COGNITA



Curriculum Policy

Alleyn's Hampstead Senior School

UK

EUROPE

1 Introduction

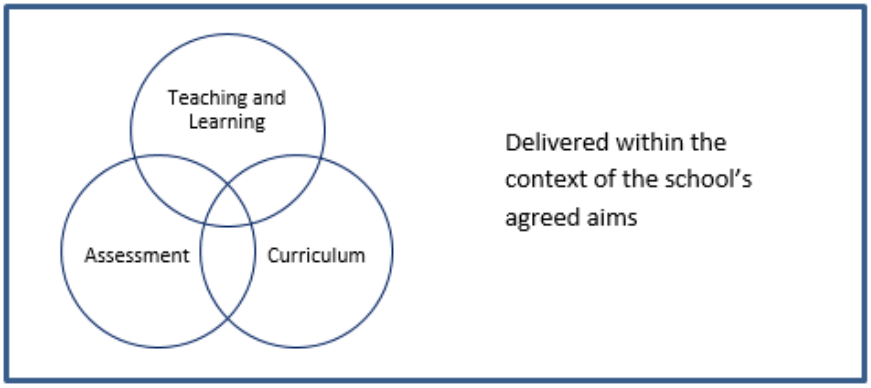
1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

- To celebrate each child as an individual
- To have a happy school with a friendly, family atmosphere
- To provide a secure and nurturing environment where children can learn tolerance, consideration and respect for others
- To help every child fulfil...and even exceed...their potential through dedicated and inspirational teaching
- To educate the whole child by offering a wide variety of academic, sporting and extracurricular activities

1.2 This policy applies to all pupils.

1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:



1.5 We aim to provide a holistic curriculum which develops every pupil as a confident individual who loves learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.

1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:

- A passion for life-long learning;
- A capacity for independent and critical thinking;
- Self-awareness, self-regulation and resilience;
- Self-confidence without arrogance; and
- Genuine interests that extend beyond the confines of the classroom.

1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:–
(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
(ii) do 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.

The school is committed to ensuring:
(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
(b) that pupils acquire speaking, listening, literacy and numeracy skills;
(c) where the principal language of instruction is a language other than English, that lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
(d) personal, social, health and economic education which:
(i) reflects the school's aim and ethos; and
(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
(e)for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
(i) is presented in an impartial manner;
(ii) enables them to make informed choices about a broad range of career options; and
(iii) helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.
f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
(h) that all pupils have the opportunity to learn and make progress and
(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

1.9 Our ROCCK values of Respect, Opportunity, Curiosity, Courage and Kindness run through the curriculum, in lessons and in the wider life of the school. Curiosity is reflected in questioning, exploring ideas and creative thinking. Courage is reflected in taking academic risks, speaking up and learning from mistakes. Opportunity is reflected in the co-curricular, leadership and enrichment programmes described in sections 6 and 7.

1.10 Our approach to wellbeing is based on the PERMA model developed by Martin Seligman: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment. The curriculum supports these through inspiring learning, clubs and activities, sport and the arts, leadership and service, and the celebration of effort, progress and achievement.

1.11 This policy should be read alongside Appendix: ROCCK and PERMA in Practice.

2 Taught Curriculum

2.1 Our taught curriculum broadly follows and, at times, goes beyond the National Curriculum at KS3 and 4 and is formally assessed at the end of KS4 by GCSEs and at the end of KS5 by A Levels. The details of which exam boards are used at GCSE and A Level by our different subjects, and course overviews/specifications, are shared with parents/guardian.

2.2 Pupils entering the school in years 7-11 take the CAT4 baseline test in September in their year of entry or mid-year if the enter at a non-standard time. Pupils entering the Sixth Form will take the CAT4 baseline test. The outcomes of tests are used to track progress and make sure that the curriculum offer is individualised to need.

2.3 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.

2.4 Details of the KS3-4 taught curriculum is translated into Curriculum Booklets that are shared with parents/guardians, including on our Parent App - Cognita Connect. This information is also shared at Parent Information Evenings at the start of the academic year.

2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3 Special Educational Needs and Disability - SEND

3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school's AIM (Access, Inclusion and Mentoring) department is led by a well-established SENCO.

3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 Spiritual, Moral, Social and Cultural Development of Pupils

4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the DfE's Independent School Standards Guidance, updated April 2026**.**

Aspects of SMSC are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

b) Ensures that principles are actively promoted which-

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

(c)precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d)takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—

(i)while they are in attendance at the school,

(ii)while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

(iii)in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.

4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

4.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process;
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHEE

5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Relationships and Sex Education (RSE), and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE). Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010

5.2 Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week for Years 7-11. Year 12 and 13 have regular PSHEE sessions that rotate with the Futures Programme and PSHEE topics are also covered during form times. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

6 Co-curricular

6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. These may include European Day of Languages, National Poetry Day, Mathematics Challenges (UKMT) World Book Day, Science Week etc.

6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:

- Weekly timetabled enrichment session for Y7-10 (rotating each term) including AiQ (Alleyn's Intelligence Quotient); Futures; Aspiring Minds programmes.
- Sports Clubs before, after and during the school day.
- Leadership Training through PSHEE sessions.
- Student Council (each form has an elected representative)
- Duke of Edinburgh Award for Year 9 onwards
- Expeditions and trips (including year-group residentials)
- Fundraising Activities charities.
- Careers and Higher Education; including Futures programme for Sixth Form.
- Partnership opportunities e.g. with Henley Business School.
- Various Societies and Activities; and
- Sport.

8 Responsibility

8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Head Teacher. However, all staff are responsible for ensuring this policy is implemented and acted on.

8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE
Consultation – May 2017	Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – April 2018	James Carroll, ADE
Review – May 2022	Nicola Lambros DE
Review – May 2025	Sarah Reynolds, Regional Director of Education

Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Italy	Yes
Switzerland	Yes
Greece	Yes

Version control	
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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards

Appendix 1. Curriculum Overview

All subjects are taught meeting or exceeding the Guided Learning Hours (GLH) recommended by the exam board specification of the qualification they are taking. Heads of Department are responsible for producing Medium Term Plans (MTP) and Curriculum Maps that match the intended learning objectives and outcomes as provided by their specifications.
In Years 7 to 11, all pupils of compulsory school age attend school full-time with at least 28 hours of timetabled lessons per week.

In Year 7 pupils take:

Subject	Period allocation
Mathematics	5
English	4
Computing	1
Science	4
French/Spanish/German/Latin	3
Geography	2
History	2
Music	2
Design and Technology/Visual Art Rotation	2
Art	1
Drama	2
PE	4
Enrichment (AiQ/Aspiring Minds/Futures)	1
PSHEE	1
Assembly	1

In Year 8 pupils take:

Subject	Period allocation
Mathematics	5
English	4
Science	4
German/Spanish/French/Latin*	4
Geography	2
History	2
Music	2
Design and Technology/Visual Art Rotation	2
Art	1
Computing	1
Drama	1
PE	4
Enrichment (AiQ/Aspiring Minds/Futures)	1
PSHEE	1
Assembly	1

* *Pupils take a second language (French/German/Spanish) or choose to continue with Latin.*

In Year 9 pupils take:

Subject	Period allocation
Mathematics	5
English	4
Biology/Chemistry/Physics*	4
French /German/Spanish/Latin	4
Geography	2
History	2
Music	2
Design and Technology/Visual Art Rotation	2
Art	1
Computing	1
Drama	1
PE	4
Enrichment (AiQ/Aspiring Minds/Futures)	1
PSHEE	1
Assembly	1

**Students study each Science discipline with a specialist teacher for a term on rotation.*

KS4 pupils (Year 10 & Year 11) study for their GCSEs in the following subjects:

- Maths
- English Language
- English Literature
- Combined Science
- Option Subject 1
- Option Subject 2
- Option Subject 3
- Option Subject 4

The Option Subjects are selected from:

1. Art and Design – 3D Design
2. Art and Design - Fine Art
3. Art and Design – Photography
4. Art and Design - Textiles
5. Classical Civilisation
6. Computer Science
7. Drama
8. Food Preparation and Nutrition
9. French
10. Geography
11. German
12. History
13. Latin
14. Music
15. Physical Education
16. Separate Sciences i.e. Triple Science instead of Combined Science
17. Spanish

- AT KS4, pupils have 3 lessons per week in each GCSE subject. The exception being Mathematics (4 lessons in Y10 and 5 lessons in Y11) and English Language/English Literature (5 lessons in Y10 and 6 lessons in Y11).

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In Year 12, pupils study for A Levels, with the main route being:

- Option Subject 1
- Option Subject 2
- Option Subject 3
- EPQ (Extended Project Qualification)

There is some flexibility in this route to allow for those taking four subjects, and other flexibility exists on a case-by-case scenario basis.

At KS5, pupils have 6 lessons per week in each A Level subject.

The subjects currently offered at A Level are:

Art & Design**
Biology
Chemistry
Classical Civilisation
Computer Science
Drama & Theatre
Economics
English Literature
French
Further Mathematics
Geography
History
Mathematics
Music
Physical Education
Physics
Politics
Psychology
Spanish

**Various specialisms: Fine Art; Photography; 3D Design; Textiles.

N.B. subject courses running for our current Y13 students (academic year 2026-7):

- Art & Design (Fine Art or Photography specialisms)
- Biology
- Chemistry
- Economics
- English Literature
- French
- Further Mathematics
- History
- Mathematics
- Physics
- Politics
- Psychology

Subject courses running for our current Y12 students (academic year 2026-7):

- Art & Design (various specialisms)
- Biology
- Chemistry
- Economics
- English Literature
- French
- Geography
- History
- Mathematics
- Photography
- Physics
- Politics
- Psychology

9 Appendix: ROCCK and PERMA in Practice

9.1 1. Purpose and status of this appendix

This appendix sets out the school's ROCCK values and PERMA wellbeing elements for reference in relevant policies and practice. It is intended to support consistent understanding and does not replace the policies it accompanies.

This policy should be read alongside Appendix X: ROCCK and PERMA in Practice.

9.2 2. ROCCK

THE BUILDING BLOCKS OF CHARACTER
LEARNING TOGETHER. GROWING TOGETHER.
At Alleyn's Hampstead, our values help us learn, connect and thrive as a community.

Value	Meaning	What it looks like
RESPECT	Meaning: Value others Focus: Yourself; Others; Learning; Our environment Statement: Listen actively, speak thoughtfully and treat everyone with dignity.	Listening; Good manners; Looking after our environment; Valuing differences.
OPPORTUNITY	Meaning: Make the most of every chance Focus: Learning; Leadership; Participation; Challenge Statement: Say yes to new experiences and make the most of every moment.	Joining clubs; Leadership; Competitions; Performing.
CURIOSITY	Meaning: Keep asking why Focus: Exploring ideas; Questioning; Creating; Discovering Statement: Be interested, ask questions and enjoy learning something new every day.	Asking questions; Exploring ideas; Problem-solving; Creative thinking.
COURAGE	Meaning: Be brave enough to try Focus: Taking risks; Speaking up; Learning from mistakes; Showing resilience Statement: Growth happens when we step outside our comfort zone.	Trying new things; Speaking up; Bouncing back; Taking responsibility.
KINDNESS	Meaning: Choose kindness Focus: Friendship; Inclusion; Empathy; Service	Helping others; Including everyone; Showing

Value	Meaning	What it looks like
	Statement: Small acts of kindness make a big difference to our community.	empathy; Community service.

Our ROCCK Promise: We strive to: Show Respect; Embrace Opportunity; Stay Curious; Act with Courage; Lead with Kindness.

9.3 3. PERMA

THE BUILDING BLOCKS OF WELLBEING

Flourishing Together

At Alleyn's Hampstead, we believe that wellbeing helps everyone learn, grow, achieve and belong. Our approach is based on the PERMA model developed by Martin Seligman.

Element	Meaning	What it looks like
POSITIVE EMOTION	Meaning: Feel good Focus: Joy; Gratitude; Kindness; Optimism Statement: Notice the good. Celebrate success. Spread positivity.	Celebrating success; Gratitude; Kindness; A supportive community.
ENGAGEMENT	Meaning: Get involved Focus: Learning; Creativity; Participation; Challenge Statement: Be curious, focused and fully engaged in what you do.	Inspiring learning; Clubs and activities; Sport and the arts; Creativity and challenge.
RELATIONSHIPS	Meaning: Connect well Focus: Friendship; Respect; Belonging; Support Statement: Build positive connections and help others thrive.	Friendship; Inclusion; Respect; Teamwork.
MEANING	Meaning: Find purpose Focus: Community; Contribution; Values; Service Statement: Be part of something bigger than yourself.	Leadership; Service; Community impact; Shared values.
ACCOMPLISHMENT	Meaning: Achieve your best Focus: Goals; Perseverance; Progress; Success Statement: Embrace challenge, celebrate effort and achieve your potential.	Personal goals; Challenge; Resilience; Achievement.

Our Wellbeing Promise: We strive to help every pupil, parent and colleague: Feel Positive; Stay Engaged; Build Strong Relationships; Find Meaning and Purpose; Experience Achievement and

Growth.

9.4 4. How ROCCK and PERMA work together

The suggested overlaps below offer a practical way to consider how the two frameworks may relate. They are not intended to be exhaustive or prescriptive.

9.4.1 Suggested starting point for the school to confirm

ROCCK value	PERMA element or elements
Kindness	Positive Emotion; Relationships
Curiosity	Engagement
Courage	Accomplishment
Respect	Relationships
Opportunity	Engagement; Meaning

9.5 5. Using this appendix in policies

A policy may refer to this appendix where ROCCK or PERMA provides relevant context for its subject. Any reference should sit alongside the policy's specific guidance and should not imply additional requirements beyond that policy.