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# 1. Curriculum intent

The curriculum we offer to all our students is broad, balanced, inclusive and purposeful. In our curriculum, knowledge is king and allows all our students to progress in line with their potential.

Our curriculum builds on what students have learnt by the time they leave primary school and goes beyond the minimum requirement of the National Curriculum. Our curriculum is underpinned by the school's core values of curiosity, courage and compassion, which staff and students model in lessons, discussion and debate.

We are committed to delivering a curriculum of consistently exceptional quality. We ensure that our curriculum intent and implementation are embedded securely and consistently across both campuses. Colleagues have a firm and common understanding of the school's curriculum intent and what it means for their practice, and lessons across the school contribute to delivering it. The work given to students, over time and across the school, matches the aims of the curriculum and is coherently planned and sequenced towards cumulatively sufficient knowledge, understanding and skills for future learning and employment. As a result, all our students, whatever their needs and background, achieve highly and produce work of a consistently high quality.

The Weald curriculum is designed to:

- Ensure that all our students, whatever their background, aspirations and starting points, acquire the knowledge, values and cultural capital needed to take advantage of the opportunities, responsibilities and experiences of later life.
- Enable all our students to experience academic excellence and personal success by creating an aspirational, high-achievement environment, while offering targeted support and additional challenge so that all students make strong progress.
- Ensure the logical, sequenced and progressive acquisition of knowledge through a clear golden thread in each subject, allowing students to commit substantive, disciplinary and procedural knowledge to long-term memory and apply it in different contexts, so that they know more, do more and remember more.
- Develop literacy across every subject, including reading, comprehension, the accurate use of standard English and subject-specific vocabulary.
- Develop metacognitive strategies that enable students to think explicitly about their own learning and become active, motivated participants in their academic progress.
- Offer all our learners a broad and balanced range of subjects and experiences, through carefully sequenced lessons, whole-school and extracurricular activities, and wider reading that are representative of the diverse world we live in.
- Provide students with opportunities to develop the oracy skills needed for successful discussion, inspiring speeches and effective communication, by developing physical, linguistic, cognitive, social and emotional skills.
- Prepare our students for the world that awaits them beyond school by enabling them to become confident, resilient, articulate, courageous, thoughtful, kind, creative and responsible leaders.

## 1.1 Subject intent

Every subject has a published intent statement that explains how it contributes to the whole-school intent, its golden thread of core concepts, and the knowledge, skills and values students will develop. Subject intent statements are published on the school website for:

Art, Business and Economics, Computer Science, Design and Technology, Drama, English, Food and Nutrition, Geography, History, Mathematics, Media Studies, Modern Foreign Languages, Music, Physical Education, Politics, Psychology, Religious Education and Philosophy, Science, Sociology.

## 2. Legislation and guidance

This policy reflects the requirement for academies to provide a broad and balanced curriculum under the Academies Act 2010, and the National Curriculum programmes of study, which we have chosen to follow and exceed.

It also reflects:

- the requirements for inclusion and equality in the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years
- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the associated statutory guidance
- the Department for Education's statutory guidance on careers guidance and access for education and training providers
- the curriculum-related expectations of trustee boards set out in the Department for Education's academy trust governance guide
- the Department for Education's guidance on what academies should publish online

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

Following the national Curriculum and Assessment Review (November 2025), the government has confirmed that a revised national curriculum will be introduced from 2028 and that the English Baccalaureate (EBacc) performance measure will be removed. This policy will be reviewed as the new programmes of study and accountability measures are published.

## 3. Roles and responsibilities

### 3.1 The Trustee board

The Trustee board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Trustee board will also ensure that:

- A robust framework is in place for setting curriculum priorities.
- The school complies with its funding agreement and teaches a broad and balanced curriculum which includes English, mathematics, science and (subject to the right to withdraw) religious education, and that enough teaching time is provided to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including students with special educational needs and/or disabilities (SEND).
- All courses provided for students 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.
- Students in Years 7 to 13 are provided with independent careers guidance, and that this is appropriately resourced.
- Required curriculum information is published on the school website and kept up to date.
- Except in exceptional circumstances, all students study a modern foreign language to GCSE, reflecting the school's commitment to academic breadth.

### 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 students will be met.
- Every subject has an up-to-date intent statement and curriculum map.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Trustee board.
- Requests to withdraw students from relevant curriculum subjects are managed appropriately.
- The school's procedures for assessment meet all legal requirements.
- The Trustee board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum and is advised on whole-school targets to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including students with SEND.

### 3.3 Heads of department and other staff

Heads of department are responsible for their subject's intent statement and curriculum map, and for ensuring that each subject's golden thread of core concepts is sequenced coherently from Year 7 to Year 13.

All staff will ensure that the school curriculum is implemented in accordance with this policy. Teachers are leaders in their classrooms, and we believe in allowing them to use their specialist knowledge to deliver excellent learning opportunities for the students in their care. With the guidance and support of heads of department and other middle and senior leaders, we seek to create a culture of open discussion about the quality of education and the delivery of a curriculum which is broad, balanced, inclusive, diverse and inspirational.

## 4. Implementation

### 4.1 Curriculum structure

The following subjects are taught at Weald of Kent to ensure our curriculum is broad and balanced.

#### Key Stage 3 (Years 7 to 9)

| Subject (all students)   |
|--------------------------|
| English                  |
| Mathematics              |
| Science                  |
| Modern Foreign Languages |
| History                  |
| Geography                |
| Physical Education       |
| Computing                |
| Religious Education      |
| Drama                    |
| Art                      |

| Subject (all students) |
|------------------------|
| Design and Technology  |
| Music                  |
| PSHCE                  |
| Literacy               |
| Scholarship            |

#### Key Stage 4 (Years 10 and 11)

| Core subject (all students)             |
|-----------------------------------------|
| English Language and English Literature |
| Mathematics                             |
| Biology                                 |
| Chemistry                               |
| Physics                                 |
| Geography or History                    |
| French, German or Spanish               |
| Physical Education (core)               |
| PSHE                                    |

| Option subject (students choose two open subjects)                          |
|-----------------------------------------------------------------------------|
| Art                                                                         |
| Business                                                                    |
| Computer Science                                                            |
| Drama                                                                       |
| Design and Technology                                                       |
| Food Preparation and Nutrition                                              |
| Music                                                                       |
| Physical Education (GCSE)                                                   |
| Religious Studies                                                           |
| Geography or History (the humanity not taken in the core)                   |
| Languages (the language not taken in the core and only if a native speaker) |

#### Key Stage 5 (Years 12 and 13)

All students study three A levels at Weald of Kent. Students whose average point score across their best eight GCSEs is at least 8 may choose a fourth A level at enrolment. All students also study PSHE (one lesson per fortnight). A level subjects currently offered are:

Art, Biology, Business, Chemistry, Computer Science, Design and Technology: Product Design, Drama and Theatre, Economics, English Language, English Literature, French, Further Mathematics, Geography, German, History, Mathematics, Media Studies, Music, Philosophy, Physical Education, Physics, Politics, Psychology, Sociology, Spanish.

Further Mathematics must be taken alongside A level Mathematics. Courses run subject to sufficient numbers. Sixth Form students are based at our Tonbridge campus.

In addition:

- Students may take the Extended Project Qualification (EPQ)
- All Year 12 students take part in bi-weekly Sixth Form Sport, with a choice of activities that change each half term.
- All Year 12 students engage in a programme of academic lectures.

Religious education and citizenship are additionally taught through scholarship, PSHE, form time, assemblies and the lecture programme.

## **4.2 Literacy, reading and oracy**

Every subject contributes to literacy across the curriculum. Teachers model and expect the accurate use of standard English and explicitly teach the vocabulary and terminology of their discipline. Reading and comprehension are developed in every subject, supported by a dedicated literacy lesson in Key Stage 3, wider reading lists and the school library. Oracy is developed through structured discussion, debate and presentation.

## **4.3 Teaching and learning**

Our approach to teaching is set out in the Teaching and Learning policy and in each subject intent statement. In all subjects, students can expect:

- subject specialists who teach to the top, without oversimplifying or reducing the curriculum
- a classroom that is active and challenging, with high levels of participation, discussion and thinking hard
- teaching informed by cognitive science, including regular retrieval practice so that knowledge is secured in long-term memory
- formative feedback, including live and verbal feedback, modelling, guided practice, and self- and peer-assessment
- broad domain assessments, followed by reflection and repair tasks that help students act on feedforward

## **4.4 Enrichment and super-curricular learning**

Students are exposed to knowledge beyond the taught curriculum through enrichment opportunities, including clubs and societies, the Duke of Edinburgh's Award, music and drama, guest speakers, trips, and departmental super-curricular events. These opportunities deepen subject knowledge and develop students' cultural capital.

## **4.5 PSHE and relationships, sex and health education**

PSHE is taught to all students from Year 7 to Year 13 and includes statutory relationships and sex education and health education. Parents and carers may request that their child is withdrawn from sex education (but not from relationships or health education) up to three terms before the child turns 16; after that point, the student may choose to receive sex education. Further details are set out in our Relationships, Sex and Health Education policy.

## **4.6 Religious education**

Parents and carers have the right to withdraw their child from all or part of religious education. Requests should be made to the headteacher.

#### **4.7 Careers education**

Careers education, information, advice and guidance is provided for all students from Year 7 to Year 13, and details of the careers programme are published on the school website. Further details are set out in our Careers policy.

#### **4.8 Spiritual, moral, social and cultural (SMSC) development and British values**

SMSC development is detailed in our Quality of Care Strategic Document. Students have access to a wide and enriching programme of social, moral, spiritual and cultural education across the school. All curriculum subjects contribute to this, with Art, Design and Technology, Drama, English, Geography, History, Modern Foreign Languages, Music, Physical Education, Religious Education and Science taking a leading role. Assemblies and the PSHE programme also contribute to students' SMSC development and to their understanding of fundamental British values.

Our extracurricular programme also contributes significantly to students' personal development.

#### **4.9 Published curriculum information**

The following curriculum information is published on the school website:

- the whole-school curriculum intent and subject intent statements
- whole-school curriculum mapping showing curriculum content by subject for each year group from Year 7 to Year 13
- subject information pages, the PSHE programme and the Sixth Form curriculum booklet, including the courses available at Key Stages 4 and 5

### **5. Inclusion**

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

- more able students
- students with low prior attainment
- students from disadvantaged backgrounds
- students with SEND
- students with English as an additional language (EAL)

Teachers plan lessons so that students with SEND can study every curriculum subject wherever possible, and so that there are no barriers to any student achieving. The school's Accessibility Plan sets out how we will increase the extent to which disabled students can participate in the curriculum, in line with the Equality Act 2010 and the SEND Regulations 2014.

Teachers also take account of the needs of students whose first language is not English. Lessons are planned so that teaching helps these students to develop their English and to take part fully in all subjects.

Further information can be found in our Single Equality policy, SEND policy and information report, and Accessibility Plan.

### **6. Monitoring arrangements**

Trustees monitor whether the school is complying with its funding agreement and teaching a broad and balanced curriculum which includes the required subjects.

The Senior Leadership Team monitors the curriculum through:

- regular learning walks

- lesson observations
- work scrutiny
- student voice
- analysis of common assessment outcomes

Heads of department monitor the way their subject is taught throughout the school through:

- regular learning walks
- lesson observations
- work scrutiny
- student voice
- review of the subject intent statement and curriculum map

Heads of department are also responsible for monitoring how subject resources are stored and managed.

This policy will be reviewed every three years, or sooner if national curriculum requirements change.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning policy
- Relationships, Sex and Health Education policy
- British values
- Careers policy
- Assessment policy
- Non-examination assessment policy
- SEND policy and information report
- Accessibility Plan
- Equality information and objectives (Single Equality policy)
- Quality of Care Strategic Document

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|-------------------|-----------------------------------------------|------------------|----------------------------------------|
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