	9	11	9
PE	4	4	3	2	2
Reading	2	2			
RE	2	2	2	1 (Core)	3
Music	2	2	2	Option A 5hr One of: French, Computer Science, History, Geography	Option A 5hrs History/Geog
Art	2	2	2		
Drama	2	2	2		
Food & Nutrition	2	2	2	Option B 5hr One from entire suite of subjects (including vocational)	Option B 5hrs French
Design Technology	2	2	2		
Computer Science	2	2	2		
History	3	3	3	Option C 5hr One from entire suite of subjects (including vocational)	Option C 5hrs
Geography	3	3	3		Option D 5hrs
French	4	4	4		
				Option D 5 hr One from entire suite of subjects (including vocational)	
Hours per fortnight	50	50	50	50	50

Year 11 will be a 'legacy' year and in 27/28, the model displayed here for Year 10 will apply in Year 11 also.

**There are a small number of students for whom there is an adapted curriculum offer at KS4 with a reduced number of GCSE's being studied.*

Note

Most of our students will take a dual award science course at GCSE level (Trilogy Science). Those students who wish to take three GCSE subjects as separate sciences can choose to study this through their option choices in Years 10 and 11.

Key features of our KS3 and KS4 curriculum

The context of our school and students, and our ethos and values, have shaped our curriculum as follows:

- Our curriculum is evidence-informed and designed to ensure students build knowledge sequentially and cumulatively.
- Safeguarding is embedded throughout our curriculum. Through Personal Development and other subjects, students learn how to keep themselves and others safe, including online. Our curriculum supports students to develop healthy relationships, understand consent, recognise abuse, and know how to report concerns.
- all subjects offered for examination at the end of Key Stage 4 are full GCSEs (or equivalent), taught for a minimum of 2 years, and with the time allocation necessary to provide depth to the learning
- Prioritises the foundational knowledge students need for later learning, and our teaching approach is based on research into effective pedagogy and how students learn
- a focus on the arts and creativity allows students to develop confidence and build relationships (for this reason, drama is a discrete subject at KS3)
- a focus on the importance of reading as a vehicle for success across the whole curriculum
- a careers programme which supports students in their choices and their progression as well as allowing them to develop an understanding of how career and industry links to their learning.

Prior learning

Our focus on academic excellence requires that students have the depth of knowledge and the skills necessary to progress through the key stages. This means:

- understanding the prior learning that has taken place at primary school
- The schools' internal assessment processes (both formative and summative) are used to help establish students' starting points; thus ensuring that we can measure a students' progress through the curriculum.
- designing a curriculum for Key Stage 3 to contain the body of knowledge the students will need to start GCSE study in Key Stage 4
- We use formative assessment systematically to check students' understanding and adapt teaching. Our approach to summative assessment and reporting can be found in the Assessment policy, on the school website.

Key features of our KS5 curriculum

Programmes of study are designed with prior learning at GCSE in mind. All students take 3 A Level (or equivalent) subjects, and all will enhance their curriculum by taking a further subject (Extended Project Qualification, A Level Further Maths, Criminology, Sports Leadership programmes, for example).

All Year 12 students have one week's work experience which helps prepare students for specific careers. The hours per fortnight are allocated as follows:

Subject	Y12	Y13
Option 1	10	10
Option 2	10	10
Option 3	10	10
Personal Development inc tutor programme	4.5	4.5
Enhancement, support & community	6-12	
Hours per fortnight	40-46	40-46

Information, advice and guidance

Providing high quality information, advice and guidance is a prerequisite for allowing progression through the curriculum. In addition to the careers education and guidance provided at each key stage (see website for details), we produce high quality materials for students and parents, and options evenings for each student/parent/carer at the key transition points.

5. Inclusion

Teachers set high expectations for all students. They use appropriate assessment to set ambitious targets and plan challenging work for all groups of students. Teachers 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 helps students to develop their English, and to support students to take part in all subjects. Further information can be found in our Special Educational Needs & Disabilities and Inclusion Policy, our Equality, Diversity and Community Cohesion Policies (available on our website) and EAL policy.

6. Roles and Responsibilities

The Local Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation and impact. They will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational student targets
- the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for students to cover the requirements of the funding agreement
- it participates actively in decision-making about the breadth and balance of the curriculum
- proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities
- all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State
- the school implements the relevant statutory assessment arrangements

The **Headteacher** is responsible for ensuring that this policy is implemented, 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 annually by the Local Governing Board
- they manage requests to withdraw children from curriculum subjects, where appropriate
- the school's procedures for assessment meet all legal requirements
- the Local Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the Local Governing Board 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 SEND.