



Poole High School

Curriculum Statement

April 2026



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Poole High School Curriculum Statement

Curriculum Purpose

The curriculum is the most visible expression of our mission at Poole High School. Through its daily challenges, its depth and breadth, and its continuous review and refinement, it reflects our commitment to helping our students discover their passion, build their character, and achieve their ambition. Our curriculum facilitates a learning community with high aspirations for every student.

Qualifications open doors. But what our students do once through those doors then becomes about how they think, how they treat others, and how they contribute. This matters just as much to us.

Our curriculum maps a seven-year journey from Year 7 to Year 13, identifying the powerful knowledge, skills and transformative experiences that students will encounter at each stage. It progressively builds the confidence, character and capability they need to live well, contribute fully and find their own purposeful place in the world.

Our Values

Our curriculum is underpinned by three core values:

- We believe that knowledge is powerful and therefore that all students, regardless of their background or ability, have an entitlement to that knowledge.
- We believe that language unlocks the world and, therefore, that regular opportunities for extended reading, writing, oracy, and vocabulary must be prioritised for all students.
- We believe that actions have consequences and, therefore, that our students should learn habits of kindness, self-regulation, and acceptance of personal and collective responsibility.

Structure of the Curriculum

Our values inform the structure of our curriculum. To facilitate the acquisition of powerful knowledge, all students engage with a broad and balanced curriculum at Key Stage 3 (Years 7, 8 and 9). The expansive foundation we establish is designed not simply to impart knowledge, but to broaden horizons, enable students to discover their strengths and interests, and make genuinely informed choices about their future learning.

Year 9 marks the beginning of a transition to GCSE study in core subjects and the development of reflection upon their interests, ambitions and futures. Toward the end of Year 9, students use their reflective thinking to undertake the GCSE option process, in which they select qualifications to supplement their core subjects for GCSE-level study. This must include an option in Geography or History, and three further options from a broad list of exciting and powerful subjects, such as Triple Sciences, Computer Science, Business, Child Development, and Psychology.

During Key Stage 4 (Years 10 and 11), students complete their GCSE in Religious Studies. This is an experience carefully designed to build familiarity with and confidence in the demands of formal examination, preparing them well for the wider GCSE series that follows at the end of Year 11. We work hard to build the school timetable around students' options so they can craft a curriculum that is right for them.

In our Sixth Form (Years 12 and 13), Key Stage 5 study involves students selecting three or four A-Levels, focusing and honing their knowledge and skills in preparation for powerful next steps, whether that is university, a degree apprenticeship, or another ambitious destination that sets them on the path to a successful and fulfilling future.