



## Curriculum Statement

Our curriculum is highly ambitious, broad, well-sequenced and carefully planned; it develops resilient, purposeful and academically successful students through the provision of high quality learning journeys and a wealth of extra-curricular opportunities.

Our students are able to explore a wide range of knowledge and skills because our curriculum remains as broad as possible for as long as possible. Students develop a love of what they learn because the curriculum is delivered by a team of expert teachers who are enthusiastic about the subjects they teach. Our students will in turn develop the deep knowledge and skills necessary to contribute fully to society and lead fulfilled and successful lives.

Our curriculum aims align with our school values:

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| Our values | <b>Ambitious</b>  | Our students will have a strong desire and determination to succeed in all that they do. This success will allow them to develop fluency and independence in their learning. This fluency and independence will be fostered and developed by a team of skilled teachers who will challenge and motivate them to be the very best they can be at all times. The opportunities we provide are carefully selected to expose students to a wealth of experiences both in and out of the classroom, ensuring they remember knowledge in the long term, which is applied across differing contexts. |
|            | <b>Purposeful</b> | Our carefully sequenced curriculum gives all students the opportunity to experience and learn from a broad range of subjects. Having been designed to build upon prior learning, students incrementally develop a more complex understanding over time. They acquire a wide body of powerful, deep and relevant knowledge across a range of different subjects and extra-curricular experiences, enabling them to make purposeful decisions about their roles in society.   |
|            | <b>Proud</b>      | Students are expected to have ownership of their learning and take pride in their achievements. Fostering students' pride in the school, and the local and wider community is essential to ensuring they are equipped to successfully contribute to society, both during and beyond their time at Bournside.  |
|            | <b>Respectful</b> | Through all areas of school life, students are taught the importance of having respect for themselves and others through the responsible, healthy and safe choices they make during their time at school and beyond. Our curriculum is carefully organised across all subjects to ensure students develop their understanding and respect for people of all backgrounds, cultures, race, genders and religions and actively discourage – and speak out against – all forms of prejudice.  |
|            | <b>Curious</b>    | We want students and staff to be curious. Our curriculum develops the cultural capital of all students by exposing them to key cultural, social and functional knowledge whilst developing skills to allow them to fully partake in their future, as well as our present, global society.   |

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|  | <b>Supportive</b> | <p>We strive to create a positive, nurturing environment for students and staff. Students are taught the skills to tackle challenging experiences, supporting them to develop a lifelong resilience. Students know that they have a network of people in whom they can trust and confide. They develop skills which enable them to seek and find solutions to issues independently so that they can positively overcome challenges.</p> |
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### **We intend our curriculum to:**

- Help all students develop the knowledge, skills (including literacy and numeracy), and virtues and behaviours necessary to contribute positively to society and live fulfilled and successful lives.
- Enable students to achieve success through valuing and understanding the relationship between both declarative and procedural knowledge: through a knowledge-rich curriculum, knowledge is the pathway to the development of skills.
- Allow all students to follow a broad curriculum within a 3-year KS3 and 2-year KS4 model in order to maximise their exposure to the widest range of subjects before the specialization of KS4 and 5.
- Ensure that at the end of Year 11 (and Year 13) students have the qualifications, knowledge, skills and behaviours to enable progression to the next stage of their education which is appropriate to their aspirations.
- Be aspirational for all of our students with the majority following a curriculum with a strong academic core.
- Empower subject specialists to deliver a curriculum of the most powerful knowledge in their subject: both substantive and disciplinary knowledge.
- Provide varied, interesting and engaging opportunities both inside and outside of the classroom to enable students to develop cultural capital regardless of their background.

### **Implementing the curriculum**

- Curriculum areas follow their curriculum map as displayed in each classroom.
- The curriculum is sequenced with intentionality to enable students to progress in terms of what they know and what they can do.
- Meaningful assessment for learning routines (such as Feedback Action Response marking) are embedded to gauge pupil understanding and allow feedback.
- Teaching strategies such as retrieval practice are incorporated into curriculum/departmental/pastoral plans to ensure what is learned is remembered long term.
- Our pedagogical approach is knowledge-rich; subject mastery encircles all of Bournside's Teaching Principles. As a result of teachers' subject expertise, they:
  - are aware of common misconceptions and ways to help students overcome these
  - emphasise and explain the most powerful knowledge and complex ideas in a clear way
  - are clear on the purpose of each lesson, where it fits into the bigger picture of the subject curriculum – as well as the curriculum as a whole – in order to support deeper learning in a wider context
- routinely check for understanding, identify gaps for student learning, and make adjustments within lessons accordingly
- use scaffolding to ensure that all students can access their entitlement to the full curriculum.
- Extra-curricular opportunities are promoted and celebrated with all students whilst ensuring that no group is discriminated against.
- Developing staff pedagogical and content knowledge is a core feature of our CPD programme in order that the curriculum is delivered effectively. This CPD programme is based on the most up-to-date research.

### **The curriculum is quality assured by:**

- Ongoing challenging, curricular-focused discussions between Heads of Department and their Line Manager.
- Robust evaluation of teaching and learning through departmental review meetings and improvement documents.

- Evaluation of the extent to which it positively impacts on the educational experience of different pupil groups, particularly disadvantaged students and those with EAL, SEND, those known (or who have been known) to the care system and others with barriers to their learning.
- Analysis of student learning and outcomes at all key stages.
- Regular student, staff and parental feedback.
- Tracking and evaluating our extensive extra-curricular offer to ensure we are offering the very best experiences to all of our student groups.
- Analysis of student destinations at KS4 and KS5 to understand the effectiveness of the curriculum in preparing students and students for the next stage of their life.

**Approved: January 2026**

**Reviewed: Annually**