



Curriculum Policy

Applies to:	All pupils
Author (s)	JMP, CWL, SD
Review Frequency:	Annually
Last Reviewed:	October 2026
Next Review by:	October 2027
Approved on	8 th October 2026
Committee Responsible	Education Committee



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This Policy

This policy applies to all pupils, including EYFS.

This policy addresses The Education (Independent School Standards) Regulations 2014, Part 1 - Quality of education provided, paragraph 2.

This policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\)](#) statutory framework. 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](#).

Introduction

The curriculum at Leicester High helps all pupils, regardless of ability, background, and educational need, to discover, develop and fulfil their full potential. Innovation, rigorous academic programmes, and high-quality teaching allow our pupils to reach their academic potential, preparing them for the next stage of their educational journey, and for the opportunities, responsibilities, and experiences of life in British society.

The school's academic curriculum broadly follows and extends the National Curriculum to allow for a proper combination of breadth and specialisation. It is designed to stimulate, challenge and support pupils at all levels, and across the age range. The curriculum is inclusive, and fosters development of the key competencies of speaking, listening, literacy and numeracy, whilst taking great care to uphold 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 employs a qualified SENCO (Special Educational Needs Co-ordinator) who supports individual students to ensure they can fully access their curriculum, whether they have a documented need or not. Our SENCO also works with departments and leads whole-school training to ensure we fully meet the needs of our pupils.

The curriculum is supported by a wide range of academic support, extension and enrichment activities through extra lessons, societies, lectures, theatre trips, museum and gallery visits, debates, poetry readings, conferences and concerts, creating a full co-curriculum which recognises that qualifications alone do not produce a broadly educated person.



Personal, Social, Health & Citizenship Education (PSHCE) is delivered by a specialist teacher to each year's group. Our careers programme ensures students are fully informed of and prepared to take the opportunities which exist for them.

Our Sixth Form curriculum is designed to support our curious, aspirational, and academically able pupils. It supports those with learning difficulties, whose individual needs are assessed by our School SENCO. Our Sixth Form prepares our students for life after LHS, to be lifelong learners, responsible members of their communities and the leaders of tomorrow. We prepare students fully for life at university and beyond.

Personal, Social, Health & Citizenship Education

The PSHCE course reflects the school's aims and ethos. In addition to these discrete sessions PSHCE is also embedded in the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RS). There are also centrally organised sessions which supplement the planned delivery, dealing with issues such as bullying, alcohol, sexual relationships, and drugs.

More information can be found in our separate RSE Policy, available on the school website.

University & Careers Guidance

In line with its statutory responsibilities and its commitment to each student fulfilling her full potential, Leicester High School has a comprehensive careers programme. This programme is created with the best interest of the pupil at its heart, providing clear details and impartial advice so that her best interests are fully served. This includes information about GCSE, A-level and Further Education (FE) choices.

The school aims to provide pupils with a framework for making proper decisions about their future development; its components are:

- A realistic analysis of academic interests, strengths and weaknesses, and life skills acquired.
- accurate awareness of the nature of particular areas of study and work, and of the range of choice available
- access to information on courses, institutions and careers, and the qualifications required to enter them.
- access to guidance, which is supportive and impartial, and helps the individual to become aware of the options open to her and evaluate the advantages and disadvantages of particular choices.



All Senior School pupils regularly meet with their Form Tutor for one-to-one sessions to discuss aims and ambitions, results of universities and careers questionnaires, and anything else of relevance to their aspirations.

Oxbridge applications and applications to overseas universities are coordinated by the Head of Sixth Form, alongside the wider UCAS process.

Guidance on the Use of Artificial Intelligence (AI)

With the rapid growth of artificial intelligence (AI), it is more important than ever to adapt how we approach education. Our goal is to ensure:

- Academic integrity – Work submitted should reflect students' genuine understanding.
- Meaningful engagement – AI is used as a learning tool, not a shortcut.
- Future readiness – Students are supported in navigating AI ethically and effectively.

We therefore follow government guidance and updates.

Everyone is Someone

Our school vision statement says that everyone is someone at Leicester High. Alongside individual guidance, our lessons are well-paced, challenging, and fun. Each pupil is encouraged and supported to fulfil her full potential. This is achieved through effective planning, both for whole classes and for individual students.

Every student can fully access her curriculum. This includes those with additional needs, Individual Education Plans (IEPs), medical needs including with Education Health Care Plans (EHCPs), those who speak English as an Additional Language (EAL), those who are highly able and those who are Looked After (LAC) or Previously Looked After (PLAC).

The Structure of the Curriculum

The school curriculum is designed to ensure that every individual maximises their potential – something which is monitored annually using value-added data, internal monitoring, and the SISRA analytics platform in the Senior School. The school takes seriously its responsibility in preparing pupils to succeed within the school, beyond LHS, at University, in their subsequent career, and for life in British society more generally (or those societies around the world which share similar values).



Junior School

In the EYFS, the curriculum is planned using the new EYFS framework with 3 prime areas: personal, social, and emotional development, communication and language, physical development, and 4 specific areas of learning: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Pupils are introduced to phonics and early writing using ReadWriteInc materials and to numeracy using the White Rose Maths scheme. A two-year rolling programme of topics is delivered from the Cornerstones Curriculum.

Pupils are regularly taken on visits to broaden their understanding of a topic, and every week they learn outdoors in their 'Spinney' session, which provides a different learning environment. Communication between home and School is highly effective, using our online platform 'Tapestry', and parents are invited to share in their daughter's learning journey at regular intervals by attending workshops and events in school.

Years 1-6

In Years 1-5 we follow the Cornerstones Curriculum; a creative and thematic approach to learning that is fully mapped to the 2014 Primary National Curriculum. Following the Cornerstones Curriculum ensures we have comprehensive coverage of the primary national curriculum expectations. Our curriculum ensures that every child has access to rich, relevant, and age-appropriate content. At its heart of the curriculum is a child-centred pedagogy, The Four Cornerstones, which are delivered through two main types of projects:

- Cross-Curricular Projects – exciting, themed projects that spark curiosity, creativity, and real-world connections.
- Knowledge Rich Projects – subject-specific projects that emphasise depth, rigour, and progression.

Together, these projects form the foundation of our school curriculum and provide a rich menu of engaging and motivating activities that draw meaningful links across subjects. Over the course of the year, our children are challenged with tasks that require them to solve problems, think creatively, and express their understanding in different ways. Alongside this creative work, our curriculum includes a robust skills and knowledge progression framework, which sets out clear end-of-year expectations for every subject. These expectations are age-related and linked to specific activities, making tracking progress, identifying children's individual needs, and planning targeted next steps effective and informative. The curriculum is based upon the Four Cornerstones of Learning, where learning and thinking are actively promoted through four distinct stages: Engage, Develop, Innovate,



Express. These Four Cornerstones link explicitly to the pupils' spiritual, moral, social, and cultural (SMSC) development.

We aim to use our knowledge of the individual pupil and a variety of assessment information to promote the best progress for each child. The pupils' learning is enhanced through trips, assemblies, visiting speakers, whole school events, etc. to give a breadth of knowledge and understanding about personal, social, and moral issues. Pupils develop personally, as well as academically, through excellent relationships with their teachers and parents.

In Y1-2, subjects are formally timetabled every week, sometimes with a member of staff who is not the pupils' class teacher, such as French and Swimming. Phonics continue to be taught through the ReadWriteInc scheme, until they progress to book-based comprehension from the Literacy Tree curriculum. In Y3-6, more subjects are timetabled with different members of staff, so that the pupils are prepared for their transition to our Senior School.

Year 6 remains a distinct year, where students experience the best of both worlds: life in the Junior and Senior School. The curriculum builds on and extends the Primary National Curriculum, to ensure students are fully supported for their transition into the Senior School. During the Autumn and Spring terms, Year 6 pupils are taught in the Junior School building for most subjects, whilst retaining a Junior School teacher as their class teacher. In the Summer term, Year 6 pupils' education continues in the Senior School building.

Learning Links Lesson

A key feature of Year 6 and Year 7 is Learning Links – a bespoke course designed to support pupils as they navigate the transition between Junior and Senior School. It encourages students to recognise and strengthen the connections between different subject areas, helping them see their learning as connected, coherent and purposeful.

Learning Links also plays a vital role in developing pupil independence. Through guided exploration and reflection, pupils begin to take more ownership of their learning, preparing them for the increasingly independent nature of Senior School study. They are supported in setting goals, organising their time, and understanding the value of taking control of their own learning journey – all key skills for lifelong success.

In building both confidence and capability, Learning Links ensures pupils are well equipped for the demands and opportunities of the Senior School, while reinforcing core skills such as communication, problem solving, collaboration and critical thinking.



Senior School

From 2025/26, pupils transition to the Senior School during year 6.

Subjects are taught within a weekly framework of 25 periods, 5 lessons of 65 minutes, and follow a two-week timetable. This amounts to a teaching week of 27 hours. Each class is under the care of a Form Tutor. Our target class size is 20-25, and many subjects are taught in smaller groups. There is a Head of Year/Key Stage for each year group, who works closely with the Form Tutor to monitor pupils' progress and wellbeing.

Subjects are taught in departmental areas to give all pupils the advantages of specialist facilities such as laboratories, art studios, computer suites, and modern language classrooms. The Library is in the heart of the school and holds an extensive range of resources, both physical and (increasingly) digital, with expert staff on hand to help pupils. This provision is well supported by specialist digital resources for each department, and wider pastoral needs, based on Microsoft SharePoint. This platform is part-managed by students, to ensure it is constantly evolving to best meet their needs.

Years 7-9

Pupils study a wide range of subjects, which allows them to pursue linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative opportunities.

Each student will study two modern foreign languages – French and Spanish. Art and Design rotates through a range of different technology disciplines, ensuring students experience the full range of the subject.

Sciences are delivered as separate subjects (Biology, Chemistry and Physics) from Year 7, to take advantage of specialist teaching in each discipline.

The curricular provision is regularly reviewed to ensure that it best serves the interests of all pupils, and departments are responsible for the development of their particular subject area. Schemes of work are reviewed annually and are designed to ensure that lessons are correctly focused and that all pupils, regardless of their particular needs, are able to make progress through the school.

GCSE Curriculum

Pupils study a core of compulsory subjects: English Language and English Literature, a Mathematics, Science (either as separate subjects, or as Double Science). In addition, they choose four optional GCSE courses. They also continue to have lessons in Physical Education (PE) as the school believes



that being physically active supports wellbeing and - through that - academic success. Pupils choose four subjects from a wide range of options, which change depending on needs and interest. The current list can be found on the school website. There is currently a GCSE German course, established on pupil demand and concluding in the summer of 2026.

A-Level Curriculum

Pupils study three or four A-levels. A good number of pupils choose to take the Extended Project Qualification (EPQ), as a means of empowering pupils to pursue an academic passion while preparing themselves well for the rigours of undergraduate study. Pupils are encouraged to undertake post-16 courses which are demanding and of sufficient breadth to enable them to differentiate themselves in a competitive university admissions market. Pupils are encouraged to stretch themselves and to develop their abilities to the fullest. Pupils, both external and internal, are given individual advice on their option choices. The needs of the student are paramount, and any discussions aim to ensure the best choices are made for an individual's needs and future success. Students may also take additional mathematics lessons, where their subject has challenging mathematical content such as Physics.

The academic curriculum is supported and enriched by a wide range of academic societies, clubs, and visits, each of which is aimed at stretching the most able and fostering enthusiasm and academic ambition.

This policy is updated annually and reflects the advice given in DofE Careers Guidance and Inspiration in Schools (April 2017).



Curriculum Map Senior School [Lessons per Subject]

Years 7-9

Year Group	English	Maths	Biology	Chemistry	Physics	French	Spanish	Geography	History	Philosophy & Belief	Computing	Food Studies	Art and Design	Music	Drama	PE	PSHCE	Learning Links
7	5	6	3	3	3	2	2	3	3	2	2	2	2	2	2	4	2	2
8	6	6	3	3	3	2	3	3	3	2	2	1	3	2	2	4	2	
9	6	6	3	3	3	3	2	3	3	2	2	1	3	2	2	4	2	

Years 10 and 11

Year Group	English	Maths	Biology	Chemistry	Physics	PE (Core)	PSHCE	Option 1	Option 2	Option 3	Option 4
10	8	8	4	4	4	4	2	4	4	4	4
11	8	8	4	4	4	4	2	4	4	4	4

Sixth Form

Year Group	Option 1	Option 2	Option 3	Option 4	Option 5	Enrichment/EPQ/Pathways	PSHCE
12	8	8	8	8	8	2 (Enrichment)+ 2 (EPQ)+ 2 (Pathways)	2
13	8	8	8	8	8	2 (EPQ)	2

In Year 10, Further Maths has been introduced as a lunchtime club for all Year 10 students. The programme introduces students to Higher iGCSE, A Level and Further Mathematics content, while developing problem-solving, logical reasoning, and independent learning skills.



Enrichment and Super-Curricular Program

Senior School

The curriculum is complemented by a comprehensive **Enrichment and Super-Curricular Offer**, comprising three pillars:

Enrichment: Compulsory timetabled 30-minute sessions led by staff, with two sessions delivered [one half-term each] during the academic year.

Extracurricular: Optional sports, clubs, and activities, typically taking place after school.

Co-curricular: Subject-specific support to promote academic progress. At KS3, drop-in sessions encourage independence and ownership of learning; at KS4 and KS5, planned and coordinated sessions provide targeted support for subject progression.

Junior School

The curriculum is complemented by a comprehensive **Enrichment and Super-Curricular Offer**, comprising three pillars:

Enrichment: Compulsory timetabled twice-weekly 40-minute sessions led by staff at the end of the day. Students complete twelve six-week blocks during the academic year.

Extracurricular: Optional sports, clubs, and activities, taking place during lunchtime or after school.

Co-curricular: Individual support to promote academic progress, arranged during breaks, assemblies, or other non-lesson times by staff.