



Curriculum Policy

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Table of Changes Made Since Last Version

Paragraph	Summary of Change/s
2.1	Wording changes
N/A	Healthy Living section removed
3.2	Wording changes
4.1	Wording changes
6.1	Expansion of definition
7.2	Mid-year qualifier added
7.6.2.1	Process changes regarding new year 7s
7.6.2.2	Event description change
7.6.2.3	Parent communication information removed
8.1	Change in lesson distribution
8.2.1	Change in names of lessons and compulsory or not
8.2.2	Access to French changed
8.2.3	Subject availability changed
8.2.5	Healthy living split differently across lessons
8.3.5	Change in subjects in blocks
8.3.6	Change in subjects in blocks

Glossary of Abbreviations and Acronyms used in this Policy

Abbreviation/Acronym	Meaning
ICT	Information and Communications Technology
RPE	Religion, Philosophy and Ethics
PE	Physical Education
PSHEC	Personal, Social, Health Education and Careers
EPQ	Extended Project Qualification



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1. General Principles of the Southfield School Curriculum

1.1. In the fulfilment of its aims, Southfield School seeks to provide for all students a curriculum which:

- provides an experience of high quality.
- is broad and balanced and includes English, mathematics and science, in accordance with Section 78 of the Education Act 2002.
- meets both statutory and local needs.
- provides the means for children to develop morally, spiritually, culturally, artistically and physically as well as intellectually.
- provides increasing degrees of choice as students' progress through the school.
- supports students who are gifted and talented in the areas of sports, dance, languages and music using a flexible curriculum.
- is accessible relevant and well-delivered to all students.
- meets the Department for Education requirements regarding religious education.
- prepares students for the opportunities, responsibilities and experiences of their future lives.
- embraces new approaches and opportunities for curriculum development, particularly those based on recent research into Pedagogical practice.
- is influenced by and, in turn, contributes to a culture of achievement for students of all abilities.
- is outward-looking and seeks to broaden students' horizons.
- Embraces fundamental British values.
- is understood and supported by staff, students and parents/carers.
- provides opportunities for students to gain a wide range of recognised qualifications.
- is complemented by an extensive programme of enrichment opportunities.

2. Curriculum Content

2.1. The curriculum is delivered through the following curriculum area structure:

- English, Media and French
- Maths, Business and Economics
- Computer Science and Information and Communications Technology (ICT)
- Science
- Humanities incorporating History, Geography and Religion, Philosophy and Ethics (RPE)
- Healthy Living consisting of Physical Education (PE), Personal, Social, Health Education and Careers (PSHEC) and Healthy Food
- The Arts incorporating Art, Craft and Design, Drama, Dance and Music
- Social Sciences including Sociology, Psychology, Criminology, Health and Social Care, Law and EPQ.



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2.2. The school follows a two-week timetable labelled Week A and Week B.

2.3. There are, also, cross-curriculum dimensions within our curriculum. Students should be able to learn about the following:

- Community participation
- Enterprise
- Global dimension and sustainable development
- The application of IT

2.4. There are 3 personal development enriched curriculum sessions calendared across the academic year for all year groups, where the timetable is suspended to enable students to experience a variety of activities, many of which incorporate elements of PSHEC or extend on learning from the timetabled curriculum. These sessions also reflect the school core values: Be Ready, Be respectful, Be Responsible. Sex and Relationships Education (SRE) is taught in accordance with the guidance published by the government in 2019 and updated in 2021. Careers education has been developed in line with the Gatsby Benchmarks and the Careers development Framework for 2021.

2.5. The curriculum is divided into Years 7-9 (Key Stage 3), Years 10 and 11 (Key Stage 4) and Years 12 and 13 (Key Stage 5).

3. Elective Programme

3.1. As part of our enriched curriculum, Wednesday afternoons consist of student electives. Our elective programme has three pillars:

- Creative
- Cultural
- Physical and Adventurous

3.2. The electives on offer vary year on year according to teacher expertise and student preference. Students select from each of these three pillars and are allocated electives based on their preference and past elective choices. Electives are taught in mixed year group and mixed ability groups. All students in Key Stage 3 and 4 take part in the elective cycles, students in Key Stage 5 opt-in if they do not have a taught lesson during this time.

4. Support for SEND Students

4.1. Support for SEND students is provided through the school's Graduated Approach; this tiered strategy enables students to access varied levels of support that reflects their individual level of need.



- 4.2. Targeted CPD ensures that all students access 'Quality First Teaching' (QFT) in the classroom. Where required, reasonable adjustments are made in the classroom to support needs further. Should further intervention be required, students may receive targeted intervention through the SEND team; this will enable students to work within a supportive environment, in small groups, for timetabled periods across the school day organised via the SENDCo. Any targeted intervention or support through our Graduated Approach will follow the 'plan, do, review cycle' in line with the SEND Code of Practice.

5. Support for Students in DSP

- 5.1. The school has a Designated Specialist Provision for students with Autistic Spectrum Disorder and related EBSA. Students will be placed in DSP by the North Northants Local Authority and must reach the criteria of need. The DSP follows KS3 and KS4 curriculum however, dependent on student need they may follow a bespoke curriculum within KS4. The DSP curriculum has an enhanced focus on therapeutic and wellbeing provision including a key focus on life skills and preparation for adulthood alongside external professional support and provision from Occupational Therapist and Speech and Language Therapist.

6. Support for High Level Training Demands

- 6.1. There may be students across the school who, due to elite level (National or International) training demands outside of school, are supported by the introduction of study periods within the school day. Where students have exceptionally heavy training demands we can look to make some individual curriculum adjustments on a case-by-case basis. This is not a preferred option at KS3 as active periods in school have a number of other benefits to students and, therefore, it is a last resort and only used if the student is struggling with workload. All such arrangements are made in consultation with parents/carers with the support of coaches.

7. Setting, Banding and Assessment

- 7.1. Students may not remain in the same sets throughout their school career; regular review is undertaken by the Heads of Subject and Progress Leaders, particularly at the end of each academic year. These reviews take internal subject assessments, national online assessments and classroom teacher judgements into account. Due to the KS3 sets being blocked, the decision must be a joint decision between all the subjects in that block. We aim to play to student strengths where possible but sometimes compromise is required.
- 7.2. Band changes will only occur in exceptional circumstances during the school year and are reviewed annually by Heads of Subjects and Progress Leaders. Should a mid-year band review of a year group be required, parents/carers will be informed by email. Individual band changes will be discussed on a case-by-case basis and parents/carers and students will be informed in advance of the change taking place.



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7.3. Set reviews will take place following assessment fortnights throughout the year and during terms 5 and 6 in preparation for the start of a new academic year in September. Parents/carers and students will be informed by general email about set changes that take place at the end of year 7 term 2 and the end of each academic year. Set changes that occur during the academic year will be shared with the student by one of the Heads of Subject affected by the set change. An email or telephone call will also go to parents/carers to inform them of the change.

7.4. Please be aware that setting is based on attainment and not progress. Students in all sets have the potential to make equally good progress. However, the attainment of students will be different due to strengths in different areas. This means that a student can be making good progress but might still move down a set since they are being outperformed by other students.

7.5. All setting decisions are the school's decision and are final until the next review stage.

7.6. Key Stage 3

7.6.1. Sets at KS3 are blocked as follows:

- Maths, Science and ICT
- English, History, Geography, RPE and French
- Healthy Living (PE, PSHCE, Healthy Food), Art, Drama and Music

7.6.2. Year 7

7.6.2.1. Students joining Southfield in Year 7 are placed in mixed ability tutor groups and will be taught in these groups for the first term.

7.6.2.2. In June, we invite all year 6 students with places allocated at Southfield for the following September to attend a Year 6 'Ready to Start' transition event comprising of student icebreaker activities, reading tests and CATs assessments.

7.6.2.3. Diagnostic baseline assessments are carried out across Term 1 of Year 7 in all subjects. At the start of term 2 students are set based on the diagnostic benchmarking completed in term 1, alongside the use of KS2 SATs, CATs and reading tests. Sets are reviewed frequently following assessment, and changes occur at regular intervals across the academic year.

7.7. Key Stage 4

7.7.1. Sets at KS4 are subject specific and not blocked with other subjects.

8. Lesson Allocation

8.1. **Key Stage 3:** The proportion of lessons is as follows:



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Subject	Periods per two weeks (each period = 1 hour)		
	Year 7	Year 8	Year 9
Maths	7	7	8
Science	7	7	7
IT	2	1	1
English	7	7	8
French	4	4	4
History	4	4	4
Geography	4	4	4
RPE	1	1	1
Music	2	1	1
PSHCE	1	1	1
PE	4	4	4
Healthy Food	1	1	1
Dance	1	1	1
Drama	1	2	1
Art, Craft and Design	2	3	2

8.2. Key Stage 4:

8.2.1. All students continue to study English, maths, science, RPE, PSHEC and PE. PSHEC and RSE are delivered through both curriculum and form time activities and the Be Ready sessions programme in Key Stage 4.

8.2.2. Students in Band A study three separate sciences. Those in Band B and Band C study Double Award science. All students choose between either GCSE history or geography. All in year 9 are given the opportunity to study French as a GCSE preference.

8.2.3. Students then have free choices from the following list. Students are asked for 2 free choices plus a reserve subject.

- Art, Craft and Design
- Cambridge National Certificate Health and Social Care
- Cambridge National Certificate in Marketing and Enterprise
- Computer Science
- Drama
- Dance
- French
- Food and Nutrition



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- BTec Media (Y10), GCSE Media (Y11)
- Music
- BTec PE (Y10), GCSE PE (Y11)
- Psychology

8.2.4. These options are reviewed each year based on available staffing and student choices.

If a course does not have substantial students picking it, it may not run. If a course is oversubscribed, the school will look at student reports and analyse students' approach to learning. Students with higher approach to learning will be given priority in these cases.

8.2.5. Year 10: The proportion of lessons is as follows:

Subject	Periods per two weeks (each period = 1 hour)					
	Year 10			Year 11		
	Band A	Band B	Band C	Band A	Band B	Band C
Maths	8	9	9	8	9	9
English	8	9	9	8	9	9
Biology, Chemistry and Physics or Double Science	12	10	9	14	11	10
PE	4			4		
PSHEC	1			1		
RPE	1			1		
History or Geography	5			5		
Preference 1	5			5		
Preference 2	5			5		

8.3. Key Stage 5

8.3.1. Students choose A Level and BTEC subjects that fit into 5 option blocks. Each subject is delivered in 9 - 10 periods/hours per fortnight – subjects with a large take up are allocated 10 x teaching periods. In some circumstances, contact hours might be lower. All students in the sixth form have 1 hour of PE and 1 hour of PSHEC per fortnight. Students, also, have access to the Extended Project Qualification (EPQ) and the Duke of Edinburgh Award Scheme (Gold Award).



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8.3.2. The school's policy for entry to KS5 in September 2023 is that the majority of students will start their course studying 3 x subjects. All courses will be treated as 2 x year courses unless it is to the student's advantage to enter the AS exam. Option blocks are determined based on student applications to allow students an open choice based on their strengths and areas of interest.

8.3.3. Subjects can be seen below but these are reviewed each year based on available staffing and student interests.

8.3.4. Students are placed into form groups where they are provided with a diverse curriculum to prepare them for their next stages in life.

8.3.5. Year 12: The 2026/2027 option blocks are as follows:

Block T	Block V	Block X	Block Y	Block Z
Art, Craft and Design Biology English Literature Health and Social Care Maths Resit English Resit	Criminology English Literature and Language Maths Psychology PE	Criminology Chemistry Drama Psychology Sociology	Applied Human Biology Geography Law Media Studies	Biology Business Studies History Physics

8.3.6. Year 13: The 2026/2027 option blocks are as follows:

Block T	Block V	Block X	Block Y	Block Z
History Health and Social Care Maths Psychology	Art Chemistry Creative Media French PE Sociology	Drama Economics Geography History Law Physics Sociology	Biology Business Criminology English Literature Further Maths Psychology	Applied Science Biology Criminology English Language Maths Psychology