



Curriculum Policy

Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for students with protected characteristics. This forms part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Legislation and Guidance

This policy reflects the requirements 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 Boards of Trustees set out in the Department for Education's Governance Handbook.

Linked policies:

- Assessment and Reporting Policy
- Teaching and Learning Policy
- Careers Policy
- SEND Policy
- Relationships and Sex Education Policy

Curriculum Policy

Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Roles and responsibilities

The Board of Trustees

The Board of Trustees is responsible for ensuring that:

- The School's Curriculum Policy complies with its Funding Agreement and statutory requirements in providing a broad and balanced curriculum;
- There is regular review of the School's curriculum policy.

The Head Teacher

The Head Teacher is responsible for ensuring:

- The School has a comprehensive Curriculum Policy that fully complies with Funding Agreement and statutory requirement in providing a broad and balanced curriculum;
- The curriculum is implemented in accordance with this policy.

The Head Teacher is responsible for approving requests to withdraw students from curriculum subjects, taking advice and guidance from the Strategic Curriculum Team.

The Strategy Group:

The Strategy Group is responsible for ensuring:

- The implementation and impact of the curriculum by subject and curriculum teams is monitored to ensure compliance with this policy.

The Deputy Head Teacher (Curriculum) is responsible for ensuring:

- The Curriculum Policy is regularly reviewed and revised so that it that fully complies with funding agreement and statutory requirement in providing a broad and balanced curriculum;
- The Head Teacher and Board of Trustees receive regular updates on the Curriculum provision and associated staffing requirements;
- The Curriculum Team plans, implements and reviews the timetable and staff deployment in accordance with this policy.

Strategic Curriculum Team members with specific Key Stage curriculum responsibilities are responsible for ensuring;

- The policy is consistently implemented so that the curriculum experience reflects the aims of this policy;
- Subject provision and the management of student options choices (at GCSE and IBDP) is in accordance with this policy;
- The management of requests to withdraw children from curriculum subjects or for changes to subject choices is in accordance with this policy.

Subject Leaders and Curriculum Directors

Subject Leaders and Curriculum Directors are responsible for ensuring:

- The Curriculum Policy is consistently implemented in their teams;
- There is regular monitoring of the impact of the curriculum;
- Recommendation for changes to subject curriculum or exam specifications are presented to the Strategic Curriculum Team for consideration;

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- Developments to specifications are shared with the Strategic Curriculum Team;
- Staffing requirements are communicated in a timely manner.

Teachers

Teachers are responsible for ensuring:

- Teaching and learning reflects the aims, principles and curriculum continuum of this policy.

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Aims:

As an IB World School our curriculum develops enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth; preparing students to flourish as responsible global citizens.

Principles:

The programme of learning is balanced and broadly based for all students. The curriculum provision is based upon the principles of fairness and sustainability: there are common core experiences with the opportunity for personal choice. The co-curriculum supports and enhances learning.

The curriculum combines preparation for outstanding success in public examination and future careers with support for personal growth and happiness. Students are encouraged to become resilient and self-motivated by being open-minded, celebrating successes and learning from mistakes.

We provide academic challenge that fosters a love of learning and inquiry. We value active learning, with real world engagement: we promote collaboration, intercultural understanding and entrepreneurial endeavour. We support students to be a positive influence on the educational aspiration of others both within the school community and beyond.

Continuum:

In Years 7-11 the School meets its statutory requirements and fulfils its funding agreement for a broad and balanced curriculum and includes for all students: English, Mathematics, Science, Religious Education, Physical Education, Health, Social and Emotional Education, and Sex and Relationships Education.

The curriculum model, timetable allocations and examination courses offered are reviewed annually by the Strategy Group.

Years 7-9	<ul style="list-style-type: none"> • The School follows the IB Middle Years Programme; • There is a common curriculum experience for all students.
Years 10-11	<ul style="list-style-type: none"> • Only examination courses approved by the Secretary of State for Education are offered; • The school provides public examinations only within its published curriculum offer at the end of Year 11; • There is a common core experience for all students of EBacc subjects (three Sciences, English Language, English Literature, Mathematics, History or Geography and a language); • All students study a further two optional subjects; • Students with native or near native proficiency in a foreign language offered by the School may request to sit a GCSE in that language in addition to their optional GCSE subjects (subject to Head Teacher approval). Entry will be as a private candidate at the end of Year 10 or Year 11 (See Appendix 7)
Sixth Form	<ul style="list-style-type: none"> • The School follows the IB Diploma Programme; • There is a common core experience for all students: CAS, TOK and Extended Essay; • All students study six optional subjects: three at Higher Level and three at Standard Level.

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Monitoring:

The School's Strategy Group conducts systematic Monitoring, Evaluation and Review (MER) of the curriculum, examination outcomes, teaching and learning, and subject provision. The findings and actions arising are shared with the School's Board of Trustees Curriculum and Staffing Committee.

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Review date: March 2025

Appendix 1: IB Learner Profile, Careers, Co-Curriculum, Health, Social & Emotional Education, Sex and Relationships Education

A. IB Learner Profile

We are committed to developing the learning skills and attributes of the IB learner profile.

Our learners strive to be:

Inquirers	Open minded
Knowledgeable	Caring
Thinkers	Risk takers
Communicators	Balanced
Principled	Reflective

B. Careers education

Careers education enables students to understand themselves and the influences on them, their strengths, limitations, skills and personal qualities (Self Development).

Students investigate future opportunities, developing an understanding of employment trends and the range of options and routes available to them (Career Exploration).

Students are supported in making and adjusting plans to manage change and transition effectively from one stage of education, training or work to the next (Career Management).

As part of the statutory duty upon schools to secure independent careers guidance for students, the School purchases independent impartial careers guidance from CXK.

Careers provision is evaluated against the Gatsby benchmarks of Good Career Guidance.

C. Co-curriculum

Co-curricular activities provide the breadth to the educational experience that enables us to support and nurture well-balanced young people. Activities include:

- Day and residential visits
- Action! Programme
- Clubs
- Duke of Edinburgh scheme and voluntary service in Year 11
- Creativity Activity Service in the Sixth Form
- Subject enhancement activities such as lectures and visiting speakers
- Competitions

D. Health, Social & Emotional Education (HSEE)

The key aims of the Health, Social & Education Programme are:

- To ensure that students have the emotional literacy to make informed, safe and healthy life choices, flourish and be happy;
- To develop resilience and strategies to cope with challenges and setbacks.

The programme is delivered through Learning Mentor time and HSEE days. It is further supported through subject delivery.

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Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Students in Year 7 follow a course on Mindfulness with the opportunity to continue their practice in Year 11 and the Sixth Form.

E. Relationships and Sex Education (RSE)

To embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Students can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. RSE delivery supports students to develop resilience, to know how and when to ask for help, and to know where to access support.

The School follows the last statutory guidance for the delivery of RSE. The key aims of our RSE provision are to:

- raise students' self-esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media.
- teach students to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and emotional abilities, backgrounds and values of those around them. This will lead to a clear understanding of diversity and inclusion, the prevention of gender-based and homophobic, biphobic or transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships.
- help students to understand on and offline safety, consent, violence and exploitation.
- encourage students to seek information or support and build confidence in accessing services if they need help and advice, both during their time at TGS and after.

The School wants parents and students to feel assured that RSE will be delivered at a level appropriate to both the age and development of students, and safe to voice opinions and concerns relating to RSE provision.

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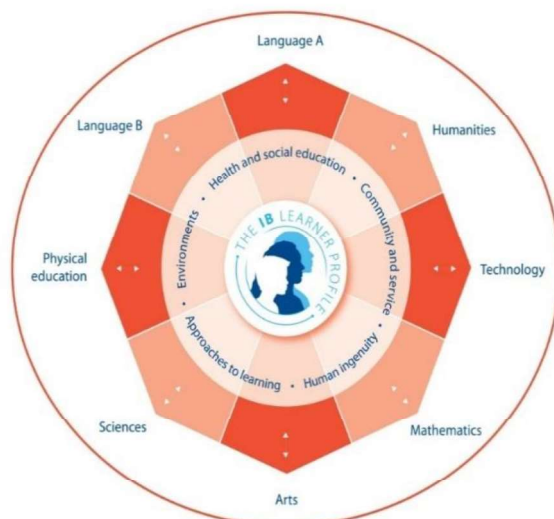
Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Appendix 2 - Years 7-9: Middle Years Programme



Students in Years 7-9 follow the International Baccalaureate Middle Years Programme (MYP) The School plans and develops a curriculum within MYP principles that supports academic rigour and intellectual inquiry.

Lessons encourage in-depth inquiry where subject knowledge and understanding is developed through the global context areas of:

- Identities and Relationships
- Orientation in Space and Time
- Personal and Cultural Expression
- Scientific and Technical Innovation
- Globalization and Sustainability
- Fairness and Development

Concept-based provision link and deepen understanding beyond individual subject groups. Interdisciplinary learning connects knowledge and understanding across the academic disciplines.

Timetable Allocation

Year	Mathematics	Language & Literature	Sciences	Language Acquisition			Individuals and Society			Design		Arts			Physical and Health Education	Co-Curriculum
	MA	EN	SC	LA	SP	FR	GG	HI	RS	DD	PD	VA	MU	DR	PHE	Action!
7	6	6	6	2	3	3	3	3	2	2	2	2	2	2	4	2
8	6	6	6	2	3	3	3	3	2	2	2	2	2	2	4	2
9	7	6	6	3	3	3	3	3	2	2	2	2	2	2	4	

DD - Digital Design, PD – Product Design, VA – Visual Arts, PHE – Physical and Health Education

All students study three languages until the end of Year 9.

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Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Appendix 3 - Years 10 – 11

Success at GCSE provides a solid foundation for the demands of the IB Diploma Programme in the Sixth Form. Courses are chosen by the School to reflect the intellectual ability of the students.

All students follow a core curriculum experience of examined and non-examined subjects. Students select four options subjects. Options are made in Year 9.

Core experience

Examined

- English Language
- English Literature
- Mathematics
- Science: Biology, Chemistry, Physics
- Individuals & Societies: History or Geography
- Languages: French, Spanish or Latin
+ two further options subjects

Non-examined

- Health Social & Emotional Education
- Physical Education
- Mindfulness
- Personal Finance

Religious Education

In Year 10 all students follow a GCSE (Short Course) in Religious Education with the option of completing awarding assessments at the end of Year 11.

In Year 11 students currently follow a non-examined Philosophical Enquiry course. This is where the School meets its statutory requirements regarding Religious Education. 2021-22 is the last year of this course as it has been replaced by the GCSE (Short Course) in Religious Education.

Options Subjects 2021-22

- | | |
|---|---|
| <ul style="list-style-type: none"> • Art & Design • Computer Science • Drama • French • Geography • History | <ul style="list-style-type: none"> • Latin • Music • Physical Education • Product Design • Spanish |
|---|---|

Timetable allocation

Year 10

Core				Options			
Maths	English	Science	Non-Examined	Individuals & Societies	Language	Option 3	Option 4
6	7	12	5	5	5	5	5

Non-Examined curriculum: Health Social & Emotional Education, Religious Education (2 lessons), Physical Education (2 lessons), Supervised Independent Study (1 lesson)

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Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Year 11

Core				Options			
Maths	English	Science	Non-Examined	Individuals & Societies	Language	Option 3	Option 4
6	6	12	6	5	5	5	5

Non-Examined curriculum: Health Social & Emotional Education, Philosophical Enquiry (2 lessons), Physical Education (2 lessons), Voluntary Service / Supervised Independent Study (2 lessons)

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Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Appendix 4 – The Sixth Form

Students in the Sixth Form follow the IB Diploma Programme. The curriculum is demand driven and therefore courses will run provided that they attract viable numbers.

Subjects in 2021-22 are:

Studies in language and literature	English English Literature and Performance
Language acquisition	French, Latin, Spanish Ab initio: Japanese, Spanish
Individuals and societies	Economics Geography History Philosophy Psychology
Sciences	Biology Chemistry Computer Science Design Technology Environmental Systems and Societies Physics Sports, Exercise and Health Science
Mathematics	Analysis and approaches Applications and interpretations
The Arts	Music Visual Arts

Timetable allocation

Year	Higher Level	Standard Level	Theory of Knowledge	Creativity, Activity, Service
12	8	5	3	2
13	7	5	2	2

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Review: every three years

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Review date: March 2025

Appendix 5 – Monitoring Reviews of the curriculum (MER)

The Monitoring Review process ensures the quality of Teaching and Learning and ensures that the entitlement is met. The process led by members of the Strategy Group with support from Subject Leaders and Trustees. Findings are shared with Trustees at the Curriculum & Staffing Committee.

Evidence base

The evidence base may include:

- Lesson Observations
- Analysis of outcomes
- Student work scrutiny
- A student forum
- Learning Walk
- Meeting with trustees and subject leaders
- Review of the written curriculum

MER portfolio

In addition to the Monitoring Review process, a subject portfolio is compiled during the academic year which provides evidence of quality assurance systems. This is monitored and discussed during line management meetings and Team Leader meetings.

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Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Appendix 6 – Funding agreement - Curriculum

2.41. The curriculum is the responsibility of the Academy Trust.

2.42. The Academy Trust must ensure that the curriculum provided to pupils up to the age of 16 is balanced and broadly based, and includes English, mathematics, science and (subject to the provisions in clause 2.49) religious education.

2.43. The Academy Trust must publish on the Academy’s website information about its curriculum, including:

a) the content of the curriculum;

b) its approach to the curriculum; c) where applicable, the names of any phonics or reading schemes in operation for Key Stage 1;

d) where applicable, the GCSE options and other Key Stage 4 qualifications, or other future qualifications specified by the Secretary of State, offered by the Academy; and

e) how parents (including parents of prospective pupils) can obtain more information about the Academy’s curriculum.

2.44. The Academy Trust must not allow any view or theory to be taught as evidence-based if it is contrary to established scientific or historical evidence and explanations. This clause applies to all subjects taught at the Academy

2.45. The Academy Trust must provide for the teaching of evolution as a comprehensive, coherent and extensively evidenced theory.

2.46. The Academy Trust must prevent political indoctrination, and secure the balanced treatment of political issues, in line with the requirements for maintained schools set out in the Education Act 1996, and have regard to any Guidance.

2.47. The Academy Trust must ensure the Academy actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

2.47A The Academy Trust must ensure the Academy promotes principles that support equality of opportunity for all.

2.48. The Academy Trust must provide for the teaching of religious education and a daily act of collective worship at the Academy.

2.49. The Academy Trust must comply with section 71(1)-(6) and (8) of the School Standards and Framework Act 1998 as if the Academy were a community, foundation or voluntary school, and as if references to “religious education” and “religious worship” in that section were references to the religious education and religious worship provided by the Academy in accordance with clause 2.51..

2.50. Not Used.

2.51. Subject to clause 2.49, where the academy has not been designated with a religious character (in accordance with section 124B of the School Standards and Framework Act 1998 or further to section 6(8) of the Academies Act 2010):

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Approved: March 2022

Review: every three years

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a) provision must be made for religious education to be given to all pupils at the Academy in accordance with the requirements for agreed syllabuses in section 375(3) of the Education Act 1996 and paragraph 2(5) of Schedule 19 to the School Standards and Framework Act 1998;

b) the Academy must comply with section 70(1) of, and Schedule 20 to, the School Standards and Framework Act 1998 as if it were a community, foundation or voluntary school which does not have a religious character, except that paragraph 4 of that Schedule does not apply. The Academy may apply to the Secretary of State for consent to be relieved of the requirement imposed by paragraph 3(2) of that Schedule.

2.52. Not Used.

2.53. The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

2.54. The Academy Trust must ensure that careers guidance is provided at the Academy, in accordance with the requirements on maintained schools in the Education Act 1997.

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Approved: March 2022

Review: every three years

Review level: Curriculum & Staffing Committee

Review date: March 2025

Appendix 7 – Additional GCSE entries in Modern Languages

Students with native or near native proficiency in a foreign language offered by the School may sit a GCSE in that language in addition to their optional GCSE subjects (subject to Head Teacher approval). Entry will be as a private candidate at the end of Year 10 or Year 11.

To ensure the integrity of the examinations process, the School will only accept private candidate examination entries from current students at the School in languages offered at GCSE by the School.

To support wellbeing, students may only sit examinations from Year 10 as they will have a sufficient level of maturity and linguistic proficiency to positively navigate the examinations processes.

Approval process

1. Requests for entry are made in Year 9 during the GCSE Options process to the Curriculum Team;
2. The Languages Leader and Curriculum Team review academic progress and student wellbeing to ensure that an additional GCSE entry is a suitable route and make recommendation to Strategic Curriculum Team;
3. The Strategic Curriculum Team will review the recommendations and advise the Head Teacher;
4. The Head Teacher will review and approve any additional entry.

Teaching and Learning

- The student will continue in another language as part of their programme of study at GCSE;
- The School will not provide teaching or preparation for the additional examination entry;
- Students will be required to sit mock examinations with the Year 11 cohort.

Costs as a private candidate

- As the School will not be preparing the student for this additional GCSE, the student's family will meet the costs of any examination entry fee and invigilation costs.

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