



Senior School Curriculum Policy

This policy applies to:

Senior School

Person responsible for this policy:

Deputy Head Academic

Review dates:

Last review September 2026

Next review September 2027

Ardingly is a forward-thinking school in a traditional setting. Our mission is for every child to lead enjoyable and fulfilling lives; to make the most of their talents at school and be ready for the world beyond.

POLICY OBJECTIVE

To set out the details of the 11-18 curriculum offered at Ardingly College.

POLICY AIMS

1. To give access to a broad, balanced, and relevant curriculum that takes into account the ages, aptitudes and needs of all students, including those with an EHC plan. Providing all students the opportunity to learn and make progress.
2. To ensure continuity, breadth, and balance in the curriculum.
3. To monitor the range of subjects taught and amount of curriculum time provided for each subject.
4. To develop speaking, listening, literacy, and numeracy skills, and to foster spiritual and moral development in students.
5. To ensure that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and provides effective preparation of students for the opportunities, responsibilities and experiences of life in British society.
6. For students of compulsory school age, to provide a programme of activities which is appropriate to their education needs in relation to personal, social, emotional and physical development and communication and language skills. For students above compulsory school age, a programme of activities appropriate to their needs will be provided.

PRACTICE

1. Students are prepared for public examinations at the appropriate stage of education:
 - a. GCSE and IGCSE at the end of Fifth Form (Year 11)
 - b. A Level, International A Level, BTEC or IB Diploma at the end of Upper Sixth (Year 13)
2. In Year 7 and Year 8 all students study:
 - a. A core programme of English, Mathematics, Biology, Chemistry, Physics, Geography, History, Classics, Philosophy, PSHE, Music, Drama, Art, Design and Technology, Unplug and Unwind, Success for the Future. Most students also study two languages (from French, Spanish, German and Latin) however when appropriate some students will substitute one language for Learning Support or English as an Additional Language.
3. In Shell (Year 9) all students have: (see also Shell Handbook):
 - a. A core programme of English; Mathematics; Biology; Chemistry; Physics; Art; Geography; History; the Individual Project; Philosophy; PSHE and Physical Education.
 - b. Most students also study two languages (from Chinese, French, German, Latin and Spanish), however where appropriate some students will substitute one or both languages for Learning Support or English as an Additional Language.
 - c. Shell students also choose two additional option subjects from the following: Computer Science; Dance; Design and Technology; Drama and Music.
4. At GCSE: (see also GCSE Handbook and Options Choice Form)
 - a. A compulsory core consisting of English Language; Mathematics; Science (either Double or Triple) and PSHE.
 - b. Most students will also study English Literature as part of the core.
 - c. Three or four (*students who choose to take three separate GCSEs in Science will have three other options*) optional subjects from: Art; Chinese; Computer Science; Design and Technology; Dance; Drama; French; Geography; German; History; Latin; Music;

Photography; Physical Education; Philosophy, Religion and Ethics (PRE); Sociology and Spanish.

- d. Most students will take nine GCSEs at the end of the Fifth Form, although a small number will take eight or seven if this is more appropriate.
 - e. Students are encouraged to play to their strengths in terms of their option subjects, however the appropriate science pathway is determined by the College.
5. In Sixth Form, students have a choice of Advanced Level, BTEC or the International Baccalaureate programme. (See also Sixth Form Handbook and Options Choice Forms.)
6. All students will be screened for Learning Needs on entry and Learning Support will be provided by withdrawing students from study periods. (See also Learning Support policy.)
7. Internal systems of monitoring and assessment are in place (see Assessment and Feedback Policy).
8. A programme of PSHE in Shell, Remove and Fifth plus off-timetable PSHE days in Shell, Remove and Fifth and the Sixth Form prepares students for the opportunities, responsibilities, and experiences of adult life in British society.
The programme of Personal, social, health (physical and mental) and economic education:
 - a. reflects the school's aim and ethos
 - b. encourages respect for other people, paying particular regards to the protected characteristics set out in the 2010 Equality Act.
9. For students receiving secondary education, access to accurate, up-to-date careers guidance that:
 - a. is presented in an impartial manner
 - b. enables them to make informed choices about a broad range of career options
 - c. helps to encourage them to fulfil their potential