

CURRICULUM POLICY



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

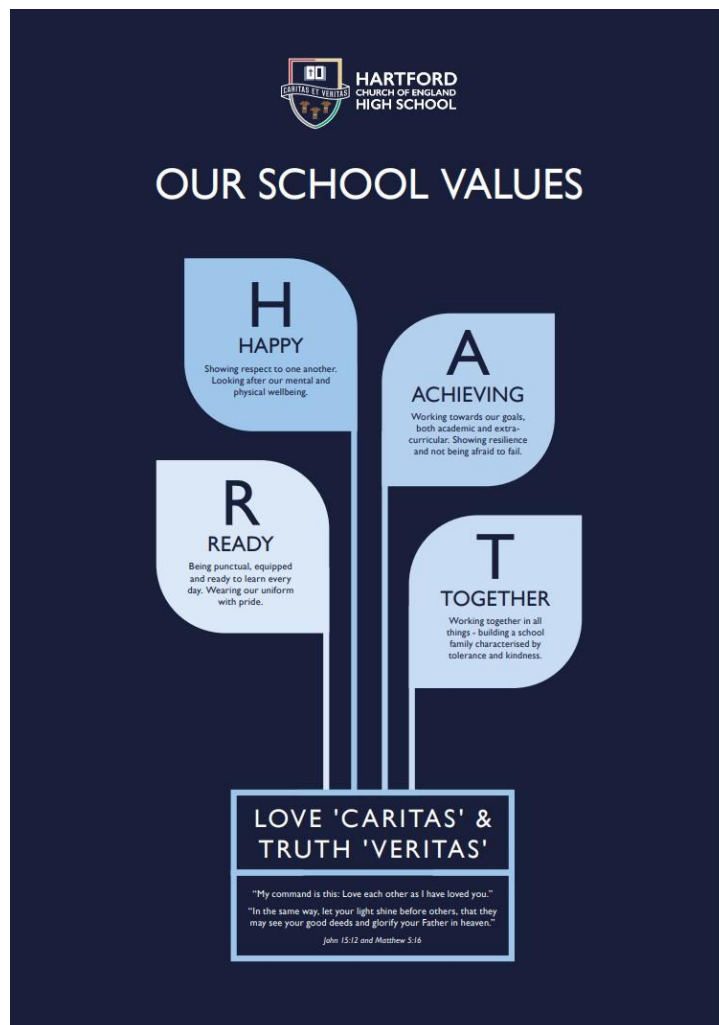
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The Curriculum Policy for Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

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I. Aims

Hartford Church of England High School is committed to delivering a broad and balanced curriculum for all students, adhering to national standards and expectations. Our goal is to ensure equal access for all to high-quality education, with appropriate levels of challenge and support tailored to the needs of every student.

Our curriculum also aims to:

- Uphold and enhance our core values of **Happy, Achieving, Ready, Together**.
- Offer a comprehensive range of subjects that enable students to acquire knowledge, skills, and understanding across academic, creative, and practical disciplines.
- Provide a full range of subject choices to all students, accommodating varied interests, talents, and aspirations, including both academic and vocational qualifications.
- Deliver a curriculum that complies with national requirements and frameworks, including the National Curriculum (where applicable), to maintain consistency, quality and excellence.
- Foster an environment of academic excellence, ensuring that all students reach their full potential by setting high expectations and providing opportunities for success.
- Support students' moral, social, cultural, mental, and physical development, preparing them to be responsible, well-rounded citizens.
- Encourage students' spiritual development by promoting reflection, exploration of values and beliefs, and engagement with ethical and philosophical questions, while supporting a sense of purpose, identity, and empathy.
- Equip students with the knowledge, skills and qualifications required for success in further education, training, and employment, while empowering them to make informed career choices.
- Ensure that the curriculum is accessible and relevant to all students, regardless of ability, background, or needs, by removing barriers to learning and participation.
- Provide in-depth, stimulating learning experiences that engage each student and provide appropriate levels of stretch and challenge.
- Enables students to develop spiritually through opportunities for reflection, discussion, and exploration of values and beliefs, fostering empathy, respect, and a sense of purpose.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- The Children Act 2004
- The Education Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following school policies:

- Accessibility Policy
- Assessment Policy
- Careers Policy
- Home Learning Policy
- Marking and Feedback Policy
- Personal, Social, Health and Economic Education (PSHCE) Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Staff Code of Conduct Policy
- Teaching and Learning Policy

3. Roles and Responsibilities

The Governors are responsible for:

- Approving, reviewing, and monitoring the content and implementation of the curriculum policy to ensure it aligns with the school's ethos, vision, and statutory requirements.
- Liaising with the Headteacher, Senior Leadership Team (SLT), Heads of Department (HoD), and teachers to track and evaluate student progress and attainment, ensuring that curriculum delivery supports high standards of achievement for all students.
- Formulating a Curriculum, Teaching and Achievement Committee to assist in the development, implementation, and evaluation of the curriculum.
- Collaborating with the SLT to make informed decisions about curriculum content, ensuring breadth, balance, and relevance to the needs of all students.
- Verifying that the curriculum meets all statutory requirements, including coverage of the National Curriculum and other mandates such as the **SIAMS (Statutory Inspection of Anglican and Methodist Schools) Framework**.
- Ensuring that the curriculum is inclusive and accessible, removing barriers to learning for all students, including those with special educational needs, disabilities, or English as an additional language.
- Ensuring the curriculum offers a broad and balanced range of subjects.
- Ensuring sufficient teaching time is allocated for all students to cover the curriculum effectively.

The Headteacher, alongside the Deputy Headteacher for Quality of Education and members of the Senior Leadership Team (SLT) is responsible for:

- Presenting the agreed curriculum and curriculum model to the governing board on an annual basis.
- Producing an annual report for the Governing Board outlining the standards achieved by students, as well as any alternative arrangements made to ensure all students have equitable access to the curriculum.
- Overseeing the development and delivery of a curriculum that is inclusive and accessible to all students, removing barriers to learning and participation.
- Providing strategic leadership so that teachers are able to plan and implement the curriculum effectively, while ensuring their workload remains balanced and manageable.
- Ensuring the curriculum is implemented consistently across all subjects and year groups, addressing any challenges promptly to maintain high standards of delivery.
- Making necessary adjustments to the curriculum to respond to students' needs, feedback, or changes in statutory guidance.
- Keeping up-to-date with relevant statutory updates and policies, and taking action where required.
- Managing and processing parental requests to withdraw students from specific curriculum subjects, ensuring appropriate procedures are followed and alternative arrangements are made where necessary.
- Ensuring that proper provision is in place for students with differing abilities and needs, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), or other specific requirements.
- Maintaining and updating the curriculum policy regularly.
- Regularly assessing the effectiveness of the curriculum, using data on student progress, teacher feedback, and stakeholder input to identify areas for improvement.

Heads of Department are responsible for:

- Providing strategic leadership for the department that they lead, ensuring that the department's curriculum aligns with the school's overall vision, aims, and curriculum policy.
- Setting high expectations and driving improvement within their department through leading by example and fostering a culture of excellence.
- Developing and implementing a curriculum that equips students with the knowledge, skills, and understanding needed to succeed.
- Regularly reviewing and updating schemes of learning to reflect best practices, and the requirements of the National Curriculum.

- Ensuring that the department's curriculum complies with statutory requirements and the school's policies, including safeguarding, equality, and diversity.
- Managing and supporting teaching staff within the department, providing ongoing guidance, advice, and constructive feedback.
- Facilitating professional development opportunities to enhance teaching quality and subject expertise across their department.
- Overseeing the consistent and effective delivery of the curriculum within their department, ensuring all teachers follow the department's schemes of learning.
- Ensuring the efficient management and allocation of resources within their department, including textbooks, technology, and specialist equipment.
- Ensuring the curriculum is inclusive, equitable, and accessible to all students, regardless of background, ability, or specific educational needs.
- Collaborating with SEND and Pastoral teams, as well as external agencies where required, to provide specialist resources and tailored support for students who require additional assistance.

Teaching staff are responsible for:

- Consistently implementing the curriculum policy across all aspects of teaching and learning practices.
- Collaborating with the Head of Department to ensure planning is in place in the long-term, medium-term and short-term.
- Using creative and innovative teaching strategies to engage all students.
- Working in collaboration with the SENDCO and TAs to ensure lessons are inclusive and accessible to all students, especially those with SEND.
- Ensuring that their planning, implementation and assessment adhere to the expectations of the Teaching and Learning framework.
- Adapting teaching resources and utilising strategies to eliminate barriers to learning and maximise participation for all students.
- Celebrating the academic achievements of all students, fostering a positive and encouraging learning environment.
- Working to close the attainment gap between students with differing levels of ability by providing equitable opportunities and resources.
- Reporting on student progress, including students with SEND, to the SENDCO, SLT, Headteacher, and parents as required.
- Engaging in professional development opportunities to improve subject knowledge and teaching practices.
- Contributing to the development and improvement of departmental resources where needed.
- Upholding high professional standards in the delivery of the curriculum, ensuring accountability for student outcomes and continuous improvement.

The SENDCO is responsible for:

- Collaborating with the Headteacher, SLT, Heads of Department, and teachers to ensure the curriculum is inclusive and accessible for all students, including those with SEND.
- Providing additional interventions for students with SEND, that enhance the curriculum and students' ability to access it.
- Identifying and addressing potential barriers to learning within the curriculum, making recommendations to adapt teaching strategies, resources, and classroom environments.
- Ensuring teaching materials, schemes of learning, and resources align with the Equality Act 2010, avoiding discrimination and promoting diversity and inclusion.
- Advocating for equitable access to the curriculum by ensuring students with SEND are not disadvantaged in any way.
- Conducting assessments for students identified as requiring additional support to determine their specific needs.
- Ensuring that all necessary information relating to students with SEND is provided for teachers and Heads of Department, this will include student passports.
- Working closely with Heads of Department to embed inclusive practices within curriculum planning and delivery.

4. Curriculum Organisation

Key Stage 3

At Hartford Church of England High School, we believe that Key Stage 3 learning should be challenging and engaging, focusing on providing students with a broad range of subjects to study in order for them to acquire knowledge to utilise both within and beyond the classroom. Our curriculum is carefully sequenced to build on the knowledge gained from Primary School, forming a solid foundation for students in Key Stage 4 and beyond. We also offer a strong PSHCE (Personal, Social, Health and Economic Education) curriculum that reflects our Christian ethos, helping students develop a strong sense of morality and community during Years 7 to 9.

At Key Stage 3, students study the following subjects: English, Mathematics, Religious Education and Science, as core subjects, alongside Art, Computing, Design Technology, Drama, History, Geography, Music, Physical Education, and Spanish, as well as PSHCE and RSHE (Relationships, Sex and Health Education).

Key Stage 4

At Key Stage 4, all students follow the core subjects of English, Mathematics and Science (Combined or Separate), in line with the National Curriculum, and Religious Education in line with the expectations of being a Church of England High School. In addition to these core subjects, students choose from a range of optional subjects based on their interests and future career aspirations, allowing them to tailor their education to their personal goals and strengths. The range of optional subjects includes both GCSEs and vocational qualifications, ensuring students can gain a broad range of qualifications by the time they leave Hartford Church of England High School. PSHCE and RSHE is also delivered in Years 10 and 11.

Optional subjects

All students select 3 optional subjects to study:

- Option 1 – One of History, Geography or Spanish
- Options 2 and 3 – Students select 2 from the following: Art, Business Studies, Citizenship, Computer Science, Dance, Drama, Engineering Design, Enterprise and Marketing, Food Preparation & Nutrition, Geography, Health & Social Care, History, Information Technology, Music, Physical Education and Spanish.

Whilst all students must choose one of History, Geography and Spanish as their first option, all these subjects can be chosen as one of a student's 3 options, i.e, a student could choose to study History, Geography and Spanish.

If students wish to study a BTEC Qualification, they should opt for a maximum of one, as these have heavy coursework content and pressurised deadlines.

Relationships and Sex Education

At Hartford Church of England High School, Relationships, Sex and Health Education (RSHE) is an integral part of the PSHCE curriculum, delivered to all students in Key Stages 3 and 4. The RSHE programme aligns with both national and local guidelines, ensuring it is inclusive, comprehensive, and age-appropriate. More information is available in the school's PSHCE and RSHE Policies.

Careers Guidance

Careers education, information, advice, and guidance (CEIAG) is embedded within the PSHCE curriculum and offered to all students. In addition, students benefit from independent advice provided by qualified careers advisors. The school is fully committed to achieving the Gatsby Benchmarks, ensuring a high standard of careers education that equips students for their future pathways. More information is available in the school's Careers Policy.

British Values

Hartford Church of England High School is committed to promoting the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs, as well as for those without faith.

These core values are seamlessly integrated across the curriculum, ensuring students encounter and engage with them in a variety of subjects and contexts. They are also deeply embedded in our school ethos and reflected in our core values. By fostering these values, we aim to prepare students to be responsible, respectful, and active members of society.

5. Curriculum Planning

Our curriculum is carefully sequenced to build on the knowledge gained from each Key Stage, including Primary School into Year 7.

End Points

The granular knowledge of each subject is carefully considered and is visible in an End Point document. This document allows teachers to understand what explicit knowledge students need to be taught and how it can be sequenced over time to build on prior knowledge. It also breaks up bigger concepts within subjects, so there is a thread which runs throughout Key Stage 3 which showing progression of knowledge and application. This also ensures that all students have an equitable experience and have the same opportunities for achievement. All End Point documents are written by members of a department and reviewed by its Head of Department. The End Point documents ensure that subject staff have a clear understanding of all the knowledge they need students to know in order to achieve the highest possible grade.

Long-Term Plans

Long-Term Plans of Schemes of Learning must be in place to support a teacher's planning and should be saved where designated by the Deputy Headteacher in charge of the Quality of Education so that they are accessible to all staff who teach a subject. Each Long-Term Plan must be written using the school's proforma. Schemes of Learning should be identified on the Department's Long-Term Plan, which are also published on the school's website for every year group in each subject. The Long-Term Plan must contain: the topic, focus, vocabulary, assessments, curriculum thread links and wider reading for each scheme of learning.

Medium-Term Plans

Medium-Term Plans for Schemes of Learning must be in place to support a teacher's planning of individual lessons. When planning a lesson teachers should be clear where this fits into their subject's overall curriculum. Teachers will know what prior knowledge is needed to be learnt before a lesson is taught, which is highlighted in the End Point document, and what knowledge needs to be retrieved in future lessons. The Medium-Term Plan must contain: the 'Know That' and 'Know How', the 'Do Now', vocabulary, knowledge checks, assessment, home learning and CEAIG for each lesson in the scheme. This supports individual lesson planning, allowing teachers to adapt to the needs of their class by understanding the knowledge required in each lesson and how to test it to ensure they are aware of what students know.

Individual Lesson Planning

Teachers are required to adapt planning to meet the needs of all students. A teacher must have knowledge of the students; their prior attainment and specific needs in order to effectively deliver high quality teaching. Quality first teaching is the initial process of intervention for meeting the needs of students with Special Educational Needs and Disabilities. Teachers are required to have a seating plan on Arbor which reflects the needs of the students within the class. Each lesson must start with a 'Do Now' and then follow elements from the Teaching and Learning Framework to ensure students learn the necessary knowledge for that lesson. When planning, teachers should consider the different pedagogical approaches that can be used to engage, motivate and challenge students.

6. Equal Opportunities

Hartford Church of England High School is committed to providing a curriculum that promotes equality, celebrates diversity, and ensures inclusivity. The curriculum is planned and delivered with due regard to the Equality Act 2010, which identifies the following nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Every effort is made to ensure that all students, regardless of their characteristics, have equal access to the curriculum content and learning opportunities.

The curriculum actively celebrates diversity, fostering an environment of respect and understanding. The SLT is responsible for ensuring that no aspect of the curriculum discriminates against any of the protected characteristics, promoting a culture of inclusivity and equity throughout the school.

7. Supporting Students with Special Educational Needs and Disabilities (SEND)

The curriculum is thoughtfully designed to ensure access and opportunities for all students who attend the school. Students with Special Educational Needs and Disabilities (SEND) will be provided with the necessary support to succeed both academically and in their personal development, in accordance with the school's Special Educational Needs and Disabilities (SEND) Policy.

For more information, please refer to the school's SEND Policy.

8. Monitoring of Policy and Reporting

This policy will be reviewed on an annual basis by the Quality of Education Committee.

The Governors' annual report will contain updates and analysis regarding the school's curriculum.

The Chair of Governors will ensure any changes to this policy are communicated to all relevant staff members.

Date approved by Governing Board: Date: 09/02/2026

Applicable from: Date: 09/02/2026

Signed by

Headteacher:

Date: Date: 09/02/2026

Chair of Governors:

Date: Date: 09/02/2026