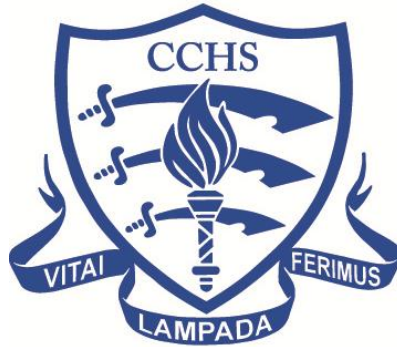


# Chelmsford County High School for Girls



## Curriculum Policy May 2026

Approved by Academy Trustees: 20<sup>th</sup> May 2026

# **Chelmsford County High School for Girls**

## **Curriculum Policy (with effect from September 2026)**

### **VISION**

This policy aims to reflect the vital concept which animates the CCHS curriculum: that of ambition. This is clearly communicated through the School vision – developing the leaders of tomorrow.

### **AIMS**

The overall aim of the Curriculum Policy at Chelmsford County High School for Girls is the promotion of the intellectual and personal growth of students to enable them to make the most of the opportunities offered in their lives, to develop a commitment to lifelong learning as well as a meaningful contribution to the local and global community.

The curriculum provides breadth, balance, and relevance to highly able students. It also delivers progression in understanding, knowledge and skills. At CCHS, we believe all students need to be articulate, creative, enquiring, knowledgeable, principled, reflective and resilient. These attributes form the CCHS Learner Profile and are embedded in our work across the School.

Students encounter a variety of teaching and learning styles, and have their individual learning needs met. Students with Special Educational Needs and Disabilities are identified in order to support academic progression, with extra support or additional resources provided, where appropriate. Students in receipt of Free School Meals are monitored, with access to Pupil Premium funding where necessary. By removing barriers to their learning, students have full access to the curriculum.

Alongside the breadth and balance of our academic subjects, our Personal, Social, Health & Economic Education (PSHE) programme alongside our Relationship and Sex Education (RSE) Policy promotes students' personal, social and economic development, as well as their health and wellbeing.

Our curriculum presents a fair and balanced picture of human thought and achievement, reflecting knowledge and ideas across a diverse range of nationalities, cultures and ethnicities. We seek to modernise our curriculum content by keeping abreast of scholarship, being attuned to cultural awakening, and creating space for progressive perspectives and world views.

### **INTENT**

We have amplified, and so fortified, our School vision and aims, and pursue links between subjects, to cultivate core values, which direct and drive our work: citizenship, distinction, challenge, duty, imagination, enlightenment and diversity.

Our School aims and values:

- Developing the leaders of tomorrow – **citizenship**: *inspire future citizens to think for themselves and to act for others.*
- The pursuit of excellence – **distinction**: *provide students with an outstanding education, with students doing their best in all endeavours.*
- Fulfilling individual potential – **challenge**: *motivate students to acquire new knowledge & understanding and stimulate them to develop new skills & attributes.*
- Contributing to the community – **duty**: *ensure students conduct themselves with civility and compassion at all times, supporting each other and looking beyond themselves.*
- English and Creative Faculties – **imagination**: *enable students to explore new ideas and empathise with the thinking of others, without limitation or risk.*
- Mathematics and Science Faculties – **enlightenment**: *equip students with the insight and determination to embrace new ideas, technology and innovation, enabling them to contribute to the ever-changing natural and physical world around them.*
- Humanities and Languages Faculties – **diversity**: *provide students with the tools to respect and celebrate the great diversity of cultures, backgrounds and beliefs, within and beyond the School, whilst recognising that we have more in common than that which divides us.*

## IMPLEMENTATION

To realise our vision, aims and values requires institutionalised curriculum challenge, i.e. demanding and stimulating experiences across the School. Our challenge model has seven elements:

- Scheduled: habitual challenge, e.g. daily lesson activities
- Extension: amplified challenge, e.g. Curriculum Support Booklet activities
- Enrichment: deep challenge, e.g. Enrichment Day activities
- Overarching: cohesive challenge, e.g. Internationalism activities
- Excellence: examination challenge, e.g. GCSE and A level
- Ancillary: complementary challenge, e.g. extra-curricular activities
- Innovation: novel challenge, e.g. special projects

At Key Stage 3 (KS3), the curriculum is broad, balanced and challenging. Students study a range of subjects including English, Mathematics and Science, taught in their separate disciplines, with Philosophy (for Children) taught in Year 7 specifically. Beyond this core, Geography, History and Religious Studies are taught as separate Humanities subjects. Drama, Art and Music comprise the Creative and Expressive curriculum. From Year 7 all students study Latin, alongside a Romance Language (French or Spanish). . Computer Science is studied as a separate subject throughout KS3.

Our Religious Studies programme is designed to give students a broad understanding of diverse beliefs and perspectives, enabling them to contribute to a cohesive society while

also fostering their own sense of ethics and well-being. Parents who wish to withdraw their child from Religious Studies may do so in consultation with the Deputy Headteacher (Academic).

At Key Stage 4 all students study GCSEs in a core of Mathematics, English Language and Literature, the three separate sciences, and at least one language, choosing from French or Latin. Students are also expected to study at least one of either Geography or History. They then choose an additional subject from the following: Art, Computer Science, Drama, Music, Religious Studies or Spanish. Finally, they choose another subject from the total offered, depending on their individual strengths and preferences. Select students are given then opportunity to study the FSMQ (Free Standing Maths Qualification) or GCSE Statistics alongside their Mathematics curriculum. Careers guidance is provided to all students, as is statutory RE and core PE. In Year 10, students are provided with the opportunity to participate in the HPQ as an optional element of their statutory RS program.

Post-16, students can choose to study a programme of A levels. A range of subjects are available including: Art, Biology, Chemistry, Computer Science, Economics, English, French, Further Maths, Geography, Government & Politics, History, Latin, Mathematics, Music, Philosophy & Ethics, Physics, Physical Education, Psychology, Spanish and Theatre Studies. Students choose their curriculum from a twin pathway programme, allowing every student the opportunity to design their own Sixth Form experience.

### **Three A Levels Plus**

Students select three A Levels from a broad range of subjects (excluding Further Maths). All students take part in the EPQ<sub>z</sub> or Core Maths as a fourth option.

### **Four A Levels Plus**

Students select four or five A Levels from a broad range of subjects (including Further Maths). Students have the option to take the EPQ<sub>z</sub> or Core Maths alongside their A Level curriculum.

In addition to discrete subjects, the curriculum includes Physical Education and Work-Related Learning and Careers. Preparation for Higher Education applications is provided, and all students participate in our Year 12 elective programme.

### **Roles and Responsibilities**

- The design of the curriculum is the responsibility of the Headteacher together with the Deputy Headteacher (Academic) and the Trustees.
- The implementation of the curriculum is the responsibility of Subject Leaders and their SLT line managers.

### **IMPACT**

#### Monitoring, Evaluation and Review

- Curriculum provision is monitored termly by SLT colleagues reporting to the Trustees' Curriculum Committee, paying attention to the maintenance of a broad, balanced and challenging curriculum, as well as adhering to the EBacc at KS4 and valuing all subject areas at KS5.
- The DSEF1 (Department Self-Evaluation 1) each September requires Subject Leaders to analyse and report on the performance of students and the effectiveness of teaching & learning practice, by class.
- School Development Leaders, working with the Senior Leadership Team, are responsible for developing our understanding and practice in key areas of the Curriculum and Teaching and Learning, these areas of focus are directly linked to our School Development Plan and include assessment, quality assurance, data, SEND and challenge.
- Subject Leaders, working with their SLT line managers, devise action plans from the DSEF1 process, which are reviewed at the end of each half-term via the line management system across the proceeding academic year.
- Subject, Year and Area Reviews provide evidence of the quality of teaching & learning practice, including marking & assessment practice.
- Our School reporting system allows form tutors to record and celebrate students' involvement in the wider life of the school, including clubs, societies and extra-curricular activities.

#### Related documents

- Equalities Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Relationships & Sex Education Policy
- Examination Policy
- Homework Policy