

# Urmston Grammar

## Curriculum Policy



**Approved by:** T Kennedy-Fowler

**Last reviewed on:** September 2025

**Next review due by:** September 2027

## **1. Intent**

### **1.1 – Introduction**

Urmston Grammar's curriculum seeks to deliver our school vision to equip all students with the broad range of knowledge, skills and cultural capital needed to become valuable, contributing and successful members of society. The curriculum is underpinned by the school's motto 'Manners Makyth Man' and provides learners with countless opportunities to live our school values of 'Pride', 'Participation' and 'Empathy'.

The curriculum at Urmston Grammar School is constantly evolving to best meet the needs of our learners. Department Heads ensure a high level of challenge and continually enhance and develop the curriculum in their subject linked with innovations in science and technology, new research or changes in society. 'The curriculum' includes all aspects of education and enrichment provision organised by our school. Our curriculum involves a broad range of subjects taught in one hour lessons, totalling 25 hours per week. The academic curriculum is supported by the weekly teaching of the pastoral curriculum (which includes PSHE, RSE, Careers and Citizenship education), supplemented by a diverse extra-curricular programme.

### **1.2 Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

Many of our subject areas broadly follow the [National Curriculum programmes of study](#).

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 governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

### **1.3 - School Aims**

Our curriculum aims to:

- provide a broad and balanced education for all students;
- ensure equal access to learning, with high expectations for every student and appropriate levels of challenge and support;
- develop successful learners who enjoy learning, make progress and achieve;
- ensure students have high aspirations and self-esteem and accept responsibility for their learning;
- encourage the development of independence, confidence and resilience in our students so that they are able to live safe, healthy and fulfilling lives;
- ensure that students have access to support and guidance to make informed choices;
- support students' spiritual, moral, social and cultural development;
- support students' physical development and responsibility for their own health, and enable them to be active;
- equip students with the skills needed to participate in the technological, economic, social and cultural life of the country;
- ensure that our students become responsible citizens who make a positive contribution to society.

The school has an extensive extra-curricular programme that supports many of these aims.

## 1.4 - Curriculum Outlines

Urmston Grammar School has designed a curriculum that:

- enables all students to meet their full academic potential,
- is relevant, appropriate and engaging for students;
- is determined to maintain a broad, balanced and coherent education;
- recognises the importance of acquiring knowledge as well as developing skills;
- permits continuity and progression, within and across year groups;
- provides equality of opportunity for all students, promoting the development of inclusive learning opportunities;
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in extra-curricular activities;
- promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for all, including the most disadvantaged students;
- helps to develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle, which prepares them for all types of relationships in their futures;
- encourages the appreciation of British Values;
- helps each student gain a sense of self-worth, independence of thought and develop a questioning approach which challenges prejudice;
- aims to develop students as critical thinkers, as well as flexible and independent learners;
- provides careers advice and guidance throughout a student's time at school to allow them to make informed choices;
- allows the development of ICT, numeracy and literacy across the curriculum
- encourages students to take part in a wealth of extra-curricular and enrichment opportunities.

The curriculum is organised around the Key Stages of Learning. Please use the 'Curriculum Intent' document for each subject for a more detailed overview of the learning journey.

**Key Stage 3** – Years 7, 8 & 9. Many subjects are based on the National Curriculum though some deviate from this.

**Key Stage 4** – Years 10 & 11. Students are studying for their GCSE qualifications.

**Key Stage 5** – Our Sixth Form, Years 12 & 13. Students are studying for Advanced level GCE qualifications. Students also have the opportunity for enrichment through the EPQ, Independent Learning Modules, short courses in a range of different subject areas, work experience and voluntary work.

## **2. Implementation**

### General principles

- The curriculum is implemented through consistently high-quality teaching, following a coherent and well-sequenced programme of study across the key stages with each subject having clear end points and logical progression to help students master the subject.
- In addition to the formal taught curriculum, an extensive range of high quality extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.
- Where possible trips are encouraged to be organised across departmental boundaries to facilitate interdisciplinary learning.
- There is a comprehensive programme of careers education throughout a student's journey at school and is fully aligned with the Gatsby Benchmarks. This programme begins in Key Stage 3, where students are introduced to careers related learning and experiences designed to broaden their understanding of future pathways. At Key Stage 4 and 5, students have further opportunities to engage in meaningful work experience placements, ensuring they are well prepared for life beyond school.
- All lessons at Key Stage 3 are taught in mixed ability groups within the context of our academically selective intake, except for Mathematics which are set from Year 8.
- At Key Stage 3 a broad curriculum is maintained for three years, though teaching of some GCSE content begins in Year 9 in RS and Science.
- Year 7 and 8 students follow a Science course then study separate Biology, Chemistry and Physics from Years 9 to 11.
- The Religious Studies curriculum is delivered to all students in Years 7 to 11, with all students completing the GCSE in Religious Studies as part of their full curriculum offer.
- At Key Stage 4 the breadth of the curriculum is maintained, and students are given the choice of a Humanity subject (History or Geography) and the free choice of two further GCSE options beyond the core curriculum, completing 10 GCSEs in total including a modern language and RS. Typically, 100% of students will be entered for a EBacc combination of subjects, alongside their option choices to ensure students are studying a strong academic breadth of subjects. This is recognised nationally and by the DfE, as being only 1% of schools where every student does MFL at GCSE.
- At Key Stage 4 setting continues for Maths.
- Students follow a programme of PSE in Years 7 to 11, which includes the RSE provision.
- In the vast majority of subjects, students are taught by subject specialists who teach the full 11-18 age range and have strong subject knowledge, with access to ongoing professional development.
- At Key Stage 5 the school offers an academic curriculum of A Levels. All students choose a minimum of three subjects with a small number opting for four. Although STEM subjects are exceptionally strong, the school offers a range of 22 different courses including in the Arts, Modern Foreign Languages, Social Sciences and Humanities. In addition, at Key Stage 5, all students follow a weekly timetabled enrichment programme, are given the opportunity to do individual extended projects (EPQ) and take part in a comprehensive HE and Progression programme.
- In all Years from 7 to 13, all students have regular tutorial periods as well as Year Group, Key Stage, Whole School and House assemblies.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed by the Senior Leadership Team.

## 2.1 - KS3 Overview

Year 7 students study a broad diet of 15 subjects: Art, Computer Science, D&T, Drama, English, French or German, Food Preparation & Nutrition, Geography, History, Maths, Music, PE, PSE, RS and Science. D&T and FPN are taught in a rotation where students are taught 30 hours of each subject over 20 weeks before swapping. The curriculum model is as follows:

<b>Year 7 Curriculum</b>	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
<b>50 Period Timetable</b>	7	7	6	5	3	3	3	2	2	3	4	1	2	2	50
<b>Time (mins)</b>	420	420	360	300	180	180	180	120	120	180	240	60	120	120	3000
<b>% of Curriculum</b>	14	14	12	10	6	6	6	4	4	6	8	2	4	4	100

The Year 8 curriculum model is largely similar to Year 7 as follows:

<b>Year 8 Curriculum</b>	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
<b>50 Period Timetable</b>	7	7	6	6	3	3	2	2	2	3	4	1	2	2	50
<b>Time (mins)</b>	420	420	360	360	180	180	120	120	120	180	240	60	120	120	3000
<b>% of Curriculum</b>	14	14	12	12	6	6	4	4	4	6	8	2	4	4	100

The Year 9 curriculum follows a broadly similar structure however in Science students will have separate lessons for Biology, Chemistry and Physics (2 per 2 week timetable). The curriculum model is as follows:

<b>Year 9 Curriculum</b>	English	Maths	Science	MFL	History	Geography	RS	Art	Computer Sci	Food/D&T	PE	Drama	Music	PSE	Total
<b>50 Period Timetable</b>	7	7	6	5	3	3	4	2	2	3	4	1	1	2	50
<b>Time (mins)</b>	420	420	360	300	180	180	240	120	120	180	240	60	120	120	3000
<b>% of Curriculum</b>	14	14	12	10	6	6	8	4	4	6	8	2	2	4	100

## 2.2 - KS4 Overview

Students currently in Year 10 and 11 are studying for GCSE qualifications in the following subjects:

- English Language
- English Literature
- Maths
- Combined Science (2 GCSEs)
- MFL (either French or German)
- A Humanity (either History or Geography)
- Religious Studies

All students study two additional GCSE subjects from the following options:

Art	Geography
Business Studies	History
Computer Science	Music
Design & Technology	PE
Drama	Textiles
Food Preparation & Nutrition	Triple Science

This means students typically complete Year 11 having achieved 10 GCSE qualifications. In addition, Year 10 and 11 students also study Core PE and PSE.

The curriculum model Year 10 and Year 11 is as follows:

<b>Year 10 Curriculum</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>MFL</b>	<b>Humanity</b>	<b>RS</b>	<b>Option A or Triple Science</b>	<b>Option B</b>	<b>Core PE</b>	<b>PSE</b>	<b>Total</b>
<b>50 Period Timetable</b>	8	7	9	5	5	2	5	5	2	2	50
<b>Time (mins)</b>	480	420	540	300	300	120	300	300	120	120	3000
<b>% of Curriculum</b>	16	14	18	10	10	4	10	10	4	4	100

<b>Year 11 Curriculum</b>	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>MFL</b>	<b>Humanity</b>	<b>RS</b>	<b>Option A or Triple Science</b>	<b>Option B</b>	<b>Core PE</b>	<b>PSE</b>	<b>Total</b>
<b>50 Period Timetable</b>	8	6	9	5	5	3	5	5	2	2	50
<b>Time (mins)</b>	480	400	540	300	300	180	300	300	120	120	3000
<b>% of Curriculum</b>	16	12	18	10	10	6	10	10	4	4	100

## 2.3 - KS5 Overview

In Urmston Grammar Sixth Form students typically study 3 A Level qualifications, though a small number of individuals choose to pursue 4 A Levels\*.

The subjects offered at KS5 are as follows:

Art	Geography
Biology	German
Business	History
Chemistry	Maths
Computer Science	PE
Drama	Physics
Economics	Politics
English Language	Psychology
English Literature	Religion, Philosophy & Ethics
French	Sociology
Further Maths	Textiles

In addition to A Levels, students in the sixth form also have lessons in PSE, Enrichment and have the option of pursuing an EPQ.

The curriculum model at KS5 is as follows:

Year 12 Curriculum	Option 1	Option 2	Option 3	PSE	Enrichment	COPE		OPTION 4*	EPQ*	Total
50 Period Timetable	10	10	10	2	2	2		10	1	Minimum 36
Time (mins)	600	600	600	120	120	120		600	60	Minimum 2160
% of Curriculum	20	20	20	4	4	4		20	4	

Year 13 Curriculum	Option 1	Option 2	Option 3	PSE	Enrichment		OPTION 4*	EPQ*	Total
50 Period Timetable	10	10	10	2	2		10	1	50
Time (mins)	600	600	600	120	120		600	60	3000
% of Curriculum	20	20	20	4	4		20	4	100

## 2.4 - Inclusion Statement

Even as a selective school we have students who have a range of differing abilities. Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able students;
- students with lower prior attainment;
- students from disadvantaged backgrounds;
- students with SEND;
- students with English as an additional language (EAL)
- students with any other identified barrier to their learning.

Teachers will plan lessons so that students with SEND and/or additional needs can study every National Curriculum subject and ensure that there are no barriers to every student achieving.

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

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

## 2.5 - Extra-curricular

Our diverse extra-curricular programme provides students with invaluable opportunities to broaden their skills and experience beyond the scope of the taught curriculum. It plays a major part in fostering the sense of community within our school and enables students in KS4 and KS5 to continue their engagement in subjects which they may no longer be formally studying. The extra-curricular programme helps our students to grow and refine their key character development traits. Our extra-curricular schedule can be seen [here](#).

<b>CHARACTER TRAITS</b>
Collaboration
Communication
Confidence
Curiosity
Independence
Kindness
Leadership
Resilience
Respect

### **3. Impact**

The impact of the curriculum is assessed in a range of ways. Measuring the impact forms an extremely important part of our school processes as it enables leaders to highlight successes so these can be shared and celebrated with students and staff, as well as identify areas for development so we can fulfil our commitment to continuous improvement.

The impact of the curriculum is assessed by considering:

- external examination results at GCSE and A Level, including progress and attainment measures.
- tracking and monitoring from three annual data collection points in each year group;
- robust quality assurance processes, including learning walks, work scrutiny and student voice;
- seeking the views of parents & carers;
- formal half-termly review meetings between Subject Leaders and the Deputy Headteacher;
- the retention of Year 11 students into the Sixth Form;
- the destinations of leavers at Year 11 and Year 13;
- student attendance and punctuality;
- the variety and quality of our extra-curricular programme;
- annual review of our PSE curriculum and assembly programme.

### **4. Links with other policies**

This policy links to the following policies and procedures:

- Assessment and Feedback Policy
- Non-examination assessment policy;
- SEND policy and information report;
- Pupil Premium Policy (inc ALERTS);- Strategy Document & Statement of Intent
- CEIAG Policy;
- RSE & PSHE policy;
- Equality information and objectives.