



SUSSEX
LEARNING TRUST

The Burgess Hill Academy

Curriculum Policy

2026-27

Version:	v1		
Ratified by:	TBHA LGB	Date:	September 2026
Next Review date:	September 2027		



1. Purpose

This policy sets out the principles, expectations and responsibilities that govern curriculum design, implementation, assessment and review at The Burgess Hill Academy.

The academy provides a broad, balanced and ambitious curriculum that:

- gives students access to powerful subject knowledge;
- develops the disciplinary knowledge required to think and work successfully within different subjects;
- prepares students for further education, employment and adult life;
- supports excellent academic outcomes;
- promotes students' spiritual, moral, social and cultural development;
- reflects the academy's local community while broadening students' understanding of the wider world;
- is inclusive and accessible to students with different starting points and needs;
- equips students with the knowledge they need to remain safe and make informed decisions; and
- provides experiences and opportunities beyond the taught classroom curriculum.

The academy uses the National Curriculum, relevant examination specifications and statutory guidance as important reference points when determining curriculum content and entitlement.

2. Curriculum vision

2.1 Our guiding principles

Our curriculum is powerful; learning is both the journey and the destination and becoming a well-educated young person is a goal worth striving for in itself. Therefore, our curriculum encourages students to learn for the sake of learning, but also opens doors for their futures.

Our curriculum is local; we value our local area and teach our students about where they come from, as well as how to understand the wider world around them. Our students will leave us as well-educated young people with the knowledge and skills to positively impact their community.

Our curriculum is diverse; it enables our students to widen their perspectives beyond what they experience every day. We highlight a broad range of voices and perspectives, so that our students can appreciate the full range of achievement, creativity and beauty in the world.

We encourage every student to believe in their best, because they have been taught the very best that has been thought and said.

2.2 Curriculum aims

The academy's curriculum aims to ensure that all students:

1. acquire a secure and increasingly sophisticated body of knowledge;
2. remember more of what they have been taught and make meaningful connections between different areas of learning;
3. develop the vocabulary, reading, writing, oracy, numeracy and digital knowledge needed to access the full curriculum;



4. understand how knowledge is developed, tested and applied within different subjects;
5. experience an ambitious curriculum irrespective of disadvantage, SEND, prior attainment or background;
6. are appropriately supported and challenged;
7. develop curiosity, independence, creativity and confidence;
8. learn about a broad range of cultures, voices, experiences and perspectives;
9. understand their local community and their responsibilities within it;
10. develop the personal knowledge and skills needed to stay safe, form healthy relationships and make informed decisions;
11. receive appropriate careers information, advice, guidance and encounters with education and training providers; and
12. leave the academy with strong outcomes and a wide range of future choices.

3. Statutory and regulatory framework

This policy has been developed with regard to the academy's funding agreement and the following legislation and guidance, as applicable:

- Academies Act 2010;
- Education Act 1996;
- Education Act 2002;
- Equality Act 2010;
- Children and Families Act 2014;
- Special Educational Needs and Disability Regulations 2014;
- National Curriculum in England framework and subject programmes of study;
- SEND Code of Practice: 0 to 25 years;
- statutory guidance for Relationships Education, Relationships and Sex Education and Health Education;
- statutory careers guidance and provider-access requirements;
- Keeping Children Safe in Education;
- Prevent duty guidance;
- political impartiality in schools guidance;
- examination-board specifications and regulations;
- Joint Council for Qualifications regulations and guidance, where relevant; and
- the academy's funding agreement and Sussex Learning Trust's scheme of delegation.

4. Curriculum entitlement

4.1 A broad and balanced curriculum

All students are entitled to an ambitious curriculum that is broad, balanced, coherent and appropriate to their age and stage of education.

The curriculum will include:

- English;
- mathematics;



- science;
- history;
- geography;
- modern foreign languages;
- design and technology;
- computing and digital education;
- art and design;
- music;
- drama and dance;
- physical education;
- religious education;
- personal development, including statutory Relationships, Sex and Health Education;
- citizenship content;
- careers education; and
- guided-choice and qualification courses at Key Stage 4.

The academy may organise, combine or name curriculum areas differently where this supports coherent implementation, provided statutory content and the academy's agreed curriculum entitlement are secured.

4.2 Key stages

- Key Stage 3 comprises Years 7, 8 and 9.
- Key Stage 4 comprises Years 10 and 11.

The academy operates a three-year Key Stage 3 and a two-year Key Stage 4.

4.3 Curriculum time

Curriculum time will be allocated so that subjects can deliver their distinct contribution and students have sufficient time to learn, practise, revisit and apply important knowledge.

The curriculum model is reviewed annually in response to:

- students' educational needs;
- statutory requirements;
- qualification changes;
- student numbers;
- staffing capacity and subject expertise;
- outcomes and quality-assurance evidence;
- financial sustainability; and
- the need to maintain a broad and ambitious offer.

Changes to curriculum time or provision must be approved through the academy's agreed leadership and governance arrangements and, where required, in accordance with Sussex Learning Trust's scheme of delegation.



5. Curriculum design

5.1 Knowledge-rich curriculum

Curriculum plans will identify the important knowledge students are expected to learn.

This includes:

- substantive knowledge: the content, facts, concepts and ideas within a subject; and
- disciplinary knowledge: how knowledge is established, interpreted, evaluated and applied within that subject.

Curriculum content will be:

- clearly specified;
- logically sequenced;
- appropriately challenging;
- connected to prior and future learning;
- revisited where this supports long-term retention;
- informed by relevant subject and examination requirements; and
- directed towards clear end points.

The academy's curriculum model moves from long-term Learning Journeys, through medium-term curriculum sequences, to short-term lesson planning using the Teaching and Learning Framework.

5.2 National Curriculum and qualification coverage

Subject leaders must ensure that:

- relevant National Curriculum content is identified and taught at Key Stage 3;
- all required examination-board content is taught at Key Stage 4;
- curriculum plans show where required content is taught;
- assessment objectives are explicitly mapped across Key Stage 4;
- practical work and fieldwork requirements are secured where applicable;
- non-examined assessment is planned and completed in accordance with examination-board and JCQ requirements; and
- changes to specifications are reflected promptly in curriculum documentation.

Where National Curriculum content cannot be shown clearly within a subject's Learning Journey, it must be mapped through an additional long-term plan or equivalent document.

5.3 Curriculum sequencing

Each subject curriculum must demonstrate:

- what students will learn;
- why the content has been selected;
- why it is taught at that point;
- how it builds on earlier learning;



- the recurring themes and concepts developed over time;
- what it prepares students to learn next;
- expected knowledge end points;
- key vocabulary;
- opportunities for assessment; and
- relevant wider-curriculum links.

5.4 Local and wider curriculum

Curriculum planning should enable students to understand:

- Burgess Hill, Sussex and the wider local context;
- Britain's history, institutions, cultures and values;
- the wider world and Britain's place within it;
- different cultures, religions, perspectives and experiences;
- environmental, social and economic issues;
- the contribution of different individuals and communities; and
- opportunities within the local and national economy.

Local content must enhance rather than narrow students' entitlement to broad disciplinary knowledge.

5.5 Diversity and representation

Subjects should review the texts, examples, people, case studies, images and perspectives represented within their curriculum.

Curriculum choices should:

- reflect the diverse nature of modern Britain and the wider world;
- avoid stereotypes and reductive representations;
- include meaningful contributions from people of different backgrounds;
- challenge prejudice and discrimination;
- support students to engage respectfully with differing viewpoints; and
- remain rooted in the educational purpose and disciplinary integrity of each subject.

Content must be taught in a way that is consistent with the Equality Act 2010, safeguarding requirements and the academy's duties relating to political impartiality.

6. Curriculum planning and documentation

6.1 Principles

Curriculum documentation exists to support high-quality implementation. It should provide sufficient clarity and consistency without creating unnecessary duplication or workload.

Documentation must be:

- current;
- accurate;



- accessible to relevant staff;
- proportionate to its purpose;
- sufficiently detailed to support consistent teaching;
- aligned with academy policy and agreed templates; and
- reviewed when the curriculum, specification or academy expectations change.

6.2 Subject curriculum documentation

Area	Required documentation and expectations
Subject overview	A completed subject overview setting out curriculum intent, staffing, subject pedagogy, professional development priorities and relevant contextual information.
National Curriculum or specification	Current National Curriculum programmes of study and/or examination-board specifications. Required content must be mapped within Learning Journeys, curriculum outlines or an additional long-term plan.
Teaching and Learning Policy	Staff must be able to access and apply the current academy Teaching, Learning and Assessment Policy and Teaching and Learning Framework.
Learning Journey	A long-term overview for each applicable course and year group. It must include the subject's intent and show the sequence and progression of curriculum content. Separate versions must be maintained where different cohorts follow different specifications.
Curriculum outline	A clear two-year curriculum outline for each Key Stage 4 qualification, showing content, assessment objectives, examination preparation and non-examined assessment where applicable.
Medium-term curriculum sequences	A sequence for each year and term or each substantial unit. This must identify substantive and disciplinary knowledge, vocabulary, assessment and the intended order of teaching.
Lesson resources	An appropriate set of planned Learning Looped lessons or equivalent academy-approved resources for each current term or curriculum sequence. Resources must align with the Teaching and Learning Framework while allowing teachers to adapt delivery to meet students' needs.
Wider curriculum	A map of careers links, clubs, speakers, visits, fieldwork, performances, competitions and other enrichment opportunities across relevant year groups.
Subject assessment plan	The planned assessment approach for each year group, aligned with the academy's assessment model and the taught curriculum.
Summative assessment records	A secure and accurate record of agreed summative assessments and outcomes for relevant year groups.
Data and intervention	Analysis following academy data captures, identifying curriculum or teaching priorities and appropriate responses at subject, class or student-group level.
Moderation	Evidence of appropriate standardisation and moderation, including agreed exemplars or meeting records where useful.
Homework	Examples or planned tasks demonstrating that homework is appropriate, purposeful and aligned with academy expectations.



Area	Required documentation and expectations
Learning environment	Classroom and departmental learning environments that are safe, orderly and support learning. Displays should be purposeful rather than decorative requirements for their own sake.
Subject professional development	Evidence of relevant subject-specific development, including meeting notes, resources, standardisation or collaborative planning where appropriate.
Quality assurance	Relevant work-scrutiny, learning-walk, assessment, student-voice and subject-review evidence.
Subject Raising Standards Plan	A concise plan based on evidence, with a limited number of priorities, named ownership, deadlines, implementation checks and intended impact.
Subject audit	The most recent academy subject audit and evidence that identified actions have been addressed.

Curriculum documentation will be stored in the academy's agreed Curriculum Folder structure.

Subject teams should maintain one authoritative version of each document and avoid keeping conflicting copies in different locations.

6.3 Learning Journeys

Learning Journeys must:

- include a clear subject-intent statement;
- cover all relevant year groups and courses;
- show the sequence of major curriculum components;
- demonstrate progression from Years 7 to 11 where applicable;
- show the location of National Curriculum or specification content;
- reflect different specifications followed by different cohorts; and
- be consistent with the detailed medium-term curriculum sequences.

Learning Journeys do not need to contain lengthy separate statements about implementation and impact where these are addressed through this policy, subject documentation and quality assurance.

6.4 Medium-term curriculum sequences

Each curriculum sequence must identify, as appropriate:

- sequence title and overview;
- year group;
- purpose of the content;
- recurring themes and concepts;
- rationale for its position in the curriculum;
- knowledge end points;
- National Curriculum or specification links;
- summative assessment;
- wider-curriculum opportunities;
- learning questions or objectives;



- substantive knowledge;
- disciplinary knowledge;
- vocabulary; and
- a clear sequence of teaching and learning.

Planning should be sufficiently clear to secure curriculum consistency while allowing teachers to respond professionally to students' understanding.

6.5 Key Stage 4 curriculum outlines

Key Stage 4 curriculum outlines must show how each qualification will be delivered across Years 10 and 11.

For examination-based courses, the outline should show:

- the topic sequence;
- required subject content;
- assessment objectives;
- the timing of substantial assessments and mock examinations;
- opportunities to revisit and apply earlier learning; and
- the planned transition to targeted revision and examination preparation.

The expectation that content is completed by a particular internal point in Year 11 may be adjusted where the nature of the qualification, examination-board arrangements or students' needs make a different sequence more appropriate. Any variation must be deliberate, documented and agreed with the relevant senior leader.

6.6 Non-examined assessment

For courses containing non-examined assessment, subject documentation must identify:

- the component and weighting;
- required conditions;
- planned start and completion periods;
- the intended sequence of work;
- opportunities for appropriate preparation;
- checkpoints and internal quality assurance;
- authentication requirements;
- examination-board deadlines; and
- arrangements for secure storage and submission.

Staff must follow all current awarding-organisation and JCQ requirements. Internal curriculum plans must not create deadlines or assessment conditions that conflict with current examination-board requirements.

6.7 Subject Outturn meetings

Subject Outturn meetings will take place at the start of the Autumn term to review the previous year's examination results and evaluate the effectiveness of curriculum implementation, teaching, assessment and intervention.

These meetings will:



- review headline and question-level outcomes where available;
- identify strengths and areas requiring improvement;
- consider outcomes for disadvantaged students, students with SEND and other relevant groups;
- evaluate the accuracy of assessment and forecast information;
- review the impact of intervention and examination preparation;
- identify curriculum content or assessment objectives requiring further attention;
- agree a small number of priorities; and
- inform the subject Raising Standards Plan for the new academic year.

6.8 Curriculum changes

Any proposed change to an individual student's curriculum, including a change of set, band, examination tier, option subject, examination entry or alternative provision, must be considered through the academy's Curriculum Change Form.

The form requires relevant leaders to consider the educational rationale, parent or carer communication, SEND, disadvantage and vulnerability, curriculum and examination implications, and the practical arrangements required before a change is implemented.

No member of staff should indicate that a proposed change has been approved until the required authorisation process has been completed.

7. Teaching and curriculum implementation

7.1 Teaching and Learning Framework

The curriculum is implemented through the academy's Teaching and Learning Framework.

Teachers are expected to:

- understand the curriculum sequence they are teaching;
- know the intended knowledge end points;
- connect new knowledge to prior learning;
- communicate clear learning purposes;
- model new knowledge and processes effectively;
- provide guided and independent practice;
- check students' understanding;
- identify and address misconceptions;
- use questioning purposefully;
- revisit important prior learning;
- teach subject-specific vocabulary explicitly;
- support reading, writing and oracy within their discipline;
- adapt teaching without lowering curriculum ambition; and
- use assessment information to inform subsequent teaching.

Lessons follow the academy's Learning Loop principles. This supports a coherent approach to retrieval, explanation, modelling, practice, checking and application without requiring every lesson to be identical.



7.2 Teacher adaptation

Teachers are responsible for adapting teaching in response to students' needs and understanding.

Adaptation may include:

- explicit teaching of prerequisite knowledge;
- careful scaffolding;
- additional modelling;
- adapted explanations;
- targeted questioning;
- accessible resources;
- support with vocabulary and reading;
- use of visual or practical representations;
- adjusted pacing;
- planned use of Learning Support Assistants;
- additional practice; and
- appropriate challenge or extension.

Adaptation should support students to access the intended curriculum wherever possible rather than routinely replacing it with less ambitious content.

8. Literacy, reading, oracy, numeracy and digital knowledge

8.1 Reading and vocabulary

Reading is a whole-academy responsibility. Subject teams must identify:

- the forms of reading required within their subject;
- important academic and subject-specific vocabulary;
- how complex texts will be introduced and supported;
- opportunities for students to read extended and appropriately challenging material; and
- how teachers will identify and respond when reading difficulties prevent curriculum access.

The academy will provide targeted support for students who are not yet fluent readers. Intervention should be specific, evidence-informed and reviewed for impact.

Students should not routinely lose access to a broad curriculum for indefinite periods in order to receive literacy support. Where withdrawal is necessary, it should be proportionate, time-limited where possible, and subject to review.

8.2 Writing and oracy

Subjects must teach students how to communicate successfully within their discipline.

- subject-specific writing structures;
- accurate use of vocabulary;
- extended writing where appropriate;



- explanation, argument and evaluation;
- purposeful discussion;
- listening and responding;
- presentation; and
- spoken-language requirements attached to qualifications.

8.3 Numeracy

Subjects should identify and teach the mathematical and quantitative knowledge that students need to succeed within the discipline.

Approaches, language and notation should be aligned with the academy's agreed mathematical conventions where appropriate.

8.4 Digital knowledge

The curriculum will develop students' ability to use technology safely, responsibly, critically and effectively.

- computing and digital systems;
- information and media literacy;
- online safety;
- privacy and security;
- appropriate use of digital tools;
- artificial intelligence, where included in the planned curriculum;
- reliability and bias in digital information; and
- responsible digital citizenship.

9. Inclusion and access to the curriculum

9.1 Inclusive entitlement

The academy is committed to ensuring that all students, including those with SEND, disadvantaged students, students with English as an additional language, students receiving alternative provision and students experiencing other barriers, have access to an ambitious curriculum.

A student's background, disadvantage, disability or identified need must not automatically result in a narrower or less ambitious curriculum.

9.2 Students with SEND

Curriculum planning and teaching must have regard to:

- students' identified needs;
- student profiles and agreed support strategies;
- Education, Health and Care Plans;
- reasonable adjustments;
- advice from the SENDCO and other appropriate professionals;
- accessibility of curriculum materials and environments; and



- the progress students make through the intended curriculum.

Teachers remain responsible and accountable for the progress and development of students with SEND in their classes, including where support is provided by a Learning Support Assistant or specialist member of staff.

The academy will use its graduated approach to assess need, plan support, implement appropriate provision and review its effectiveness.

9.3 Full curriculum and qualification completion

Students are expected to study the full curriculum allocated to them and to complete all GCSEs or other approved qualifications for which they are entered.

The academy will take proportionate action to help students remain on track. This may include:

- regular review of progress within the subject;
- discussion with the student;
- communication and meetings with parents or carers;
- targeted support within lessons;
- additional teaching, practice or revision;
- review of attendance and punctuality;
- review of homework and independent study;
- mentoring or pastoral support;
- reasonable adjustments and SEND support;
- review through the Inclusion Panel where appropriate;
- a subject-specific intervention plan;
- review of examination tier or entry where supported by evidence; and
- formal review with the relevant subject and senior leaders where progress remains a concern.

Withdrawal from a qualification or substantial curriculum change will only be considered where there is a clear educational rationale and after the academy has considered the student's progress, needs, future progression, equality and SEND implications, and the support already provided. Any such change must follow the academy's Curriculum Change Form and authorisation process.

9.4 Curriculum withdrawal and intervention

Any decision for a student to be withdrawn regularly from part of the mainstream curriculum must:

- address an identified need;
- be based on appropriate evidence;
- consider the student's overall curriculum entitlement;
- consider SEND, equality and safeguarding implications;
- have a clear purpose;
- be communicated to relevant staff, the student and parents or carers where appropriate;
- be reviewed at agreed points; and
- support reintegration or increased curriculum access where this is appropriate.



Interventions should normally be targeted and time-limited. They must not become an unreviewed parallel curriculum.

The fortnightly Inclusion Panel may oversee relevant vulnerable-student cases where this is within its agreed remit.

9.5 Grouping and setting

Student grouping may include mixed-attainment teaching, setting or other models where these support effective curriculum implementation.

Decisions about grouping must be:

- based on appropriate evidence;
- reviewed regularly;
- responsive to students' changing attainment and needs;
- free from assumptions based on disadvantage or SEND; and
- implemented without placing an artificial ceiling on students' curriculum access or expectations.

No student should remain in a group solely because of historic data when more recent evidence indicates that a change is appropriate.

10. Alternative provision and personalised curricula

Where students receive part or all of their education through internal or external alternative provision, the academy will retain oversight of:

- the reasons for the placement;
- the intended curriculum and outcomes;
- safeguarding and attendance;
- the quality and suitability of provision;
- qualifications or accreditation where relevant;
- progress and engagement;
- communication with parents or carers;
- SEND provision;
- review arrangements; and
- reintegration or progression planning.

The curriculum should remain ambitious and appropriate to the student's needs. It should include suitable English, mathematics, personal development and careers provision, alongside other learning appropriate to the placement.

Internal alternative provision may combine academic, personal-development, literacy, numeracy and enrichment elements. Specific programmes may change during the life of this policy and must therefore be documented through the relevant provision plan rather than fixed permanently within this policy.



11. Key Stage 4 Guided Choices

11.1 Purpose

The Guided Choices process supports students and parents or carers to understand the Key Stage 4 curriculum and make informed course selections.

Students will follow a combination of:

- core curriculum subjects; and
- guided-choice subjects drawn from the academy's published offer.

The offer is intended to provide breadth, balance, progression and appropriate challenge.

11.2 Published information

For each proposed Key Stage 4 course, the academy will normally publish:

- qualification type;
- awarding organisation;
- specification information;
- assessment structure;
- course-content overview;
- relevant skills and approaches to learning;
- links to future study or careers;
- important practical or participation requirements; and
- any approved entry guidance.

The published information will reflect the courses the academy intends to offer for the relevant cohort.

Final availability may depend on:

- student demand;
- staffing;
- timetable construction;
- qualification approval;
- available facilities;
- curriculum coherence; and
- financial viability.

The academy cannot guarantee that every initially advertised course will run or that every student will receive every first preference.

11.3 Course guidance and entry considerations

Any course guidance or entry considerations must be:

- educationally justified;
- clear and transparent;
- applied consistently;



- based on relevant evidence;
- reviewed at the point of decision;
- subject to reasonable adjustments where required;
- compatible with the Equality Act 2010 and SEND duties; and
- used to support students' likely success rather than to create unnecessary barriers.

Attitude-to-learning information, prior attainment, participation, health and safety, practical experience or subject-specific knowledge may inform guidance where relevant to the demands of a course.

These indicators must not be treated as automatic exclusion criteria without consideration of:

- the student's current evidence;
- likely capacity to succeed;
- available support;
- reasonable adjustments;
- personal circumstances; and
- advice from relevant staff.

Where a requested course is not considered appropriate, the reasons should be explained and alternative pathways discussed.

11.4 Advice and decisions

Students and parents or carers will have access to appropriate information and advice during the Guided Choices process.

Subject leaders may provide subject-specific guidance, but final curriculum and timetable decisions rest with the academy.

Any concern about the process should initially be raised with the appropriate member of staff. Complaints will be considered through the academy's complaints procedure.

12. Assessment

Assessment is an integral part of curriculum implementation. It helps teachers and leaders understand what students have learned, identify misconceptions and determine appropriate next steps.

Assessment will be:

- linked directly to the taught curriculum;
- proportionate;
- purposeful;
- valid for the knowledge or skill being assessed;
- appropriately standardised or moderated;
- used to inform teaching and support;
- accessible to students with reasonable adjustments; and
- consistent with the academy's Teaching, Learning and Assessment Policy.



12.1 Formative assessment

Teachers will use formative assessment to check understanding during teaching. This may include:

- questioning;
- retrieval;
- observation;
- discussion;
- low-stakes tasks;
- practical work;
- short written responses;
- mini-whiteboard work;
- self- or peer-assessment where educationally useful; and
- review of students' work.

12.2 Summative assessment

Subject leaders will plan appropriate summative assessments at identified points.

Summative assessments should:

- reflect the curriculum taught;
- assess identified end points;
- use suitable assessment objectives;
- avoid unnecessary duplication;
- provide useful information;
- be quality assured;
- support reliable comparison over time where intended; and
- inform subsequent curriculum and teaching decisions.

12.3 Moderation and standardisation

Subjects will undertake moderation or standardisation where this is necessary to secure accurate and consistent judgements.

- collaborative marking;
- use of awarding-organisation materials;
- comparison against agreed exemplars;
- discussion of grade or standard boundaries;
- external moderation; and
- participation in subject networks.

13. Homework

Homework should strengthen, extend or prepare students' learning.

It may be used to:



- revisit important knowledge;
- practise a process or technique;
- develop fluency;
- complete purposeful reading;
- prepare for future learning;
- develop independent study habits;
- apply knowledge in a different context; or
- prepare for assessments and examinations.

Homework expectations will be set out in the academy's Homework Policy and relevant subject plans.

Tasks must be proportionate, accessible and designed with reasonable regard to students' age, needs, available resources and workload.

14. Wider curriculum and enrichment

The taught curriculum is strengthened by a wider programme that may include:

- clubs and societies;
- sport;
- performance;
- competitions;
- trips and visits;
- fieldwork;
- external speakers;
- visiting professionals;
- careers activities;
- employer encounters;
- student leadership;
- community projects;
- cultural experiences;
- residential experiences; and
- subject-specific enrichment.

Subject leaders should identify meaningful wider-curriculum opportunities rather than treating enrichment as an isolated list of activities.

Participation will be monitored where appropriate, including the participation of disadvantaged students and students with SEND. Leaders should act where avoidable barriers limit access.

All activities must comply with safeguarding, equality, accessibility, educational-visits and financial procedures.

15. Personal development, safeguarding and statutory content

The curriculum will contribute to students' personal development and safeguarding by teaching them, in an age-appropriate way, about matters including:



- healthy and respectful relationships;
- consent;
- physical and mental health;
- online safety;
- harmful behaviour;
- child-on-child abuse;
- exploitation;
- extremism and radicalisation;
- discrimination and prejudice;
- drugs, alcohol and tobacco;
- financial and economic understanding;
- careers and employability;
- citizenship;
- democracy, law, liberty, respect and tolerance;
- personal safety; and
- how to seek help.

Detailed statutory Relationships, Sex and Health Education arrangements are set out in the academy's separate policy.

Safeguarding content should be planned and sequenced. Staff must teach sensitive material carefully, use appropriate language and follow safeguarding procedures when concerns or disclosures arise.

Curriculum planning must not include details of individual students' safeguarding circumstances unless this is strictly necessary and appropriately controlled.

16. Political impartiality and controversial issues

The academy encourages students to engage thoughtfully with significant local, national and global issues.

When political or contested issues are taught:

- staff must not promote partisan political views;
- students should be supported to distinguish fact, evidence, opinion and misinformation;
- opposing views should be presented in a balanced way where required;
- resources should be age-appropriate and educationally suitable;
- teachers should avoid presenting contested claims as settled fact;
- discussion should be respectful and appropriately moderated;
- content should be relevant to the curriculum; and
- safeguarding concerns must be reported.

Balance does not require staff to present misinformation, unlawful discrimination or extremist narratives as equally credible alternatives to established evidence.

Where staff are uncertain about a sensitive or politically contested resource, speaker or activity, they should seek advice from the appropriate senior leader before use.



17. Careers and progression

Careers education is embedded across subjects and through the academy's wider careers programme.

Curriculum areas should help students understand:

- how subject knowledge connects to employment and further study;
- the range of careers associated with different disciplines;
- the skills and attributes developed through each subject;
- routes into further education, higher education, apprenticeships and employment; and
- how curriculum choices may affect future pathways.

Guided Choices information must support progression without unnecessarily narrowing students' ambitions.

The academy's careers and provider-access arrangements are set out in separate policies and published information.

18. Roles and responsibilities

18.1 Sussex Learning Trust

In accordance with the scheme of delegation, Sussex Learning Trust will:

- set relevant Trust-wide expectations;
- provide appropriate assurance and challenge;
- ensure statutory and funding-agreement requirements are considered;
- support academy improvement and leadership development; and
- approve decisions reserved to the Trust.

18.2 Local Governing Body

The Local Governing Body will:

- provide strategic oversight of the curriculum;
- understand the curriculum's intent and how leaders check implementation;
- monitor whether the curriculum is broad, balanced, inclusive and ambitious;
- consider outcomes for different student groups;
- challenge leaders where curriculum implementation is inconsistent;
- monitor statutory compliance;
- consider equality, SEND, safeguarding and financial implications; and
- report or escalate concerns in accordance with the Trust's scheme of delegation.

Governors are not responsible for writing detailed curriculum plans or making day-to-day subject decisions.

18.3 Headteacher

The Headteacher will:

- ensure that the academy provides an appropriate curriculum;
- set the academy's curriculum vision and strategic direction;



- secure compliance with statutory and Trust requirements;
- approve the annual curriculum model;
- ensure that leadership responsibilities are clear;
- ensure appropriate staffing, resources and professional development;
- address significant weaknesses;
- report to governors and the Trust; and
- ensure that curriculum decisions are educationally and financially sustainable.

18.4 Senior leader responsible for curriculum

The Senior leader responsible for curriculum will:

- lead the design and annual review of the curriculum model;
- ensure that statutory requirements and qualification specifications are addressed;
- establish clear curriculum-documentation expectations;
- monitor curriculum implementation;
- support and challenge subject leaders;
- coordinate Guided Choices;
- evaluate curriculum breadth, balance and accessibility;
- oversee responses to curriculum-related quality assurance;
- identify risks and report them to the Headteacher; and
- ensure agreed actions have named owners, deadlines and review points.

18.5 Senior leader responsible for teaching and learning or quality assurance

The Senior leader responsible for teaching and learning or quality assurance will:

- coordinate quality assurance of curriculum implementation;
- ensure findings lead to action, support and follow-up;
- align professional development with identified needs;
- support subject leaders to improve teaching and curriculum consistency;
- monitor implementation of the Teaching and Learning Framework; and
- maintain appropriate curriculum and inspection evidence.

18.6 SENDCO and inclusion leaders

The SENDCO and inclusion leaders will:

- advise on curriculum accessibility and reasonable adjustments;
- ensure teachers receive appropriate information about students' needs;
- support staff to adapt teaching;
- monitor access, participation and outcomes for students with SEND;
- advise on intervention and curriculum-withdrawal decisions;
- review the effectiveness of additional provision; and
- contribute to planning for alternative provision and reintegration.



18.7 Subject leaders

The Subject leaders will:

- establish a clear and ambitious subject curriculum;
- ensure that required content is covered;
- maintain accurate curriculum documentation;
- ensure coherent sequencing from year to year;
- define subject-specific pedagogy;
- ensure assessment is aligned to curriculum;
- monitor curriculum implementation;
- know the quality of provision across their subject;
- identify variation and act promptly;
- plan subject-specific professional development;
- ensure teachers understand the needs of disadvantaged students and students with SEND;
- monitor student work, experience and outcomes;
- maintain appropriate examination and NEA compliance;
- update the Subject Raising Standards Plan from evidence; and
- report accurately to their line manager.

18.8 Teachers

The Teachers will:

- know and follow the agreed curriculum;
- prepare appropriately for teaching;
- teach the identified knowledge and vocabulary;
- adapt teaching to meet students' needs;
- assess students' understanding;
- address misconceptions;
- maintain high expectations;
- contribute to planning, moderation and review;
- provide appropriate homework;
- follow safeguarding and equality requirements;
- identify curriculum barriers; and
- raise concerns promptly with the subject leader.

18.9 Learning Support Assistants

The Learning Support Assistants will:

- support access to the planned curriculum under the direction of the teacher;
- promote students' independence;
- use agreed strategies;
- provide relevant feedback to teachers;



- avoid routinely completing work for students or separating them unnecessarily from teacher instruction; and
- contribute to review of support where requested.

18.10 Students

Students are expected to:

- engage positively with the curriculum;
- attend lessons regularly and punctually;
- complete work to the best of their ability;
- bring the required equipment;
- complete homework;
- participate respectfully;
- respond to feedback;
- take increasing responsibility for their learning; and
- ask for help when needed.

18.11 Parents and carers

Parents and carers are encouraged to:

- support regular attendance and punctuality;
- take an interest in curriculum learning;
- support homework and independent study;
- engage with Guided Choices and careers information;
- attend relevant meetings;
- communicate concerns appropriately; and
- work with the academy where additional support is required.

19. Curriculum quality assurance

19.1 Principles

Quality assurance is used to determine whether the agreed curriculum is being implemented and whether students are learning what is intended.

It is not based on isolated activities or a single source of evidence.

Leaders will triangulate evidence including:

- curriculum documentation;
- classroom visits and learning walks;
- work scrutiny;
- assessment information;
- moderation;
- student voice;



- staff discussion;
- subject reviews;
- outcomes;
- participation information;
- review of provision for disadvantaged students and students with SEND; and
- follow-up of previous actions.

19.2 Subject audit

The academy will maintain a subject-audit process covering relevant areas of curriculum planning and implementation.

The audit may review:

- subject overview;
- curriculum design;
- Learning Journeys;
- Key Stage 4 curriculum outlines;
- medium-term curriculum sequences;
- assessment;
- wider curriculum;
- professional development;
- data response;
- moderation;
- homework;
- quality assurance; and
- Raising Standards planning.

The audit should identify whether arrangements are secure, partly secure or require action. Ratings must be supported by evidence.

19.3 Work scrutiny

Work scrutiny will be undertaken at planned points and should consider:

- whether students are experiencing the intended curriculum;
- the quality and depth of work;
- progression over time;
- curriculum coverage;
- literacy and vocabulary;
- assessment and response;
- expectations for different groups;
- access for disadvantaged students and students with SEND; and
- any specific priority arising from the Subject Raising Standards Plan.

Work scrutiny must lead to proportionate feedback, agreed action and subsequent checking.



19.4 Learning walks

Learning walks will evaluate the implementation of agreed curriculum and teaching expectations.

The frequency and focus will be determined through the academy's quality-assurance plan. There is no requirement for every teacher to receive an identical number of visits regardless of evidence or need.

Findings should inform:

- subject development;
- professional discussion;
- coaching and support;
- professional development;
- leadership action; and
- follow-up quality assurance.

19.5 Student voice

Student voice will be gathered at appropriate points to understand students' experience of the curriculum.

It may consider:

- what students remember;
- how learning connects over time;
- challenge and support;
- representation and relevance;
- assessment;
- homework;
- enrichment;
- barriers to participation; and
- the experience of disadvantaged students and students with SEND.

Student voice is one source of evidence and should not be treated as a stand-alone judgement of teaching quality.

19.6 Action and follow-through

Quality assurance must lead to:

- a clear conclusion;
- identified strengths and weaknesses;
- a small number of practical actions;
- one accountable owner for each action;
- a deadline or review point;
- appropriate support;
- evidence of implementation; and
- follow-up where expectations are not met.



Repeated failure to maintain curriculum documentation, teach agreed content, complete required quality assurance or implement agreed actions will be addressed through line management and, where appropriate, the academy's professional-support or employment procedures.

20. Monitoring impact

The academy will evaluate curriculum effectiveness through evidence including:

- curriculum coverage;
- student attainment and progress;
- differences in outcomes between groups;
- reading and literacy information;
- work quality;
- assessment accuracy;
- attendance and engagement;
- participation in enrichment;
- destination information;
- student and parent feedback;
- subject-review findings;
- implementation of agreed actions; and
- external review or inspection evidence.

Leaders will distinguish between:

- whether a curriculum plan exists;
- whether it is being implemented consistently;
- whether students are learning the intended curriculum; and
- whether this is leading to improved outcomes and future opportunities.

21. Equality

The academy will have due regard to its duties under the Equality Act 2010.

Curriculum decisions will consider:

- access for disabled students;
- reasonable adjustments;
- the effect on students with protected characteristics;
- representation within curriculum content;
- equality of access to courses, trips and enrichment;
- potential direct or indirect discrimination;
- the needs of students with SEND;
- the impact of grouping or entry arrangements; and
- barriers arising from disadvantage.

The curriculum should support students to understand equality, respect differences and challenge discrimination.



22. Safeguarding

Safeguarding is embedded across the curriculum and is the responsibility of all staff.

Curriculum leaders and teachers must:

- identify potentially sensitive content;
- consider the age and needs of students;
- use appropriate resources and language;
- avoid unnecessary or harmful disclosure activities;
- provide appropriate signposting;
- follow procedures when a student makes a disclosure;
- ensure visitors and external speakers are appropriately checked and supervised;
- ensure visitors without an appropriate DBS check are supervised;
- plan off-site learning in accordance with academy procedures; and
- report concerns to the Designated Safeguarding Lead.

External speakers and resources must be educationally appropriate and consistent with safeguarding, equality, Prevent and political-impartiality requirements.

23. Resources and financial sustainability

Curriculum decisions must consider:

- educational quality;
- student need;
- breadth and balance;
- staffing expertise;
- viable class sizes;
- contact ratios and staff workload;
- specialist accommodation and equipment;
- examination and qualification costs;
- health and safety;
- long-term staffing implications; and
- the academy's financial position.

Financial efficiency must not be considered in isolation from curriculum quality, statutory entitlement or students' future opportunities.

Where a course has low demand, leaders will consider whether it remains educationally and financially viable and whether an appropriate alternative can be offered.

24. Concerns and complaints

Concerns about curriculum content, access, Guided Choices, grouping, assessment or implementation should normally be raised first with the relevant teacher or subject leader.

Where the matter is not resolved, it may be referred to the appropriate senior leader.



Formal complaints will be considered under the academy's complaints procedure.

Concerns involving:

- safeguarding;
- discrimination;
- SEND provision;
- examination-board requirements;
- access arrangements; or
- statutory curriculum content

will be referred promptly to the appropriate leader and, where necessary, to Sussex Learning Trust or the relevant external body.

25. Monitoring and review of this policy

The Headteacher will ensure that this policy is implemented and reviewed.

The Local Governing Body will receive appropriate assurance about:

- curriculum breadth and balance;
- statutory compliance;
- curriculum implementation;
- outcomes for different groups;
- SEND and equality;
- safeguarding;
- Guided Choices;
- leadership accountability; and
- progress against significant curriculum priorities.

The policy will normally be reviewed annually, or sooner where:

- legislation or statutory guidance changes;
- the academy's funding agreement or Trust arrangements change;
- the curriculum model changes significantly;
- examination requirements change; or
- quality-assurance evidence identifies a need for revision.



Appendix 1: Minimum subject curriculum file

Each subject should maintain an accessible curriculum file containing, where relevant:

13. Subject overview
14. Current National Curriculum programmes of study and/or examination specification
15. Current Teaching, Learning and Assessment Policy
16. Learning Journey or long-term curriculum map
17. Key Stage 4 curriculum outline
18. Medium-term curriculum sequences
19. Current Learning Looped lessons or agreed curriculum resources
20. Wider-curriculum map
21. Subject assessment plan
22. Summative assessment records
23. Relevant data analysis and planned responses
24. Moderation and standardisation evidence
25. Homework examples or plans
26. Subject-specific professional-development evidence
27. Relevant work-scrutiny evidence
28. Relevant learning-walk evidence
29. Student-voice evidence
30. Current Subject Raising Standards Plan
31. Most recent subject audit

The precise structure may be adapted by the academy. The requirement is that evidence is current, proportionate, accessible and supports implementation rather than being produced solely for compliance.

Appendix 2: Subject Raising Standards Plan expectations

Element	Requirement
Priority	The specific weakness or issue being addressed
Evidence	The evidence on which the priority is based
Outcome	What will improve for students
Actions	A small number of practical actions
Lead	One accountable leader
Timescale	A clear deadline or review point
Implementation check	How leaders will know that agreed action has happened
Success measure	The measurable or observable improvement expected
Support	Training, resources or leadership support required
Risks	Barriers to implementation and how these will be managed



Actions arising from Subject Outturn meetings, assessment, moderation, work scrutiny, learning walks, student voice or subject audit should be incorporated into the same Raising Standards Plan rather than maintained as disconnected lists.

Appendix 3: Curriculum change proposal

Significant changes to a subject, qualification, timetable allocation or curriculum pathway should address:

32. What problem is being solved?
33. What evidence supports the proposed change?
34. What will improve for students?
35. How does the proposal affect curriculum breadth and balance?
36. What are the implications for disadvantaged students and students with SEND?
37. What are the equality and safeguarding implications?
38. What are the staffing, workload, timetable and accommodation implications?
39. What are the financial implications?
40. Is the qualification approved and appropriate for the cohort?
41. What transition arrangements are required?
42. Who will implement the change?
43. When and how will implementation be checked?
44. How will impact be evaluated?
45. What information must be communicated to students and parents or carers?

No significant curriculum change should be implemented solely because a course appears convenient to timetable or because another academy offers it. The educational rationale and implementation capacity must be clear.

Changes to an individual student's curriculum must be submitted and approved using the academy's Curriculum Change Form.



Document Version Control

Date	Version	Comment	Ratified by	Reviewer
September 2026	v1		TBHA LGB	Headteacher