

Peacehaven Community School

Curriculum Policy

Document Management

Date Approved: March 2026

Next review date: March 2027

Approved by: Headteacher and Chair of Governors

Contents

1. Intent and implementation	3
2. Legislation and guidance	4
3. Roles and responsibilities	4
4. Organisation and planning	5
5. Inclusion	8
6. Monitoring arrangements	8
7. Links with other policies	8
8. Glossary of terms	9

1a. Intent

At Peacehaven Community School, our curriculum is firmly rooted in our vision of providing an outstanding, inclusive, supportive and challenging education that fosters cognitive and social-emotional growth. Our values of **Aspire**, **Believe**, **Contribute**, and **Achieve** drive our ambition. Our curriculum embodies our unwavering commitment to providing an exceptional education that empowers students to reach their full potential and embrace a future filled with success and fulfilment.

- **Aspire:** Our curriculum instils a sense of ambition within our students by setting high expectations and encouraging them to strive for their personal best. Through a range of subjects and diverse learning experiences, we prepare our students to confidently navigate an ever-changing world, igniting their curiosity and passion for learning and preparing graduates of the future.
- **Believe:** We cultivate a culture of belief in the abilities of all our students, providing a caring and inclusive learning environment that values each individual. Our broad and balanced curriculum is designed to develop essential life skills, promoting mutual respect, resilience, and positive relationships, while nurturing each student's unique talents and interests.
- **Contribute:** Our curriculum recognises the importance of developing responsible, engaged citizens who contribute positively to their communities. Students are encouraged to participate in a variety of extracurricular activities and enriching experiences, fostering a strong sense of civic duty, global awareness, and empathy for others.
- **Achieve:** We are committed to academic excellence, employing innovative, evidence-based teaching methods to inspire our students to achieve their full potential. Our personalised approach to learning ensures that every student's needs, abilities, and interests are met, allowing them to make excellent progress and develop crucial cognitive and social-emotional skills.

1b

Curriculum implementation

At Peacehaven Community School, we prioritise a well-sequenced curriculum that integrates new knowledge with prior knowledge, building complexity over time. We adopt an 'Assess, Plan, Do, Review' cycle to ensure lessons are inclusive. We reduce cognitive load in lessons, plan for retrieval practice to activate prior knowledge and we believe that exposing students to content multiple times in the curriculum is essential to develop mastery of threshold concepts, allowing deeper thinking within lessons.

Formative assessment is used, including the use of mini-whiteboards and effective questioning, to assess student thinking, which then informs teacher planning and teaching. The curriculum is regularly adapted based on student data from assessments, ensuring that our teaching remains responsive to student needs. We believe in using adaptive teaching to provide scaffolding to students when required, which is gradually removed over time. By doing so, we aim to develop successful learners that can achieve and succeed in KS3, KS4, and beyond. Our curriculum is designed to challenge our students, explicitly teaching metacognitive strategies to encourage them to become reflective learners that can self-scaffold. We prioritise literacy through the explicit teaching of tier 2 and 3 vocabulary and reading comprehension strategies in all subjects.

Initially, our curriculum begins by building upon threshold concepts and knowledge from KS2 to ensure that our learners are successful and motivated. Our curriculum then uses regular spaced retrieval practice to continually reinforce and build upon student knowledge, understanding, and skills across KS3 and KS4.

We aim to develop students who aspire, believe, contribute, and achieve, equipping them with the necessary knowledge, skills, and strategies to succeed in their futures.

2. 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 the school has 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 [Governance Handbook](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, mathematics, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leaders and Key Stage coordinators will:

- Provide the intent for the subject's curriculum with a view to the overall outcome for all students.
- Ensure that the National Curriculum Programme of study is mapped and covered within the curriculum at KS3 and 4.
- Provide a learning journey and make it available for all.
- Monitor and adapt the curriculum provision through their subject area considering the different needs of all students.
- Review the subjects' curriculum provision for differing cohorts of students annually and amend the curriculum as necessary to cater for the needs of students.

Teachers will:

- Deliver the curriculum in accordance with the subject leader's direction ensuring appropriate differentiation tasks.
- Assess student's curriculum knowledge and adapt teaching practice to ensure effective delivery of the curriculum, ensuring common misconceptions are addressed.

Pastoral Leads/Heads of Year will:

- Plan and provide materials for tutors to deliver the curriculum intent in line with the school values.
- Monitor delivery of the curriculum through Tutor time and tutor groups.

Tutors will:

- Work with their Pastoral lead/Head of Year to deliver the material necessary to achieve the intent of the curriculum.

4. Organisation and planning

Core Curriculum

The core curriculum runs through key stages 3 and 4 and consists of:

English: Literature and Language (18% of whole curriculum at KS4 and 16% at KS3);

Mathematics: (20% of whole curriculum at KS4 and 14% at KS3);

Science: all students will follow a broad and balanced science route at KS3 and a triple science award route at KS4 with some opting to complete the combined route if required. (20% of whole curriculum at KS4 and 12.6% at KS3)

Core PE: all students will follow a PE curriculum that diversifies into 4 routes at the end of year 9 (8% of the whole curriculum);

SPHERE: This subject combines the PSHE, RE and RSE curriculum. All students follow a Kent agreed syllabus with the opportunity to sit GCSE RE or Citizenship at Key Stage 4. PSHE is provided via weekly timetabled lessons and is essential for the community that PCS is in (4% of the whole curriculum).

For a small number of SEND students at KS4, functional skills English and Maths are delivered alongside the core curriculum.

Core curriculum skills and knowledge development flow through KS3 and KS4.

Years 7, 8 and 9

Years 7, 8 and 9 are foundation years providing a range of subjects that develop a breadth of skills for students. Languages are promoted (6% of curriculum time) and form part of the English Baccalaureate offer which the school seeks to promote, totaling 64.6% of KS3 curriculum time (English, Mathematics, Science, Computing, Geography, History and Languages)

Selected SEND students are taught their core and EBACC subjects in a smaller consistent 'Access' group and attend mainstream lessons for other subjects within the curriculum.

Throughout KS3 the National Curriculum POS and attainment targets are mapped through every subject and cross-linked to other subjects. The curricula of each subject is planned to ensure skills are transferrable between subjects. All National Curriculum Programmes Of Study and Attainment Targets are met by the end of year 9.

At the end of year 9, students personalise their own curriculum and choose three option subjects to study through to examination at the end of KS4.

Progress 8 elements will be met by:

one option choice being from the EBacc subjects of Geography, History, Spanish or French or Computer Science to complete this element, with the core curriculum of 3 sciences;

two option choices in the Open group alongside English Literature.

Years 10 and 11

Students build upon the skills developed in KS3 in their option subjects.

More time is allocated to Science for effective study of triple science.

Personal Development Time

Throughout Personal Development time students will develop their knowledge of future employment skills and qualities. All students will identify possible career sectors or jobs that they are aspiring to enter. Personal development Mentors will work with students to develop portfolios (records of achievement) that document students' progress with the skills identified to reach their chosen career. It is recognized that as students progress through the school that their chosen career will change and as will the identification and development of the skill set. Students will be able to plan to meet the skills necessary for their chosen route and provide evidence of this within their portfolio.

Curriculum Model

Curriculum model 2025-26

Numbers indicate the number of sessions in a two-week cycle. All lessons are 60 minutes long except PDI which is 20 minutes at the start of every day.

2025/26	KS3			KS4	
Subject	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	9	9
Maths	7	7	7	10	10
Science	6	6	7	10	10

Core PE	4	4	4	4	4
Computer	2	2	2		
PSHE	2	2	2	1	1
RE	2	2	2	1	1
Option X	0			5	5
Option Y	0			5	5
Option Z	0			5	5
Art	2	2	2		
Performing arts	2	2	1		
D&T/Food	4	4	4		
Languages	3	3	3		
Music	2	2	2		
Geography	3	3	3		
History	3	3	3		
PDI	3.3	3.3	3.3	3.3	3.3
Total (sessions)	53.3	53.3	53.3	53.3	53.3
Classes	7	8	8	7	8

- The curriculum has incorporated the following,
 - o Sex and relationship education delivered within SPHERE lessons (also see the RSE policy)
 - o Spiritual, moral, social and cultural development is delivered throughout the curriculum and Personal Development lessons.
 - o British values are delivered within SPHERE lessons and throughout the curriculum
 - o Careers guidance is provided through every year group and the Gatsby Standards are implemented within the curriculum.

The timings for the school day are below.

PDI	08:40 - 09:00
Lesson 1	09:00 - 10:00
Lesson 2	10:00 - 11:00
Break	11:00 - 11:25 (+5)
Lesson 3	11:30 - 12:30
Lesson 4	12:30 - 13:30
Lunch	13:30 - 14:05 (+5)
Lesson 5	14:10 - 15:10

5. Inclusion

Our educators are committed to fostering an environment of high aspiration. We believe that every learner, regardless of their starting point, deserves a curriculum that challenges and inspires them. Teachers establish ambitious targets and develop bespoke learning pathways for:

- High-Prior Attainers: Extending their thinking through complex problem-solving and deep inquiry.
- Vulnerable & Disadvantaged Groups: Closing the attainment gap through targeted intervention and enriched opportunities.
- Pupils with SEND: Providing expert scaffolding to ensure full access to a broad and balanced curriculum.
- EAL Learners: Integrating language-rich instruction that builds linguistic confidence alongside subject mastery.

We proactively identify and remove barriers to learning, ensuring that our delivery of the National Curriculum is universally accessible. Whether through adaptive teaching or specialised resources, we ensure that every pupil—regardless of their background or neurodiversity—can thrive in every subject.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits
- Swale reviews
- Learning walks
- Subject leaders presenting to the governing body
- Review of the curriculum maps, Learning Journeys and plan for the school

Heads of Department and Subject leaders monitor the way their subject is taught throughout the school by:

- Lesson observations
- Learning walks
- Student Voice questionnaires
- Regular work scrutiny
- Planning scrutinies
- Line management meetings

Heads of department and subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher and Chair of Governors. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and information report

- Equality information and objectives
- Relationships and Sex Education policy
- Pupil Premium plan

8. Glossary of terms

Term	Definition
Adaptive Teaching	Adjusting teaching during a lesson (such as providing extra support or "scaffolding") to ensure every student can meet the learning objective, regardless of their starting point.
Cognitive Load	The amount of information the working memory can hold at one time. The school aims to reduce this so students don't become overwhelmed and can focus on learning.
Metacognition	The process of a student being aware of their own learning. It involves using specific strategies to plan, monitor, and evaluate how they approach a task.
PDI (Personal Development Initiative)	A 20-minute daily session at the start of the day focused on student growth and future planning.
Retrieval Practice	A learning technique where students are asked to recall information they have previously learned to help strengthen their long-term memory.
Scaffolding	Temporary support (like a writing frame or a checklist) given to a student to help them complete a task they couldn't yet do alone. This is gradually removed as they become more confident.

SPHERE	A combined subject at PCS that covers PSHE (Personal, Social, Health and Economic education), RE (Religious Education), and RSE (Relationships and Sex Education).
Threshold Concepts	Core "gateway" ideas within a subject that, once understood, allow a student to grasp much more complex topics.
Tier 2 Vocabulary	High-utility words that appear frequently across many different subjects (e.g., <i>evaluate</i> , <i>context</i> , <i>conclude</i>).
Tier 3 Vocabulary	Technical words that are specific to a particular subject or field (e.g., <i>isotope</i> in Science or <i>iambic pentameter</i> in English).