



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.

This policy complies with our funding agreement and articles of association.

Linked policies:

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

Curriculum Policy

Approved: January 2026

Review: usually every three years

Review level: Academy Trust Board

Roles and responsibilities

The Board of Trustees

The Board of Trustees is responsible for ensuring that:

- The School is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, and enough teaching time is provided for students to cover the requirements of the funding agreement;
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEND);
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs, IBDP and A Level are approved by the Secretary of State for Education;
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum;
- Students from Year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

The Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, 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 by the trust board;
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The School's procedures for assessment meet all legal requirements;
- The Board of Trustees is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The Board of Trustees 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 children with SEND

The Strategic Leadership Team:

The Strategic Leadership Team is responsible for ensuring:

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

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

- The Curriculum Policy is regularly reviewed and revised so that it 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 Strategic 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 curriculum experience is consistently implemented to reflect the aims of this policy;
- Subject provision and the management of student options choices (at GCSE and in the Sixth Form) 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:

- This policy is consistently implemented within their teams;
- The impact of the curriculum is regularly monitored;
- Recommendation for changes to subject curriculum or exam specifications are presented to the Strategic Curriculum Team for consideration;
- 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 reflect the aims, principles and curriculum continuum of this policy.

Monitoring

The Board of Trustees monitor whether the School is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.

The Strategic Leadership Team, together with Curriculum Directors and Subject Leaders, monitors the implementation of and impact of the curriculum through:

- Reviews of teaching and learning, including learning walks and lesson observations
- Reviews of planning, marking, examination performance and student interventions
- Lesson observations
- Subject reviews
- Cross theme reviews
- Stakeholder feedback including parent and student forums and surveys

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The TGS Curriculum

Aims:

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, Personal, Social & Health Education, and Relations & Sex Education.

The curriculum model, timetable allocations and examination courses offered are reviewed annually by the Strategic Leadership Team.

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

Careers Education

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Approved: January 2026

Review: usually every three years

Review level: Academy Trust Board

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.

Careers provision is evaluated against the Gatsby benchmarks of Good Career Guidance. Full details are available in the Careers Policy.

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
- Personal Development Learning
- Clubs
- Duke of Edinburgh scheme
- Creativity Activity Service in the Sixth Form
- Subject enhancement activities such as lectures and visiting speakers
- Competitions

Personal, Social & Health Education (PSHE)

The key aims of the PSHE 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 tutor time, assemblies and Physical Health Education lessons. It is further supported through subject delivery.

Relationships & 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.

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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. Full details are available in the Relationships & Sex Education Policy.

Years 7-9

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. There is a common curriculum experience for all students.

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	PDL
7	6	6	6	2	3	3	3	3	2	4		2	2	2	4*	2*
8	6	6	6	2	3	3	3	3	2	2	2	2	2	2	6	
9	6	6	6	2	3	3	3	3	2	2	2	2	2	2	6	

*From September 2026 Y7 will have 6 periods of PHE and no PL Co-Curriculum (in line with the Y8&9 Curriculum)

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

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

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Approved: January 2026

Review: usually every three years

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Years 10-11

Success at GCSE provides a solid foundation for study 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 and the School endeavours to meet student requests subject to staffing and timetabling constraints.

Core experience

Examined

- English Language
- English Literature
- Mathematics
- Science: Biology, Chemistry, Physics
- History or Geography
- French or Spanish or Latin
- + two further options subjects (see below)

Non-examined

- Physical, Social & Health Education
- Physical and Health Education

Religious Education

From September 2025 students follow a non-examined core syllabus and with a Full GCSE Religious Studies course offered as an option subject.

All current Year 11 students follow a core GCSE (Short Course) in Religious Education (2025-26).

Options Subjects 2025-26

- Art & Design
- Computer Science
- Drama
- French
- Geography
- History
- Latin
- Music
- Physical Education
- Product Design
- Psychology
- Religious Education
- Spanish

Timetable allocation

Y11 (2025-26) Core					Options			
Maths	English	Science	Religious Education	PHE	History or Geography	Language	Option 3	Option 4
6	7	12	2	3				
Y10 (2025-26) & Y10&11 (2026 onwards) Core					5	5	5	5
6	7	12	1	4				

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Non-Examined curriculum

- Personal, Social & Health Education (PSHE)
- Religious Education
- Physical & Health Education (PHE - 2 or 3 lessons of PE and 1 lesson of HE)

Examination entries

Only examination courses approved by the Secretary of State for Education are offered and the School provides public examinations only within its published curriculum offer at the end of Year 11.

The School decides on examination entries, tiers of entry and withdrawals. Whilst a parent or carer may request that their child, in exceptional circumstances, be entered for or withdrawn from a specific subject, the School makes the final decision.

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.
- 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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Sixth Form

Sixth Form Options

The Sixth Form Options process takes place during Year 11. To support students in building their programme of study, in addition to the Sixth Form Open Evening, the School holds a Sixth Form Options Evening, and all students are invited to attend a 1:1 guidance meeting with a member of the senior team.

Examination entries

Only examination courses approved by the Secretary of State for Education are offered and the School provides public examinations only within its published curriculum offer at the end of Year 12.

The School decides on examination entries, tiers of entry and withdrawals. Whilst a parent or carer may request that their child, in exceptional circumstances, be entered for or withdrawn from a specific subject, the School makes the final decision.

2025-26 - IBDP

The School offers the IB Diploma Programme (IBDP) in the Sixth Form. In the IBDP 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.

Students currently in Year 12 will be the last cohort to start the IBDP and will complete their studies in the Summer of 2027.

In exceptional circumstances, reasonable adjustments may be made to a student's programme of study which may include withdrawal from some subjects (certification). Certification in a limited number of subjects is decided by the School after full consideration of personal circumstances with the student and their parents.

Courses offered

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

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Timetable allocation

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

*Mathematics HL courses are allocated 8 periods a fortnight in Y13

2026-27 – A Levels

From September 2026 subjects in our Sixth Form curriculum will be delivered as A Levels for students starting in Year 12.

Students may choose to study three or four A Levels.

All students will have the opportunity to complete the Extended Project Qualification.

All students will follow a core programme throughout the Sixth Form to develop 21st Century Skills. This programme is designed to prepare students for the world they are stepping into: one built on rapid technological change, complex global issues, and high expectations for independent learners. Topics include:

- digital skills and AI literacy,
- authentic critical thinking,
- research techniques.

Timetable

Each A Level subject is taught in 10 one-hour lessons across the two-week timetable. The 21st Century Skills programme is taught in 2 one-hour lessons across the two-week timetable.

Subjects offered

- Art & Design (Fine Art)
- Biology
- Chemistry
- Computer Science
- Design & Technology
- Drama
- Economics
- English Language & Literature
- English Literature
- Environmental Science
- French
- Geography
- History
- Latin
- Maths
- Further Maths (only as a 4th A level as an additional Maths qualification for those studying Maths A Level)
- Music
- Philosophy
- Physical Education
- Physics
- Politics
- Psychology
- Sociology
- Spanish

The curriculum is demand driven and therefore courses will run subject to staffing and timetabling constraints.

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