



# ST CLEMENT'S HIGH SCHOOL

## Curriculum Policy

**[Due to recent Government changes in the way progress will be measured from 2028 this policy is currently under review and will be brought back to Governors for consideration in March 2027 prior to the Year 9 Options process]**

**Approved by:** Governors

**Date:** December 2025

**Last reviewed on:** December 2025

**Next review due by:** March 2027

St Clement's High School aims to provide a broad and balanced curriculum for all students. In both KS3 and KS4 we follow the National Curriculum.

Throughout our curriculum teachers will take opportunities to promote our core values and life skills, known in our school as P.R.I.D.E

**Proactive** – *actively engage with your education and get involved with extra-curricular opportunities. Take a solution focused approach to school life.*

**Respectful** – *treat everyone with respect and understand people around you may have different views from your own.*

**Independent** – *listen to others but be ready to make your own decisions, take responsibility for your own learning and choices.*

**Determined** – *understand things do not always go right first time, don't give up.*

**Enthusiastic** – *seek out and face new challenges with a positive attitude, enjoy learning new knowledge and developing new skills.*

Objectives relating to the curriculum aims of St Clement's High School are:

1. That all pupils should become aware of their abilities and in so doing should develop them to their maximum potential.
2. That all pupils should be aware of the needs of the community and be prepared to contribute fully to the life of the community.
3. That all pupils should be offered a curriculum that has breadth and depth. It must be tailored to each pupil and satisfy their requirements.
4. That all pupils who leave St Clement's High School should be articulate, literate and numerate, and have lively, enquiring, independent minds.
5. That all pupils who leave St Clement's High School should:
  - *be confident in their dealings with adults and peers;*
  - *be able to develop good working relationships with others;*
  - *have knowledge of a wide range of cultures and through this come to respect the rights and needs of others;*
  - *be able to make good moral judgements;*
  - *have developed a love of learning that will last for the rest of their lives;*
  - *be adaptable enough to react to the needs of a fast changing world.*

### **Key Stage 3**

The curriculum for Key Stage 3 is based on a 50 lesson week, subject time allocations are shown below:

Subject	Years 7,8,9 (Hours per fortnight)
English	7

Subject	Years 7,8,9 (Hours per fortnight)
Citizenship	2

Mathematics	7
Science	6
Modern Foreign Languages	4
Geography	3
History	3
Religious Education	2

ICT	2
Art	3
Drama	2
Music	2
Physical Education	4
Design and Technology/PSHE & Careers	3

Each fortnight 3 hours are dedicated to Design and Technology which includes PSHE and Careers. Students rotate through four units of work during the year, each approximately 10 weeks long. One of these units is PSHE/Careers, providing approximately 30 hours of teaching per year. Further PSHE and Careers content is covered during tutor time.

In years 7 and 9 students are taught in five groups. Students are placed in a separate ability set for English, Maths and Science. All other subjects are taught in mixed ability groupings. In year 9 students decide which subjects they will study at in Key Stage 4, these courses start in year 10. In year 8, due to the higher number of students, students are divided into two bands of equal ability. Within each band students are placed in separate ability sets for English, Maths and Science, all other subjects are taught in mixed ability groupings.

In years 8 and 9 students study either French or Spanish within MFL. During year 7 students experience both languages and then express a preference for the one they wish to continue studying. These preferences are used to inform the timetabling process, however due to timetable constraints the preferred subject cannot be guaranteed.

#### **Key Stage 4**

All students follow a core curriculum of GCSEs in English Literature and Language, Mathematics and Science (double award or triple sciences), along with core PE (non-examined). Students are guided to the most appropriate pathway for their remaining four optional subjects

All students must select at least one of the following subjects:

- GCSE History
- GCSE Geography

Most students must select a Modern Foreign Language from those listed below:

- GCSE French
- GCSE Spanish

They must then complete their remaining options from the following subjects:

- GCSE Art
- GCSE Business Studies
- GCSE Catering
- GCSE Citizenship
- GCSE Design and Technology
- GCSE Drama
- GCSE French
- GCSE Spanish

- GCSE Information Technology
- GCSE Music
- GCSE Photography
- GCSE Physical Education
- GCSE Religious Studies
- ASDAN – Personal and Social Development

All courses taught are level 2 courses with the exception of ASDAN. Students are guided to the most appropriate courses where they are capable of achieving a level 2 qualification. Courses are studied until the end of year 11. Option blocks are formed based upon the student choices, staffing availability and sufficient numbers to run a particular course.

#### Subject Time Allocation

Year 11	
Subject	(Hours per fortnight)
Core Subjects	
English	8
Mathematics	8
Science*	10
PE**	4
Option Subjects	
Option A	5
Option B	5
Option C	5
Option D	5

*\*PSHE/RE is delivered by the Science Team and form tutors*

*\*\* In year 11 students reduce their PE lessons to study an additional lesson in History and or Geography.*