CURRICULUM

Policy applies from EYFS to Sixth Form and all staff	
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Author:	Deputy Head: Academic
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Version	Date	Section	Material change	Approval
10.25 v1	24.10.2025	1 2 3.1 6.3 8 and 9	Curriculum aims re-drafted. EYFS curriculum aims, implementation and evaluation updated. I&J curriculum updated for 2025/2026 academic year. New review section added. New sections added re. SEND and EAL and Scholars and more able pupils.	Ms Louise Brackenbury
10.26 v1	23.10.2026	2 All	Curriculum aims updated. Updated for 2026/2027 academic year.	Ms Louise Brackenbury

Clifton High School is committed to child protection and safeguarding children and young people and expects all staff, visitors, and volunteers to share this commitment.

Related Policies
Accessibility Plan
British Values
Early Years Foundation Stage (EYFS)
English as an Additional Language
Enhanced Learning
Personal, Social, Health and Economic Education (PSHE)
Spiritual, Moral Social and Cultural (SMSC)
Teaching and Learning

1. Introduction

Clifton High School provides a broad and balanced curriculum that is appropriate to the ages, aptitudes and needs of its pupils. Through a wide range of academic, creative, physical and personal development opportunities, the curriculum equips pupils with the knowledge, skills and understanding needed to flourish at school and beyond.

The curriculum is reviewed regularly to ensure it remains relevant and responsive to pupils' needs.

2. Curriculum Aims

Clifton High School is an academically selective school which supports all pupils to fulfil their academic potential, while simultaneously engaging in self-discovery and personal growth, as part of a holistic educational provision that enables them to each realise their own individual brilliance.

Our curriculum aims are to:

- **Deliver a broad and balanced education** that provides pupils with rich learning experiences across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative disciplines, underpinned by secure knowledge and understanding.
- **Equip pupils with enduring skills** necessary to succeed in an increasingly complex and rapidly changing world. Central to this is the intentional development of the Four Cs of education—critical thinking, communication, collaboration, and creativity—ensuring that pupils are prepared not only for academic success but also for meaningful engagement in society and the workplace.
- **Bring out the best in every pupil** by providing a fully inclusive learning experience that ensures equal access for all learners, including Scholars, those with special educational needs or English as an additional language, through a stimulating and appropriately challenging programme of study.
- **Ensure continuous learning and progress** for every pupil, by providing high-quality feedback through a variety of formats, alongside effective scaffolding and support. Empowering pupils to take increased ownership of their learning and develop the metacognitive skills necessary to understand how they learn best.
- **Foster holistic personal, social, and health education through** a comprehensive PSHE curriculum that embodies the School's values and ethos, and which encourages respect for others and values the contributions of every member of the School community.
- **Provide a stimulating and responsive programme of activities** designed to meet the evolving needs and interests of our pupils, while fostering their understanding of contemporary issues within both their local community and the wider global context.

- **Empower pupils with comprehensive and appropriate careers guidance** in the Senior School, preparing them to confidently explore diverse pathways in further education, employment, and training.
- **Develop pupils' digital literacy and responsible use of technology**, equipping them with the knowledge, skills and understanding to use digital tools safely, critically and effectively, including an awareness of online safety and the opportunities and risks associated with emerging technologies.

The School curriculum is reviewed as appropriate to ensure that the breadth and depth of study is modern and in line with national trends.

3. Early Years Foundation Stage (EYFS)

3.1 Aims

Clifton High School's EYFS curriculum aims to provide a rich and stimulating start to each child's educational journey. Our core aims are to:

- **Develop effective, inquisitive, curious, and independent learners** who are eager to explore, investigate, discover, and problem-solve.
- **Provide a holistic education** encompassing the seven areas of learning and development outlined in the EYFS Framework.
- **Foster strong language and communication skills**, with a specific focus on vocabulary acquisition, enabling children to articulate thoughts and engage in deeper thinking.
- **Encourage a belief in themselves and their own abilities**, understanding their full capabilities.
- **Embed fundamental British Values**, promoting democracy, the rule of law, individual liberty, and mutual respect and tolerance.
- **Prepare children for future success** by developing attitudes that enable effective learning.

3.2 Implementation: our approach to delivering the EYFS curriculum

Our curriculum is implemented using the following approaches:

- **Child-centered learning:** Activities are closely matched to individual interests and preferred learning styles, with planned activities based on careful observations of children's play. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.
- **Emphasis on communication and language:** staff pose thought-provoking questions to foster deeper thinking skills, embed learning, and challenge inquiring minds. We are committed to teaching the power of vocabulary and enhancing language experiences. Singing and rhyme plays an important role in day-to-day activities, aiding transitions and vocabulary acquisition.

- **Structured learning:** The curriculum follows the statutory requirements of the EYFS Framework, covering the seven areas of learning and development.
- **Enriching experiences:** weekly onsite Forest School as well as timetabled off site Adventure sessions, dance, singing, and swimming sessions are integrated into the timetable. Modern and safe garden and playground areas offer extensive outdoor learning opportunities.
- **Inclusive practice:** Curriculum planning considers the ages, aptitudes, and needs of all pupils, including pupils with Special Educational Needs and Disabilities (SEND) and pupils for whom English is an Additional Language (EAL). All children are supported in using the Characteristics of Effective Learning. These are
    - **Playing and exploring** - children investigate and experience things and 'have a go.'
    - **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
    - **Creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
- **Development of learning behaviours:** We encourage children to demonstrate positive attitudes and behaviours to learning through the Characteristics of Effective Learning. High expectations are modelled and supported through scaffolding.
- **Adaptable curriculum:** While planning operates on a topic-based approach annually, plans are adaptable and amended to address the evolving needs and interests of our children, fostering a culture of curiosity.
- **Whole-school community engagement:** As a through school, we ensure EYFS children are part of the broader school community, making them aware of their future educational journey.

3.3 Evaluating the curriculum

Weekly plans reflect recent observations to include the next steps in the children's learning. Not all plans are formally written down, remain flexible for unplanned circumstances and children's responses.

Teaching is regularly reviewed and the curriculum updated to take into account changes in educational thinking and practice in order to ensure that a broad and balanced curriculum is maintained.

4. Infant and Junior School

4.1 Curriculum

The Infant and Junior School curriculum is designed to ensure a comprehensive coverage of all statutory requirements of the Key Stage 1 and 2 National Curriculum. However, our provision extends beyond these requirements to provide an enriching and expansive educational

experience for every pupil. We place a significant emphasis on delivering a breadth and depth of study that allows pupils to explore a wide range of subjects and develop their individual talents and interests, ensuring a robust foundation for future learning.

The following table shows the wide range of curriculum areas experienced by pupils in the Infant and Junior School:

Infants	Juniors
Mathematics	Mathematics
English (Reading, Writing, Speaking, and listening, Phonics and drama and handwriting)	English (Reading, Writing, Speaking, and listening, Spelling and Drama and handwriting)
Science	Science
Music	Leadership
Singing	Music
Art	Singing
Theme (History and Geography)	Art and Design Technology
Computing	Theme (History, Geography or Science focus)
4C's - communication, collaboration, creative thinking and critical thinking	Computing
Adventure	Adventure
PE, Swimming, Tennis (Year 1 and 2) Games (Year 2)	Games, PE, Swimming
French	MFL (French/Spanish and German in Year 6)
PSHE (RSE)	Technology (Food and Nutrition/ Woodwork /additional Computing)
RS	Drama
	PSHE (RSE)
	RS
	4C's - communication, collaboration, creative thinking and critical thinking

4.2 Co-curricular

All pupils have the opportunity to join a wide range of co-curricular activities as well as individual lessons such as music and tennis. Co-curricular provisions include sporting, musical, artistic/creative and interest activities, and Junior School pupils have the opportunity to represent the School in sporting fixtures throughout the year.

4.3 Adventure, educational visits and leadership

All Infant and Junior pupils take part in adventure sessions in addition to a variety of educational visits to enhance and further their learning, and Junior School pupils have the opportunity to experience an annual residential visit to an outdoor education centre where they learn outdoor pursuits, participate in hikes and experience other outdoor lessons.

4.4 Infant and Junior Curriculum Taught by Specialist Teachers

As pupils progress through the School, they are taught by an increasing number of specialist Senior School teachers:

Year Group	Specialist Curriculum Areas
EYFS	Dance, Singing, Swimming, library
Infants	PE, Swimming, Games (Year 2), Singing, Music, Tennis (Year 1), library
Years 3- 5	PE, Swimming, Games, MFL, Singing, Music, library
Year 6	Mathematics, Science, Art, PE, Swimming, Games, MFL, Singing, Music, library

4.5 Review

Teaching is regularly reviewed, and the curriculum updated to take into account changes in educational thinking and practice to ensure that a broad and balanced curriculum is maintained, which gives pupils the opportunity for linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education, and to discover and develop their talents. The School carries out an annual curriculum review to ensure that the educational provision, the balance of lessons and the schemes of work are relevant and appropriate for all pupils.

5. Years 7 – 9

5.1 Core curriculum

Pupils follow a core curriculum of English, Mathematics, Science (Year 7) Biology, Chemistry, Physics (Year 8 and 9), Computing, History, Geography, Art, Drama, Music, Product Design, Food and Nutrition, Religion, philosophy and ethics, Health and Wellbeing, Games and Physical Education. Pupils choose two modern foreign languages from French, German and Spanish. Latin is compulsory in Year 7 and optional in Year 8 and 9. Additionally, all pupils in Year 7 are provided with a fortnightly AI lesson, taught by the Head of Transformation and AI, which provides a curriculum of "The Skills for Tomorrow".

5.2 Co-curricular and educational visits

Pupils in Years 7 – 9 attend weekly co-curricular activities each term. These include sporting, musical, academic, and artistic/creative based activities. Pupils in Year 10 and 11 are required to attend a co-curricular club every Friday lunchtime. Individual music lessons and Speech and Drama courses are also available.

Year 7 pupils attend "the Power of Performance", which includes a Year 7 choir and a carousel of other performance-related activities. Year 8 pupils attend "The Power of Curiosity" and Year 9 pupils participate in the Duke of Edinburgh Bronze award programme.

Year 7 attend an overnight residential Bonding Trip, soon after the start of the Autumn Term, and are invited to attend a range of optional residential educational visits throughout Years 7 – 9 including ski trips and sports tours, as well as bonding trips at the end of Year 8 and a D of E expedition at the end of Year 9. Senior School departments arrange regular educational day visits to enrich the learning in their subjects.

5.3 Review

The curriculum is reviewed annually by the Deputy Head: Academic to ensure that pupils continue to have the very best opportunities for linguistic, mathematical, scientific, technological, physical and aesthetic and creative, speaking, listening, literacy and numeracy, human and social education, and also PSHE, RSE, spiritual, moral, social and cultural and careers education.

5.4 The Diamond Edge Model

The School follows the Diamond Edge Model in Years 7 – 9. This means that pupils are taught Mathematics, English, Biology, Chemistry, Physics and Science in Year 7, in single-sex classes. Mathematics, Biology, Chemistry, Physics, Science and English are streamed according to ability.. The remaining subjects are taught in mixed sex and mixed ability classes.

It is our belief that the needs of boys and girls are best met in the core subjects of Maths, English and the three sciences (Biology, Chemistry, and Physics), in single-sex classes. It is well-documented that the participation of girls in STEM subjects is lower than it should be nationally, and we want to enable an environment where we can better foster girls' passion for STEM. Likewise, it is well-documented that outcomes for boys in English nationally are below the expected standard; reading and enjoyment of literature drops away in boys as they progress through secondary school, and Clifton High School wants to do all it can to prevent this. The Diamond Edge Model is our School's way of addressing these differences in a positive manner.

Outside of these subjects, and for all other aspects of their education (excluding Games), pupils operate in a co-educational setting so that they are prepared for engagement outside of School and in their adult life and understand and respect that any sex can fulfil almost any role in society, with very few exceptions.

Within the Diamond Edge lessons, both sexes receive curriculum content which is designed to lead to the same learning outcomes, so that pupils are at a similar level when they are taught together from Year 10 onwards.

6. Years 10 – 11

6.1 Core curriculum

Pupils study a core curriculum of English Language and English Literature, together with Mathematics which is taught in streamed ability classes. Pupils then choose a further six GCSE (or iGCSE) subjects from: Art & Design, Biology, Chemistry, Computing, Drama, Food and Nutrition, French, Geography, German, History, Latin, Music, Physical Education, Physics, Product Design and Spanish. Each GCSE (or iGCSE) subject is allocated six periods per fortnight on the timetable except for Mathematics and English which are allocated eight periods. In addition, pupils have the option to take Further Mathematics or Religious Studies (Short Course) where lessons are scheduled during lunchtime or afterschool to help prepare them for this examination.

Option blocks are set according to pupils' choices following individual pupils' appointments with their parents and Head of Year in Year 9. These meetings are designed to inform pupils how well they are likely to achieve in a subject and cover balance and career direction discussions. Pupils can change their options by discussion with the Deputy Head: Academic or Assistant Head: Director of Studies. In certain circumstances, the School reserves the right to withdraw a subject from the GCSE/iGCSE curriculum if there is not sufficient pupil interest.

Pupils receive regular tutorial meetings with their tutor about their progress and any pastoral concerns, as well as setting and evaluating targets.

6.2 Games, Health and Wellbeing, co-curricular and residential visits

In addition to the GCSE subjects that pupils study, the curriculum also includes:

- Physical education: weekly on-site PE lessons (including swimming) and off-site Games.
- Personal Development: the Health and Wellbeing (PSHE) programme.
- Co-curricular activities: a wide range of co-curricular activities, including sports, music, academics, and creative arts.
- Specialist tuition: optional individual music and Speech and Drama lessons.
- Educational visits: regular educational day visits organized by departments to enrich the learning in their subjects.
- Residential visits: optional trips such as ski trips, sports tours, language visits, and World Challenge expeditions.

6.3 A-Level options

During the A level options process, all Year 11 pupils and their parents meet with the Head of Year 11, the, Deputy Head of Sixth Form, Head of Sixth Form or the Head of Higher Education and Careers.

These individual meetings allow pupils to discuss their suitability to follow their desired courses and ensure that pupils are aware of facilitating subjects and the necessity of keeping their options open. Options evenings and the Sixth Form Experience Day, incorporating taster lessons, also form part of this process. After their GCSE/iGCSE results, there is an opportunity for pupils to change their A level options by discussion with the Assistant Head: Director of Studies.

6.4 Review

The GCSE and iGCSE offering are reviewed annually to ensure it develops and meets the needs of the pupils and the School, and that it gives a full opportunity for those in Years 10 and 11 to continue to receive linguistic, mathematical, scientific, technological, aesthetic and creative, speaking, listening, literacy and numeracy, human and social, physical, and PSHE, RSE, spiritual, moral, social and cultural and careers education.

7. Sixth Form

7.1 A Level courses

The majority of Year 11 pupils continue into the Sixth Form, and we also welcome new students. The vast majority of students take three Advanced Level subjects, with a few exceptionally academically able students taking four. Optional ancillary programmes of study are also offered to students, which include the Core Mathematics qualification and the Extended Project Qualification (EPQ).

The following subjects are offered at A Level: Art & Design, Biology, Business, Chemistry, Classical Civilisation, Drama, Economics, English, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Music Technology, Philosophy, Physical Education, Photography, Physics, Politics, Psychology, Sociology and Spanish.

Students' preferences govern the option blocks, and in most cases, this allows all students to follow their favoured combination of subjects. Each subject is given eleven periods per fortnight on the timetable, with occasional exceptions when this might be reduced to nine or ten periods for a subject that runs with only one or two students. The EPQ programme includes a weekly period for the taught element of the course, and periodical meetings with the assigned supervisor.

In certain circumstances, the School reserves the right to withdraw a subject from the A Level curriculum if there is not sufficient student interest.

Year 12 and 13 students are placed into small tutor groups, and each student has a tutor who monitors their pastoral and academic progress and guides the student through the UCAS procedure, if applicable.

7.2 Games, Futures and Skills, Health and Wellbeing and co-curricular

Sixth Form students engage in a comprehensive programme designed to prepare them for their future lives. This includes:

- Physical Education: a weekly Games lesson.
- Personal Development and Careers: Futures and Skills Careers Programme and Health and Wellbeing lessons, both incorporating PSHE. The Careers sessions offer impartial advice to help students make informed choices about their post-Clifton High School next steps.
- Digital Skills: All Year 12 students receive a fortnightly Digital Skills lesson, taught by the Head of Transformation and AI, focusing on "The Skills for Tomorrow" curriculum.

To further enrich their Sixth Form experience and aid in university applications, students are encouraged to participate in popular additional pursuits such as Young Enterprise and the Duke of Edinburgh Gold Award.

7.3 Review

The whole School curriculum is subject to full review as appropriate, with lighter touch reviews of the curriculum for each phase taking place annually.

8. Careers

Accurate and up-to-date careers guidance is incorporated into the Health and Wellbeing programme for Years 7 to 11, and Futures and Skills lessons for the Sixth Form. The provision is increased as pupils progress through the Senior School with emphasis being placed on providing impartial guidance to allow pupils to make informed choices which will ultimately allow them to fulfil their potential. This includes careers fair events, as well as individual advice and support offered by our dedicated Head of Higher Education and Careers.

9. SEND and EAL

Clifton High School is committed to providing an inclusive curriculum that meets the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND), and English as an Additional Language (EAL). Teaching and curriculum planning take account of pupils' ages, aptitudes and individual needs, with appropriate support and challenge provided to enable every pupil to access the curriculum and make progress.

Support is coordinated through the Enhanced Learning Department (ELD), which offers a range of provision, including universal support, targeted interventions and specialist interventions. This personalised approach helps to ensure that all pupils are able to achieve their full potential.

The Enhanced Learning registers are updated at least once per year. The process by which pupil's provision is tailored is outlined in the Enhanced Learning Policy and the English as an Additional Language Policy.

10. Scholars and More Able

Lessons are deliberately planned to provide high levels of challenge for all pupils through a 'teaching to the top' approach. Lessons are designed to stretch and inspire, with high expectations for every learner, regardless of their starting point. Teachers plan ambitious learning opportunities that encourage deep thinking, problem-solving, and intellectual curiosity, while providing appropriate scaffolding and support to ensure all pupils can access and succeed in challenging content.

11. French, English Combined Programme (FECP)

Clifton High School offers French-speaking pupils throughout the School the opportunity to follow both the French and the English curriculum at the same time. The combined programme enables French speaking pupils to follow the English curriculum and learn to speak and write English fluently, while at the same time, acquiring the same knowledge and methodology as if they were receiving their education in France. As a result, each year the pupils obtain official certification which keeps their options open should/when they return to France and integrate back into the French education system in the future.

The French curriculum is incorporated into the individual pupil's regular day-to-day timetable and this tailor-made programme is carefully designed to each child's specific requirements and learning needs, allowing them to be active members of Clifton High School and its community, enjoying all the benefits that this provides.

12. Individual curriculum adjustments

Pupils who have SEND, EAL and/or are part of the French, English Combined Programme (FECP), sometimes follow a reduced curriculum, studying fewer than the full subject range for their year-group. In order for a pupil to follow a reduced curriculum by dropping a subject, written agreement is obtained from the parents following extensive consultation with all those involved.

13. Inclusion

Clifton High School

Clifton High School is an inclusive community where all pupils are entitled to a broad and balanced curriculum. We proactively identify potential barriers to a pupil's learning and participation to ensure that reasonable adjustments can be made, allowing every individual to fully engage in all aspects of school life. Through high expectations and carefully tailored targets, we enable all pupils to achieve their full potential.

Clifton High School

Version history

Version	Date	Section	Material change	Approval
05.22.01	10.05.2022	4.2	Insertion of a paragraph setting out details of the Equality Impact Assessment.	Mr Chris Collins
11.22 v1	02.11.2022	N/a	N/a	Mr Chris Collins
11.23 v1	27.11.2023	All	Policy updated for 2023/2024 academic year.	Mrs Louise Brackenbury
10.24 v1	01.10.2024	All	Policy updated for 2024/2025 academic year.	Mr Luke Goodman
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