



Curriculum Policy

Name of Policy	Curriculum Policy
ISSR	Part 1: Quality of Education
Reviewed by	SMT
Author/SMT	Dr T Durno, Deputy Head (Academic)
Date of school review	June 2025
Date of next school review	June 2026

Policy Overview

This policy applies to the Senior School.

This policy document details the aims of the school and curriculum alongside an outline of how the curriculum is delivered in each Key Stage of the Senior School.

Alleyne's Junior School has its own Curriculum Policy which is published separately. We aim to provide continuity between the Junior and Senior School Curricula. The Director of Studies of the Junior and the Deputy Head Academic of the Senior School meet regularly and Heads of Departments formally discuss issues relating to their curriculum area at least twice a year.

As well as the School's Vision Statement, a number of other policy documents also contribute to curriculum policy and delivery:

- Assessment, Recording and Reporting Policy
- Specific Learning Differences Policy
- More Able and Talented Policy

School Values

Our school values, the Alleyn's ROCCCK (Respect, Opportunity, Curiosity, Courage and Kindness), are embedded across every aspect of School life and bring power and purpose to everyone in the Alleyn's community.

We recognise wonderful exam results are a by-product of an outstanding values-driven education, an education which aims to:

- Promote respect, wellbeing and diversity in a caring community where every individual can flourish;
- Develop curiosity, wonder, creativity and a love of learning;
- Inspire ambition and intellectual rigour through excellent teaching and learning;
- Cultivate discovery and opportunity through an outstanding co-curriculum;
- Foster awareness, leadership and connection through partnership and enterprise;
- Cherish the wide Alleyn's family and honouring our historic commitment to Edward Alleyn's charitable foundation of God's Gift.

Curriculum Aims

- To educate boys and girls together enabling them to gain the best preparation for further education and working relationships in later life.
- To provide a first-class all-round education to those of high intellectual promise and academic potential. To this end, subject departments will provide stretch and challenge as well as support as appropriate in order to enable all to make progress in their learning and achieve high academic standards. The learning support department monitors and supports those who are identified with specific learning differences or those with English as an additional language.
- To produce students who are independent life-long learners; confident, articulate and caring; who value achievement and co-operation; and who have high aspirations for themselves and their community. The aim is to do this by:
 - developing logical, critical and imaginative thinking across a full range of academic disciplines;
 - enabling students to develop their thinking and learning skills and acquire transferrable skills such as speaking, listening, literacy and numeracy by incorporating them into the teaching of subjects;
 - offering a broad and balanced range of subject opportunities appropriate to a student's level of study;
 - creating opportunities to engage critically and imaginatively with new and emerging technologies;
 - providing, progressively, an element of choice to meet individual needs, abilities and interests;
 - embracing a range of teaching styles and learning opportunities supported by appropriate self-evaluation and independent assessment;
 - fostering an appreciation of moral responsibility and the spiritual dimension of life;
 - actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - developing pupils and students personally, socially and culturally;
 - engaging with and be responsive to educational developments and research;
 - inspiring an extensive programme of co-curricular activities.

- To assist in actively promoting of the Fundamental Values of democracy, the rule of law, individual liberty and mutual respect for - and tolerance of - those with different faiths and beliefs and for those without faith while at the same time ensuring that nothing in the schemes of work could serve to undermine those Fundamental British Values. This is promoted in a holistic curriculum that helps to teach the value of kindness and good moral sense in activities both within and outside the classroom.
- The School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of life in London and elsewhere, adult life and citizenship. The School ensures that children are taught about safeguarding, including online safety, as part of its broad and balanced curriculum. Central to this is the work of the Head of PSHE, but all staff involved in planning the curriculum will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.
- We also consider how the curriculum and co-curriculum can help in promoting a healthy school: developing a School ethos and environment which encourages safe and healthy lifestyle for pupils; covering relevant issues through Relationships and Sex Education delivered through the PSHE programme; providing high quality Physical Education and sport to promote physical activity; appreciating a sense of 'the other' aside from purely materialistic interpretations of the meaning of life, enabling an appreciation of what constitutes a spiritual understanding; encouraging a sense of gratitude for the opportunities we have in our community of Alleyn's and the wider British society; promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and well-being both as an individual and as part of wider modern British society.
- Careers education forms an important part of our curriculum and we place great emphasis around building excitement about Careers. At each stage, there is a different focus: from curiosity about careers in the Lower School, via more formal exploration of careers in the Middle School to decision-making in the Upper School. These stages help to prepare learners to make well-informed decisions as they embark on next steps towards university and/or apprenticeships, having started to actively consider what is important to them in their bigger picture of life and work in the future. Activities for pupils range from reflecting on their strengths and skills; exploring jobs of the future; gaining insights about different ways of working such as employment, freelancing and entrepreneurship, building relationships (network); learning goal setting techniques; undertaking work experience; learning about personal branding and how positive purposeful use of social media can be in career development. They will also write CVs; practise interviews; get clear on multiple routes towards their career goals and understand more about how the economy, politics and society connect with their own lives and careers.

Curriculum Outline

The following tables show the breakdown of the curriculum in each Key Stage. The School is committed to enabling students to follow their chosen options wherever possible so there are some individual exceptions to these patterns. Adaptations to the curriculum are occasionally made to accommodate pupils with Specific Learning Differences, including those with an EHC plan or those for whom English is an additional language.

Key Stage 3 Curriculum

The primary aim is to ensure a broad and balanced curriculum which provides appropriate opportunities for pupils with specific interests, aptitudes, abilities. There is a common curriculum for Years 7-8 with some guided choice in Year 9.

Subject	Year 7	Year 8	Year 9
	lessons per 10-day cycle		
English	7	6	7
Maths ¹	7	7	7
Modern Languages ²	4	5	2 or 3: 5 periods each*
Language 2		5	
Latin	5	4	
Geography	3	4	3
History	3	4	3
Religious Studies	2	3	3
Combined Science	8	8	
Biology			4
Chemistry			4
Physics			4
Alley's Intelligence Quotient ³	4	1	2
Computing ³	2	1	
DT/Food & Nutrition ⁴	4	4	
Art	4	3	
Music	4	3	
Drama & Dance ⁴	2	2	
PSHE ⁵ /Tutor	3	2	2
Creative option 1 ⁶			4
Creative option 2			4
Language 3 or Creative 3 ⁷			5*
PE & Swimming	4	4	4
Games	4	4	4
TOTAL	70	70	70

- Notes:

- 1 Mathematics is grouped by ability in Year 9
- 2 In Modern Languages in Year 7, pupils have a 8-week carousel of French, German, Spanish and Mandarin. In the academic year 2025/26, at the end of Year 7, pupils will choose either to continue one of these languages alongside Latin, or two of these languages, dropping Latin during Year 8. Pupils beginning Year 8 in September 2025 will study two of these languages alongside Latin, having begun studying one of them in the Trinity Term of Year 7.
- 3 In Year 8, Computing and AiQ follow a carousel with pupils studying each for half the year.
- 4 In Years 7 and 8, Food and Nutrition and Design Technology and Dance and Drama operate as a carousel with pupils studying each for half the year.
- 5 PSHE is delivered through the tutor programme as well as by outside speakers and organisations. The aims of PSHE at Alleyn's are to ensure that pupils are taught skills that are central to personal and professional success in life. It helps them to learn about, and understand, what it means to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. A detailed outline of the PSHE programme can be found in the relevant schemes of work for each year group.
- 6 In Year 9, pupils choose between continuing with either two or three languages (Latin, French, German, Mandarin, Spanish – depending on which ones they currently study) and either two or three creative subjects, choosing from Art, Computing, Design Technology, Food, Drama and Music.
- 7 Pupils opting for the three-creative-subjects route will also have a single period per cycle following a carousel of Philosophy, Psychology and History of Art.

Key Stage 4 Curriculum

Subject	Year 10	Year 11
	lessons per 10-day cycle	
English	11	10
Maths	7	8
Biology	5	6
Chemistry	5	6
Physics	5	6
Modern Language	7	6
Option 1	7	6
Option 2	7	6
Option 3	7	6
Alley's Intelligence Quotient		2
PE	3	2
Games	4	4
PSHE/Careers/Tutor	2	2
TOTAL	70	70

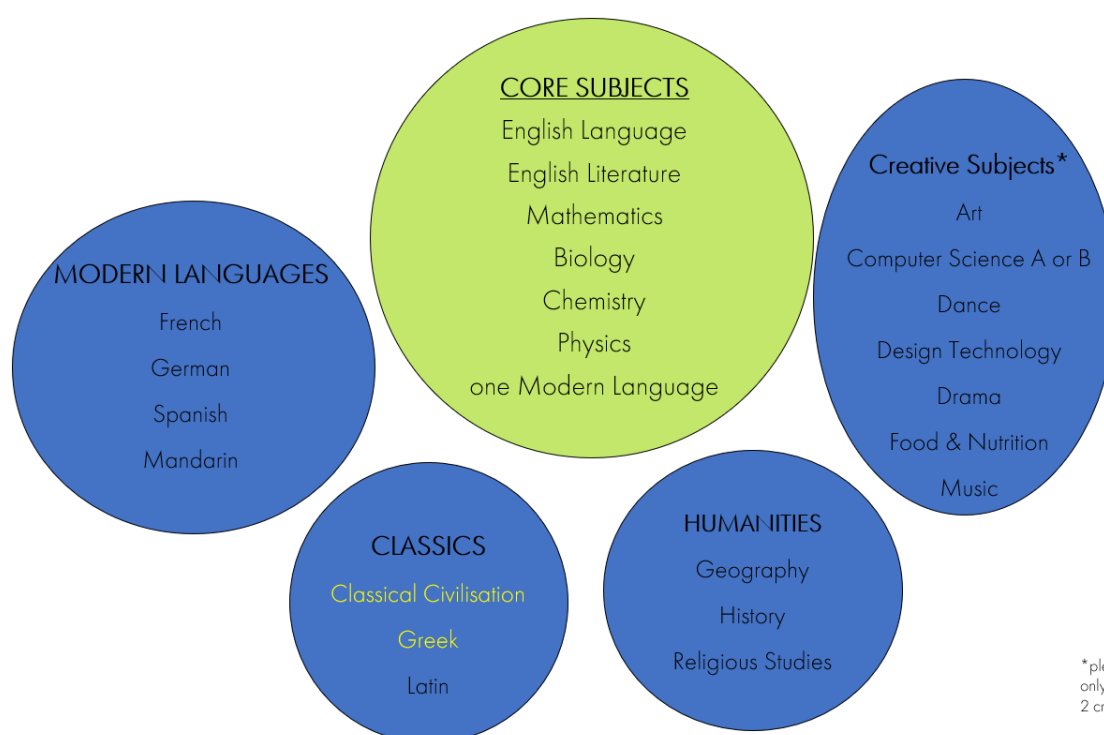
Notes:

- Pupils take a common core of subjects (English Language, English Literature, Mathematics, three sciences and a Modern Foreign Language) and then choose three additional options (see note below)
- The timetable is designed to satisfy nearly every combination of subjects
- All pupils take 9 or 10 GCSE/IGCSE, depending on whether they are entered for the Double (Trilogy) Science award or separate sciences.
- Mathematics is taught in sets. The pupils in the two sets 1 and 2 also cover the specification for the Further Maths GCSE and are entered for the exam. (This is in addition to the 9 or 10 core qualifications)
- All pupils study Biology, Chemistry and Physics as separate sciences. At the end of Year 10, a decision is made as to whether pupils continue to follow the course preparing for three examinations ("Triple Science", resulting in separate qualifications in Biology, Chemistry and Physics) or preparing for the Double Science (or Trilogy) award (still studying all three sciences separately, but with reduced content, resulting in two GCSEs).
- Personal, Social, Health Education – all pupils will undertake an age-appropriate programme of PSHE which will promote an understanding of human anatomy and physiology, emotional and physical development, relationships and sexual activity, contraception, the transmission of sexual diseases, smoking, alcohol, drugs and other harmful substances, both legal and illegal. The programme will involve consideration of attitudes, values, beliefs and ethics.

- In Year 11, the tutor periods are divided between PSHE and Careers Education and Guidance (more detailed information about the Careers programme can be found in the section *Careers Education and Guidance* on the School's website)

Option Subjects

In addition to the compulsory core, pupils choose three additional option subjects according to their interests and strengths. Subjects are arranged in curriculum areas to help pupils make a broad and balanced choice. They are encouraged to select subjects from at least of three curriculum areas below. While it is possible to specialise in particular areas of the curriculum, strongly specialist selections will require the approval of the Director of Middle School and the Deputy Head (Academic).



*please note that pupils are only allowed a maximum of 2 creative options

Key Stage 5 curriculum

We offer two different Pathways in the Sixth Form: students following Pathway 1 study **four** A-Level subjects in Year 12 and Year 13. Students following Pathway 2 study **three A-Level subjects** in Year 12 and either our combined AiQ/EPQ course or English Language AS-Level.

Pupils are permitted to switch from Pathway 1 to Pathway 2 until the half term of the Advent Term in Year 12. Thereafter, pupils studying four A-Levels are expected to continue with this course of study until the end of Year 13.

In addition to their timetabled periods, students are required to study in the library for four periods per week.

Subject	Year 12	Year 13
	lessons per 10-day cycle	
Block A	12	14
Block B	12	14
Block C	12	14
Block D	12	14
Enrichment*	4	
Games	4	4
PSHE / UCAS / Tutor	2	2
TOTAL	58	62

*Year 12 Enrichment activities take place on Monday afternoons and are determined by students' choice of curriculum pathways. Pathway 1 students take part in partnership, volunteering and outreach activities during the Advent and Lent Terms of Year 12. Pathway 2 students take part in academic enrichment activities as part of the AiQ programme in the Advent and Lent Terms of Year 12, before participating in partnership, volunteering and outreach activities during the Lent and Trinity Terms of Year 12.

The following subjects are available in the Upper School:

Subjects	
AiQ/EPQ	Greek
Art	History
Art History	Latin
Biology	Mathematics
Chemistry	Mathematics AS
Classical Civilisation	Further Mathematics
Computer Science	Media Studies
Design Technology	Music
Drama and Theatre Studies	Philosophy
Economics	Physical Education
English Literature	Physics
English Language AS	Politics
Film Studies	Psychology
French	Religious Studies
Geography	Spanish
German	

Subject Notes:

- We aim to offer subjects provided there is a minimum number of students to make the subject viable and subject to staffing and timetabling constraints.
- **Further Mathematics** leads to two A Levels (Mathematics and Further Mathematics) and counts as **TWO** choices. Further Mathematics may only be studied as a fourth A-Level, for students following the four A-Level pathway.