



Harris Church of England Academy

Policy

Curriculum

Date Tabled:	March 2025
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Related Policies:

- > **Assessment and Reporting Policy**
- > **Feedback Policy**
- > **Teaching and Learning Policy**
- > **Extended Learning Policy**
- > **SEN Policy**
- > **SIAMS Policy**
- > **Collective Worship Policy**
- > **CEIAG Policy**

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1. Curriculum Aims

Our curriculum intent is embodied in Galatians (6:10): '**Whilst we have time, let us do good to all**'. We aim to develop Harris students through a knowledge-rich curriculum underpinned by our Harris Values:

- **HARMONIOUS** - a curriculum that builds tolerance and mutual respect for all within the context of British values.
- **ASPIRATIONAL** – to implement an aspirational and challenging curriculum which appropriately prepares learners for the next stage in their learning journey.
- **RESPONSIBLE** – students to take an active role in their learning, commit key knowledge to memory and recognise that they are accountable for their own success.
- **RESPECTFUL** - for students to live out our intent of 'whilst we have time let us do good to all.'
- **INSPIRATIONAL** – to inspire and encourage our students to be the best they can be.
- **SOCIABLE** – for students to be well-balanced confident citizens ready to access the world around them.

We aim to deliver this intention through:

- Providing a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supporting pupils' spiritual, moral, social and cultural development
- Supporting pupils' physical development and responsibility for their own health, and enable them to be active
- Promoting a positive attitude towards learning
- Ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Having a high academic/vocational/technical ambition for all pupils
- Equipping pupils with the knowledge and cultural capital they need to succeed in life
- Providing subject choices, timed in a way that support pupils' learning and progression, and enabling them to work consistently towards achieving their goals
- Providing a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc

- Providing opportunities to pursue complementary vocational KS4 qualifications, recognising the importance of developing students who wish to pursue more practical, skilled professions
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 Academy Governing Committees set out in the Department for Education's [Governance Handbook](#).

3. Roles and Responsibilities

3.1 Academy Governing Committee

The Academy Governing Committee will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Academy Governing Committee will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils 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
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The Headteacher 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Academy Governing Committee
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The Academy Governing Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Academy Governing Committee is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Deputy Head, leading on Curriculum:

- > To ensure that the five-year curriculum plan, and medium term plans meet the standards of the Academy's curriculum intent
- > To ensure that the five-year curriculum plan for each subject covers the National Curriculum and provides coherent progression from KS2 through to the start of KS5.
- > To ensure that the five-year curriculum adheres to the Gatsby Benchmark 4 across subjects
- > To keep up-to-date with research and best practice and to disseminate relevant information and guidance to staff through appropriate means, providing CPD where necessary
- > To provide guidance and support to Heads of Department in updating or redesigning their curriculum
- > To work with the Deputy Head, leading on Teaching and Learning, to ensure that the department's curriculum is being delivered with consistency of content and quality for all students as evidenced in QA and Deep Dives.
- > To work with the Assistant Head for student specialist support, and with core Heads of Department, to provide and evaluate targeted and personalised curriculum provision for students who are unable to access the mainstream curriculum

SLT Link Line Managers:

- > To support the Deputy Head, leading on curriculum, through line management meetings with the department they support, challenging their heads of department and supporting them with curriculum provision, monitoring the intent, implementation and assessment of impact through regular and rigorous evaluation.

Heads of Department / Subject leads:

- > To plan a carefully sequenced and ambitious subject curriculum for their students, ensuring that the National Curriculum (where there is one) is fully covered and that

learning is linked both back to prior knowledge, and forward to the next stage of students' education or career/life path

- > To ensure that 'cultural capital' is embedded and revisited throughout the curriculum so that students have access to the knowledge and broad awareness that will allow them to understand, access and enjoy British and international identity, context and culture throughout their lives
- > To monitor the implementation of this curriculum across their department through QA, LM and meetings and to support teachers in their department, including non-specialists, where necessary
- > To ensure that curriculum resources have been designed/adapted/modified by classroom teachers to meet the needs of all students in each class they are teaching
- > To incorporate opportunities and flexibility within the curriculum to assess student retention and comprehension of key knowledge and to respond within the curriculum to revisit insecure knowledge and to correct misconceptions as indicated through ongoing assessment.
- > To use data to develop and alter the curriculum according to the needs of students so that they have a firm foundation for future study/application
- > To keep abreast of up-to-date subject knowledge, world events and curricular demands and to refresh and adjust the curriculum intent accordingly, reviewing at least annually to incorporate relevant and contemporary application of key knowledge.
- > To use the time allocated each term to review and update the curriculum in response to student needs as indicated by the data and in-class experience.

Classroom teachers:

- > To contribute, as a team, to the department's five-year curriculum and medium-term plans, ensuring a sequential programme of study which incorporates 'cultural capital', key knowledge, and ambitious learning intentions
- > To implement the department's curriculum to a high standard, seeking support when needed
- > To design/adapt/modify appropriate resources and delivery methods to meet the needs of all students being taught
- > To comply with the HoDs need to consistently assess students' retention of knowledge and any misconceptions and to take steps across lessons to address any gaps or errors in students' understanding
- > To keep up-to-date with subject knowledge so that they are able to make deeper connections, address student questions and deliver the full curriculum intent with confidence. This may include researching the subject knowledge required in their subject at A-level and/or other Level 3 courses in their subjects.

4. Organisation and Curriculum Structure

We believe firmly and passionately in providing a culturally and academically knowledge-rich curriculum for all our students, appropriate to our community's context. We aim to provide our students with the same opportunities and encourage the same self-expectations as students who attend the Grammar schools in our town.

We are a research-informed school and we have designed our curriculum around the ideas of Mary Myatt, Christine Counsell, Tom Sherrington and others. This is not because they have advised Ofsted, but because we recognise the evidence and the merit in the approaches that they have researched and propose.

We recognise the importance of consolidating core cultural and domain-specific knowledge as the basis for students' skills and applications. We ensure that this knowledge is firmly embedded by testing students' retention over time, recognising that *'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned'* (Sweller, Ayres and Kalyuga 2011). We intend that our curriculum empowers our students by being carefully sequenced and integrated. This then allows them to consolidate existing knowledge and to develop a vast web of interconnected information and ideas in their long-term memory enabling them to apply their understanding in broad and unfamiliar situations and to develop 'expertise' in their areas of study.

Our pedagogical approaches support these aims, as do our forms of assessment. In Key Stage 3, we use the curriculum as a progression model (Christine Counsell - 2018), measuring students' progress by how much they can remember, understand and apply over time. We measure the standard of our students' education by the quality of our curriculum intent, implementation and response to ongoing formative assessment (See the Assessment Policy, Teaching and Learning Policy, and the Feedback Policy).

Each subject's curriculum overview is available on our school website and is updated frequently to reflect any changes.

- <https://www.harris.covmat.org/curriculum/>
- <https://www.harris.covmat.org/curriculum-knowledge-organisers/>

Our students' learning in school and at home is supported through a range of resources, including well-sourced text-books, Google Classroom and other subject-specific programmes, such as Sparx for Maths and Educake for English and Science.

Please see our Extended Learning Policy for more information on each subject's approach to, and expectations of, extended learning within their departments.

The taught curriculum is enhanced by a co-curriculum offer running at lunchtime and after school. Clubs and activities including a range of sports, including multiple sports that regularly compete with other schools at a local, regional and national level. Drama clubs and activities take place at lunchtime and after school. September 2023 sees the re-launch of LAMDA

(London School of Music and Dramatic Arts) exams where students can prepare for, and enter exams up to grade 8 in Communication. Grades 5 and 6 GCSE equivalents, with grades 7 and 8 being the same level as A-level and carrying UCAS points towards university entry.

We also offer myriad music clubs and groups where students have the opportunity to develop and perform their skills; Art club also offers students the opportunity to develop and expand their skills and students are entered into local, regional and national competitions and exhibitions. Community groups such as ECO club, Christian Union and LGBTQ+ group strengthen students' sense of community responsibility and identity and are popular with students.

We offer a wide range of trips and visits to broaden students' experiences, including abroad to France, Spain, Germany, Italy and Poland, as well as Nationally to theatres, art galleries, sports events and PGL residentials, with the aim of deepening their understanding and develop character virtues. External agencies are also invited in, such as the Big Bang, providing events and experiences within school to increase students' awareness and aspirations across a wide range of professions, industries and activities.

Key Stage 3

Our Curriculum is designed and delivered around what is the best for the students' academic achievement, future prospects and their emotional and mental wellbeing.

All students in years 7, 8 and 9 study English, Maths, Science, French, History, Geography, RS, Music, Art, Design Technology, Food Technology and Physical Education. Students also study either Spanish or German. Where students have difficulty accessing the curriculum, one or more language may be replaced with targeted reading and/or maths support.

We have based our year 7 curriculum on detailed research of the Key Stage 2 National Curriculum and on the provision across a range of primary schools in our locality. This ensures that we are building on the students' prior learning and that our expectations are appropriate to the students' educational experience and prepares them effectively for KS4.

Our year 7 curriculum incorporates an opportunity to baseline test year 7 students so that any key knowledge gaps or misconceptions are identified early and are addressed in forthcoming lessons. Students' needs are continuously assessed throughout implementation through the 'responsive teaching' approach (see the Teaching and Learning policy).

The Assessment Policy works in conjunction with the curriculum to ensure that students retain key knowledge across subjects. See the Assessment Policy for more information on cumulative assessment across KS3.

Students receive career advice and options support across all year groups. This is designed to support their future career choices as well as their option choices. For those intending to

pursue an academic university route, or degree-level apprenticeships, the importance of the EBacc is emphasised through careers interviews, assemblies and at parent meetings.

Key Stage 4

Students in Year 9 are presented with their range of GCSE Option subjects at the end of the Autumn term/start of the Spring term.

Alongside three options, students study the core subjects of English Language, English Literature, Maths, Combined Science and, as we are a Church of England School, RS, as well as core PE. This means that students experience a varied curriculum diet, supplemented by extra-curricular activities. This curriculum offer is also supported by intervention in Maths and English as well as specific reading intervention for students who have a below average National Reading Standardised Score (NRSS). For a small number of students identified by the school (including those with an EHCP that detail significant learning difficulties), only 2 GCSE options may be taken with additional support in Maths and English, and possibly functional subjects (including in Food and ICT) may be considered if in the best interests of the child.

We believe in implementing an empowering breadth and depth of curriculum that will allow our students to emerge, according to our Harris Values stated at the start of this policy, independent and confident in beginning the next stage of their learning journey.

5. PSHEE and SIAMS

Today's young people are growing up in a world that is ever changing and need to adapt to the social, political and economic needs of society. Therefore, our curriculum aims to have a comprehensive understanding of these shifts and focus on the social and psychological impacts that these then have. PSHEE education is designed to prepare them for life and work in this changing world, helping to keep pupils safe, healthy (both physically and mentally), and boosting their life chances.

A comprehensive RSE (Relationships and Sex Education) programme focuses on inclusivity with all of our students having an opportunity to learn about the biological, social, religious and cultural aspects of sexual education. We offer RSE studies that encourage all students to understand sexuality and gender identity. Working with the Stonewall Framework, we allow students to understand the LGBTQ+ community and the ways in which this impacts on and influences relationships in line with the Church of England Education Office "Valuing all God's Children" guidance. We quality assure our provision against the guidance provided by the PSHE association (<https://www.pshe-association.org.uk/>) and Goodness and Mercy (<https://goodnessandmercy.co.uk/>) which specifically designs RSHE guidance for Church of England Schools.

We embody the HARRIS values throughout this education and we actively encourage our students to apply the knowledge they attain in their PSHEE studies in other lessons across the curriculum and build a culture of tolerance and compassion.

Each week, students' form tutors cover topics in age-appropriate depth, using centrally-created and quality-assured materials that build on previous understanding and help students to make links between the different topics, many of which are closely related to

each other. These concepts are also explored through collective worship in tutor time, house and whole school assemblies. Please refer to the 'Collective Worship' policy for further information pertaining to worship and the SIAMS evaluation schedule.

PSHEE sessions take place on a rolling timetable for a different hour a week. Form tutors deliver the sessions as they will have the greatest opportunity to develop meaningful relationships with their tutees, creating a safe and supportive environment in which to discuss sensitive issues.

Our role as a Church of England School underpins our value-led ethos to encourage students to flourish. We root our curriculum in the theological concepts of Christianity, teaching, as Jesus did, through coherent narratives that encourage reflection and moments of both ordinary, and extraordinary, grace through the exploration of the wonder of nature, the patterns in mathematics, empathy and allegory in English and recognising our place in our community and in the Divine plan.

We have launched from September 2023, a character curriculum, delivered predominantly through our pastoral programme, and enhanced by co-curricular activities, to promote and encourage character virtues, such as courage, empathy, kindness, self control, and others. By making this teaching explicit and structured, we hope to foster our students' and teachers' capacity to respectfully love and support each other, and themselves, and to live flourishing lives. Please see below for more information on our Character Curriculum.

6. Character Curriculum

Our character curriculum is designed to support pupils to flourish and thrive.

At Harris Church of England Academy, we are committed to fostering the holistic development of our pupils by implementing a character curriculum grounded in neo-Aristotelean principles, as promoted by the Jubilee Centre for Character and Virtues. Our character curriculum is designed to cultivate virtues that are essential for personal growth, social responsibility, and active citizenship.

Structure and Delivery

The character curriculum is delivered during tutor time once a week for students in Years 7-10. Each term, we focus on a different virtue, which is selected collaboratively by form tutors and heads of year in the preceding school year. This approach ensures that the virtues taught are relevant and resonate with the experiences and developmental needs of our pupils.

Teaching Methodology

Our character curriculum employs research-driven approaches that engage pupils in meaningful discussions and reflections. The key methodologies include:

1. Dilemma-Based Learning:

- Pupils are presented with ethical dilemmas that challenge them to consider various perspectives and make reasoned decisions. This method encourages critical thinking and moral reasoning.

2. Literature Extracts:

- We incorporate extracts from literature that exemplify the virtues being studied. This not only enriches pupils' understanding of the virtues but also enhances their literacy skills and appreciation for diverse narratives.

3. Debate and Discussion:

- Structured debates allow pupils to articulate their views and engage respectfully with differing opinions. This fosters an environment of open dialogue and encourages the development of communication skills.

4. Real-Life Scenarios:

- We focus on real-life scenarios that pupils can relate to, making the virtues tangible and applicable to their everyday lives. This approach helps pupils understand the importance of character in personal and social contexts.

Assessment and Reflection

Pupils are encouraged to reflect on their learning and personal growth throughout the term. Assessment of their understanding and application of the virtues will be conducted through:

- **Self-Reflection Entries:** Pupils have booklets for each virtue where they reflect on how they have what they have learnt about the virtue and where they have demonstrated the virtue in their daily lives.
- **Peer Feedback:** Pupils will engage in peer discussions to provide constructive feedback on each other's understanding and application of the virtues.

Conclusion

Our character curriculum at Harris Church of England Academy is integral to our vision of nurturing well-rounded individuals who are equipped to contribute positively to society. By instilling virtues through a structured and engaging framework, we aim to inspire our pupils to embody the principles of good character in their lives.

7. Inclusion

Our teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons and deliver Quality First Teaching so that pupils with SEN and/or disabilities can study every National Curriculum subject, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Students for whom English is an additional language and who have little English are provided with bespoke online ESOL classes, taught by tutors in their home language from the Oxford School of Languages. By providing this tuition, we are ensuring the widest possible access to our curriculum for all Harris students.

For a small number of students who have difficulty accessing the mainstream curriculum, we create bespoke interventions with specialist staff in English and Maths and for students whose reading is below average (as recorded by NRSS) and is a barrier to their education, we implement timed, targeted and personalised reading intervention, diagnosing focus need and evaluating progress to enable as many of our students as possible to access a mainstream curriculum and achieve success at GCSE. We aim for all of our students being able to reach their personal and academic potential.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

8. Careers Curriculum Implementation

The school aims to develop an integrated careers and personal development programme that is embedded throughout the wider school curriculum, from year 7 – 11. Enrichment opportunities are provided for all students by establishing purposeful links with employers, Further Education providers, Higher Education providers, training providers, and educational charities.

Our strategic whole school careers strategy aims to ensure outstanding careers provision through the Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

This policy contends with Benchmark 4. Teachers make explicit links in the learning to future study and careers, drawing out aspects of learning that relate to certain careers, such as genetics or journalism, or areas of work. Potential career paths are featured in displays in various parts of the school, and Grofar is used as a resource to support staff in their knowledge of relative careers.

A wider co-curriculum programme seeks to deliver career-integrated education with trips and visits to and from those in industry. These include visits to The Guardian Newspaper Offices;

Writing retreats; visits to a recording studio and staff visits to Jaguar Land Rover to strengthen curriculum links to Engineering.

For further information on our Careers offering, please refer to the CEIAG Policy.

9. Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- > The holding to account of the Headteacher and the member of SLT, leading on Curriculum
- > Links with Departmental Heads

Heads of department and subject leaders monitor the way their subject is taught throughout the school by:

- > Coordinating, disseminating and leading on the Long Term and Medium Term plans of the department
- > Meeting regularly with department staff in Line Management and Departmental time
- > Facilitating the sharing of good pedagogical practice as a routine item in departmental meetings
- > ‘Drop-ins’ to lessons to support and ensure consistency
- > Consulting departments on planned summative assessments
- > Analysing the results of summative assessments on an item-by-item level and providing feedback to the department so that weaker areas are addressed and tracked in the next summative assessment (please refer to the Assessment Policy).
- > Cooperating with the Acting Deputy Headteacher, leading on Teaching and Learning, in Quality Assurance procedures, involving student voice, work scrutinies and observations (Please refer to the Teaching and Learning Policy)
- > Managing the department’s resources so that there is consistency and high quality in what is provided to students. This includes purchased products, such as textbooks and online study tools as well as resources developed by teachers

This policy will be reviewed every year by Deputy Headteacher, leading on Curriculum. At every review, the policy will be shared with the full Academy Governing Committee.