



Bexley Grammar School

Curriculum Policy

The Governors' Curriculum Policy Statement

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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 [Academy Trust Governance Guide](#).

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

The School's Curriculum is designed to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Enable pupils to develop knowledge, understand concepts and acquire skills
- Be inclusive in its design and resources, ensuring that they are representative of protected characteristics
- Support pupils' spiritual, moral, social and cultural development and promote fundamental British values
- Support pupils' physical development and responsibility for their own health and wellbeing, enabling them to be active and to know how to access support for any challenges they face
- Promote a positive attitude towards learning, developing their independent learning skills and self-regulation
- Equip pupils with the knowledge and cultural capital they need to succeed in life, and enable pupils to apply their knowledge to real-world situations
- Provide a broad curriculum prioritising a strong academic core of subjects: subject choices that support pupils' progression and enable them to work towards achieving their goals

- Foster the skills and characteristics of 'The BGS Learner', who is inquisitive, knowledgeable, resilient, reflective, open-minded and a risk-taker
- Develop compassionate leaders, preparing pupils for higher education and beyond with a global perspective rooted in our school ethos: **intellect, empathy and courage**.

All students have equal opportunities to the curriculum at all key stages; in specific circumstances, in liaison with parents, an individual student may be disapplied from a given subject in exceptional circumstances, for example, on medical grounds. The curriculum for students with SEND is adapted to their individual needs as required (see SEND Policy).

Years 7 to 9: Programmes of study will be provided in line with the National Curriculum in Mathematics, English, Science, a Modern Foreign Language (two from Y8), Physical Education, Drama, Music, Latin, Art, Design and Technology, History, Geography, Religious Studies, Computer Science and PSHCE.

Years 10 to 11: Students will work towards 11 GCSEs including Mathematics, English Language and Literature, three Sciences, two Languages, and a Humanity. They will also undertake courses in RS, PE and PSHCE. Where appropriate this will be supplemented with work beyond the GCSE curriculum.

Religious Education: is provided for all pupils in Years 7 to 13.

Years 12 to 13: Current sixth form students will follow the International Baccalaureate Diploma Programme until Summer 2027. From September 2026, new students will work towards 3 A Levels and an AS or EPQ, or 4 A Levels. In addition, sixth form students will be offered sessions / activities in PE and PSHCE.

Sex Education: Relationship and Sex Education (RSE) Policy

Careers Education: See Careers Policy

Assessment: See Assessment Policy

The quality of curriculum intent, implementation and impact is monitored regularly, across subject disciplines. Senior and middle leaders work collaboratively to complete a learning team review of each curriculum area, once every 2 years. Lesson observations, work scrutiny and students/teacher interviews are the key components of learning team reviews. Learning walks and Head of Department led self evaluation work provide further evidence of the quality of curriculum delivery.