

THE SALTERNS ACADEMY TRUST: ADMIRAL LORD NELSON SCHOOL

Curriculum Policy



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Article 28 (right to education) *'Every child has the right to an education.'*

Article 29 (goals of education) *'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'*

1. Key Staff Involved

Role	Name(s)
Deputy Headteacher: Quality of Education	Matt Hutton
Assistant Headteacher: Curriculum	Martin Fuller
Quality of Education Governor	Jane Beecher

2. Governing Body Statement

The Governing body will ensure that:

All our students have access to a broad, balanced and coherent curriculum that builds upon their experiences at primary school and encourages them to become successful learners, confident individuals and responsible citizens.

The Curriculum is fully inclusive and equally accessible to all students.

Article 28 (right to education) Every child has the right to an education.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

3. Purpose of our Curriculum

Admiral Lord Nelson School (ALNS) is committed to being a Gold Rights Respecting School and as such providing a curriculum experience for every student that enables them not only to make progress in their learning and achieve high academic standards but also to enjoy learning for its own sake and to develop the skills and understanding to live safe, healthy and fulfilling lives.

The school's curriculum demonstrates:

- *Breadth*: introducing students to the elements of learning, defined as knowledge, understanding, concepts, skills and attitudes, through aesthetic and creative, human, social and political, linguistic and literary, mathematical, moral and ethical, physical, scientific, spiritual and technological aspects
- *Balance*: allowing each element and aspect an appropriate portion of the curriculum
- *Coherence*: designed as a holistic entity, ensuring progression and the opportunity for each student to maximise their achievement
- *Relevance*: in that it will be appropriate to the individual and respond to both previous experience and to the changing requirements of life in the 21st century.
- *Global citizenship*: it will develop our students' understanding of the world they live in, and their own rights and their responsibilities to uphold the rights of others.

Our **curriculum intent** is to enable our students to:

- develop lively, creative, enquiring minds
- acquire knowledge and skills relevant to adult life and a world of rapid and continuous

- change
- use language and number effectively
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life
- develop an understanding of the world in which they live
- appreciate human achievements and aspirations
- experience success and celebration of their achievements
- take their place in society as informed, confident and responsible citizens
- understand the inalienable rights that all children have

We design our curriculum to enrich students learning through memorable experiences and activities that inspire the imagination, create curiosity and actively promote a sense of awe and wonder throughout the curriculum. To aid students' development of knowledge and understanding we make learning experiences relevant to real life, their own experiences and to what is happening in the world around them today. We recognise that successful learners need a deep comprehension of a wide and rich vocabulary so throughout the curriculum we progressively develop literacy, actively seeking opportunities to encourage reading in all its forms and cohesively building students' abilities to both understand and use their growing vocabulary.

In designing how subjects are delivered we interleave the learning to help students build the links they need in their memory for knowledge acquisition and understanding. Opportunities are sought across the curriculum to develop common skills such as; literacy, numeracy and problem solving, explicitly supporting students in building connections between their current knowledge and new learning.

Our curriculum is defined as:

'All the opportunities for learning provided by the school, including the formal programme of lessons in the timetable, the so called 'extra- curricular', out of school activities deliberately promoted by the school, and the climate or relationships, styles and behaviour and general quality of life established in the school community as a whole'
(HMI 'A View of the Curriculum' 1981)

At ALNS, we believe that the curriculum covers every aspect of interaction between the student and the school. We define it under 3 main headings:

1. The Formal Curriculum:

Those activities planned to take place during school hours and presented within the school timetable and school diary (e.g. subject lessons, Personal Development days, assemblies, in-school events).

2. The Informal Curriculum:

The exchange of ideas between students and staff through the 'extra-curricular' activities (e.g. after-school support sessions, clubs, performances, sports teams and trips) in order to bring about understanding and learning

3. School Culture - The Ethos Curriculum:

Those respected attitudes and values which students develop as a result of being a member of the Rights Respecting ALNS community with the UNCRC at the core of our ethos; this is reflected in our description of our school ethos, 'Dare to Dream, Aim to Achieve'.

Within this framework, every student's development as a unique individual will be supported within the caring and cohesive community of ALNS. Adult mentors (either a teacher or a member of support staff) will support and guide the individual development of each student, ensuring that their experience of the ALNS curriculum is delivering their entitlement and meeting its aims for them.

The ALNS Curriculum addresses statutory requirements within the Curriculum, namely that it:

- Is broad, balanced, coherent and relevant
- Is accessible to all students and promotes high expectations
- Is delivered using a range of appropriate teaching and learning styles
- Is differentiated so that it provides appropriate challenge and engagement for all
- Is positively managed and promotes the recognition, monitoring and celebration of achievement
- Is flexible, so that it continually adapts to the changing needs of our students
- Reflects and enriches the community that we serve
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

4. The Formal Curriculum

With this in mind, the **Formal Curriculum** is designed to meet the requirements of the National Curriculum with the following principles:

All students will study the following subjects during Years 7 to 9:

- English
- Mathematics
- Science
- Computing
- Physical Education
- Aspiring Futures and Personal Development (this incorporates personal, social, health and economic education, along with citizenship, careers education, relationships and sex education and keeping safe)
- Humanities including History, Geography and Religious Studies (referred to as Ethics & Philosophy)
- Modern Foreign Languages (French and German in Year 7 then specialism in one language in Years 8&9)
- Design (Art, Food, Textiles, Ceramics and Product Design)
- Performance (Music, Drama and Dance)

Core Subjects for 14-16 year olds:

All students study these Core subjects to GCSE level and take the exams in them:

- English Language & English Literature
- Mathematics
- Combined Science (2 GCSEs) or separate Sciences (3 GCSEs)
- Humanities (either History or Geography)
- A Modern Foreign Language (either French or German)

Core Subjects for 14–16-year-olds (not examined):

- Aspiring Futures
- Physical Education

5. Specialism for 14–16-year-olds:

The Formal Curriculum for 14-16-year-old students also includes the opportunity to specialise further. Students embark on one of 2 different learning pathways which take account of their interests, attainment and career aspirations.

Year 11 students leaving in 2026 embarked on one of 3 different learning pathways which take account of their interests, attainment and career aspirations.

- **The Purple Pathway provision** is our traditional academic Ebacc pathway. Students study the Core subjects (including double award Science), a Language, a Creativity* subject and they also have 2 further choices from the available options during Year 9 and they study these over years 10 and 11.
- **The Green Pathway provision** is similar to the Purple Pathway but it has an additional STEM (Science, Technology, Engineering and Maths) focus. Students study the Core subjects (including separate GCSEs in Biology, Chemistry and Physics), a Language, a Creativity* subject and they also have 1 further choice from the available options during Year 9 and they study these over years 10 and 11.
- **The Silver Pathway provision** is also similar to the Purple pathway in that students study the Core subjects (including double award Science), a Creativity* subject and they also have 2 further choices from the available options during Year 9 and they study these over years 10 and 11. The difference for the silver pathway is that students do not continue to take a Language GCSE. In its place the students study Applied Academics which aims to support their personal development, as well as preparing them for their next steps in education, employment or training.

* *The creativity subjects are those within the Design and Performance areas such as: Acting, Dance, Music, PE, Art, Graphics, 3D Design, Textiles and Food Technology.*

* Current Year 10 students follow either the Purple or Green Pathway only.

From 2026/27 (Current Year 9) the pathways are as follows:

- **The Purple Pathway provision** (Combined Science) is our traditional academic pathway. Students study the Core subjects (including Combined Science) and 2 further choices from the available options, and they study these over Years 10 and 11.
- **The Green Pathway provision** (Separate Science) is similar to the Purple Pathway but it has a STEM (Science, Technology, Engineering and Maths) focus. Students study the Core subjects (including separate GCSEs in Biology, Chemistry and Physics), a Language and 1 further choice from the available options and they study these over Years 10 and 11.

Students will be guided on which Pathway we think they should be doing based upon both their ability in certain subjects and their aptitude and interest in studying particular subjects.

All Cohorts

On those occasions where a more personalised curriculum is required for a student with a specific need who is unable to access the mainstream curriculum– Admiral Lord Nelson will design suitable curriculum provision (which may be delivered by an external provider off-site or at another Trust School or within our on-site Additional Provision, the Broadside Hub) that will support their wider development whilst still equipping them with the skills for the world of work. This curriculum will be designed on an individual bespoke basis *and* will include the core subjects of English, Mathematics and Science.

The curriculum offer for each pathway, in particular the optional subjects available to study in Years 10 and 11, is updated annually in the light of our curriculum evaluation (including a review of value for money). It is published in the Key Stage 4 Curriculum Booklet for Parents, Students, Staff and Governors in February each year.

6. Personal Development Days:

In addition to subject lessons, the Formal Curriculum also comprises a range of planned experiences called Personal Development Days (PD Days). These days are designed to provide learning opportunities where staff and students work together for extended periods of time to develop students' Spiritual, Moral, Social and Cultural education.

PD Days are planned and delivered collaboratively by cross-organisational teams of teaching and support staff. This supports our philosophy that *every adult who works at ALNS plays a part in delivering the ALNS Curriculum*. PD Days are planned so that they provide learning opportunities that develop knowledge and understanding within areas related to:

- British values: Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.
- Spiritual, Moral, Social and Cultural education.
- Students' personal development.
- Being a global citizen.
- Being a Rights Respecting School and The United Nations, Convention on the Rights of the Child (UNCRC)

Students experience a range of different learning experiences through PD Days. They experience off-site visits, international trips, guest speakers and artists. We aim to use a wide range of outside 'experts' (from our local community and beyond) that enhance and enrich the learning experience for students.

7. Learning Beyond Lessons:

Our aim is for young people to value their learning beyond lessons as being equally as important as their learning in the classroom.

To encourage students to work independently and organise their learning beyond the classroom we communicate our Independent Learning (homework) through an online platform called Class Charts. This online communication tool is available online through PCs and handheld devices such as smart phones and tablets for students and parents to check the homework tasks that have been set and the deadlines for each piece. Independent Learning is relevant to what students are currently studying in lessons and will impact positively on progress within lessons.

8. Other Statutory and non-Statutory Requirements:

The Curriculum meets statutory requirements to teach Citizenship and the Locally Agreed Syllabus for Religious Education, as well as providing Relationships and Sex Education, Work-related Learning and Careers Education as follows:

- Citizenship is delivered primarily during Humanities lessons, within Aspiring Futures and through PD Days although many subjects also deliver aspects of the statutory programme of study.
- Religious Education is delivered in Ethics & Philosophy lessons in Years 7 to 9 and through Aspiring futures lessons and Personal Development (PD) days.
- Relationships and Sex Education is delivered primarily through Aspiring Futures lessons, PD

- Days and Science lessons.
- Work-related Learning is delivered through Aspiring Futures, PD Days, the 2-week Work Experience Placement in Year 10, as well as on a cross-curricular basis through the subject lessons.
- Careers Education is delivered through Aspiring Futures lessons, on PD Days, on visits to Further Education (FE) colleges and Higher Education Universities and for individuals on a drop-in basis at events such as Curriculum Evenings as well as through appointments with Information Centre staff and an independent Careers Advisor.

9. The Informal Curriculum

A wide range of subject enrichment and extra-curricular clubs are provided by staff. There are also opportunities for all students to participate in a variety of performances (some of which are directed and staged by students) as well as experiencing off-site enrichment activities and going on educational residential visits. In 2024 we were accredited as a Gold Artsmark School awarded by the Arts Council England in recognition of the high-quality Arts experiences we provide for our students. We have been recredited as a Gold UNICEF Rights Respecting School in June 2023 an award that recognises the commitment and achievement in developing a rights respecting community promoting active global citizenship. We have an active School Council, led by students, that regularly identifies and works on developing and improving aspects of school life. Social Responsibility is a key aspect of our enterprise culture; the school year always contains a variety of charitable events, determined jointly by students and staff. At ALNS, we expect all students and staff to participate fully in the Informal Curriculum.

10. School Culture - The Ethos Curriculum

Our school culture is an ethos that underpins all decision-making and actions; it is based on a culture of mutual respect between all staff, students and members of our community. Students and staff work with the UNCRC as a Rights Respecting School ensuring that every individual has equal access to their rights.

Character education is delivered through year group assemblies or through tutor time and is the process of learning common attitudes, beliefs and behaviours to support the development of self-regulation.

Admiral Lord Nelson School strives to be a learning community, where individuals work together as a team to ensure that every adult and child is continually learning and developing as an individual within a supportive and caring learning environment that strives for the highest of standards for all.

We encapsulate this in 6 words – 'Dare to Dream, Aim to Achieve'.