



WITH THE POWER TO ACT

Curriculum Statement and Policy

2026/27

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Our Mission Statement:

Grow, learn, serve and pray in a Catholic community; inspired by the Gospel message, enabling all to realise their unique hopes and potential.

What are we trying to achieve with our school's curriculum?

We want EVERY child to be successful and reach their full potential spiritually, personally and academically and to empower their gifts to live out their God-given potential. Our aspirational curriculum is broad, balanced and knowledge rich; underpinned by our mission statement and designed to meet the needs of all learners

GROW- development of character and promotion of curiosity, independence and creativity allowing all to be their best

LEARN- experience key knowledge, skills and vocabulary to be successful at every stage and in life beyond school

SERVE- build strong relationships and positively contribute to the school, local and wider community

PRAY- provide opportunities for prayer, reflection and spiritual development in a caring and giving community

Our ambitious school curriculum:

- Fully meets the National Curriculum and the statutory requirements set out in programmes of study for each subject.
- Is planned to ensure **every pupil regardless of background or prior attainment** receives the same broad and knowledge rich curriculum, covering a wide range of disciplines.
- Will ensure that our school is inspired by the Gospel and built on faith, love and respect making deliberate efforts to cultivate and promote **CTK Way character values**
- Provides varied opportunities **for every pupil** to develop cultural capital and cultural literacy throughout our formal and wider curriculum
- Is fair, equal and inclusive and allows **all pupil groups**, irrelevant of background, the opportunity to study all subjects and courses.
- Is designed to ensure **all pupils regardless of ability**, study the EBacc suite of subjects over 3 years in KS3 and are given the option to continue to study these subjects moving into KS4 and KS5.
- Is planned to build on our strong knowledge of the KS2 content to ensure there is **no loss of learning** as pupils move into KS3.
- Careful planning and scaffolding of work by teachers ensures **all pupils** are taught the same knowledge and skills regardless of ability,
- Every teacher has the same high aspirations for **every child** in every class
- Reading is prioritised **for all**

Our aspirational curriculum promotes deep learning and knowledge acquisition and aims to:

- Enhance the spiritual, moral, cultural, emotional, personal and physical development of pupils within school and in society
- Encourages **all pupils** to live out their knowledge of the Catholic Mission in all of their actions and to use this knowledge to make a difference in the world
- Prepare pupils in school for the opportunities, responsibilities and experiences of later life
- Develop pupils' cultural capital and cultural literacy to widen their knowledge base and vocabulary
- Provide pupils with essential knowledge needed to be successful and educated citizens
- Build on local context to meet the variety of pupil needs
- Introduce pupils to the best that has been thought and said
- Help engender an appreciation of human creativity and achievement
- Use enrichment opportunities involving the wider community to allow pupils to play an active part in their learning
- Support pupils in fulfilling their ambitions whilst adopting safe and healthy practices
- Teach learners skills that enable them to become more independent, curious and confident in their own learning and understand how learning is connected to the world

Curriculum Principles and Implementation: What are we trying to achieve?

- A knowledge rich curriculum that engages, challenges and inspires all learners
- A coherent, imaginative and well-planned curriculum which builds systematically on prior experience
- Prioritises the delivery of knowledge about Jesus, Scripture and Catholic Social teaching
- Ensure all learners are fully skilled and prepared for the rapidly changing workplace
- A curriculum where knowledge underpins and enables the application of skill in all subject disciplines
- Ensure learners have opportunities for deep learning which encourages meta-cognition, regular retrieval of knowledge, collaboration, evaluation and reflection
- Continue to improve standards and achievement while ensuring personal development of the "whole child" is catered for across all aspects of the curriculum
- Create learning environments where all pupils are stretched and empowered using innovative teaching and learning strategies
- Greater emphasis on functional skills across all subject areas including Literacy, Numeracy and Digital Literacy/ ICT to prepare learners for life (employability skills)
- Expand learners' vocabulary size to develop cultural literacy, reading and reduce economic inequality (30 million word gap)
- A curriculum that offers unbiased, quality Careers, Information, Advice and Guidance to allow pupils to be guided through choice and personalisation in the direction that suits them best
- To develop transferable learning skills which relate to real life and prepare pupils for further education and employment
- Teach learners skills that enable them to become more independent and confident in their own learning and understand how learning is connected to the world

- A coherent approach to personal development that helps all learners adopt safe and healthy practices and grow into mature, independent and fulfilled adults
- A personalised curriculum that offers choice and flexibility by using creative curriculum models, timings, settings and resources
- A focus on cross curricular subject specific vocabulary and content to allow learners to make connections and deepen understanding within their curriculum

When designing a curriculum we will:

- Allow subject leaders to use their expertise to plan a cohesive curriculum which develops sequential, layered knowledge acquisition
- Build subject specific progression through the content to be learned
- Plan a model which is rooted in what pupils are expected to know at each stage
- Develop approaches to curriculum planning and delivery that build in spaced practice, low stakes testing and repeated practice for automaticity and fluency
- Use assessment data to inform and improve future curriculum design
- Be mindful of local context and skills which are lacking from home
- Focus on the importance of reading, vocabulary and subject specific literacy
- Be reflective and focus on what is working and what is not
- Set aside time and space to allow regular review the content of the curriculum

How do we organise learning?

Our curriculum will include opportunities that:

- foster a “**Fearless Learning**” culture
- encourage **experiential** learning – inside and outside of the classroom
- allow teachers the **freedom to be innovative**
- allow **deep learning** – which encourages pupils to understand ideas for themselves, relating ideas to previous knowledge and understanding and **reflect** on the purpose of the learning
- develop cognitive science approaches about memory and the power of retrieval practice
- embed **Assessment for Learning**, which allows every pupil to know how they are doing and understand what they need to do to improve and how to get there
- allow ongoing **Assessment** to check pupils understanding and allow teachers to respond appropriately
- support **Pupil Voice** to help shape the curriculum and give greater ownership and responsibility about how they learn

Personalised Curriculum

We want our pupils to experience a curriculum that is more relevant, provides the support and challenge they need, and better meets their interests and aspirations. As a result, their engagement with learning will increase and they will make better progress and achieve higher standards.

Our curriculum design allows greater opportunity of choice and flexibility for all of our pupils:

- Pupils in Year 10 are given a variety of learning pathways including GCSE and vocational qualifications

Our Year 9 Options pathways allow a combination of most subjects and include options to study:

- One Language (Spanish)
- A number of Technology subjects
- A number of Arts subjects
- Separate Science
- Vocational learning courses – BTEC Sport, Business, Engineering, Child development
- Work-related learning experiences and Preparation for Employment programmes

All subject areas have varied and flexible progression routes for all pupils, including using different examination boards, syllabuses and courses for different ability groups. All pupils have access to all qualifications and courses, and are carefully guided to select subjects which suit their interests, strengths and future ambitions.

Right to withdraw from Religious Education

Governors acknowledge the rights of parents to withdraw their child(ren) from Religious Education lessons and acts of worship. At Christ the King Catholic High School we would hope that any concerns would be raised and discussed with staff early, making such a move unnecessary. Given that this is a Christian school, it is entirely appropriate that our worship rests heavily on the traditions of Christianity but the emphasis in the design is that all should feel welcome and able to participate and none should feel the need to withdraw. It is extremely important to us that all pupils and families feel valued members of our school community.

Broader curriculum: Personal development, Curriculum for Life and British Values

How do we enhance Personal Development and Wellbeing through our curriculum?

We have an important role to play in enhancing and supporting the Personal Development and Wellbeing of our pupils. Our fundamental aim is to ensure that the school's vision and Catholic ethos is at the heart of everything we do and our school community are fully immersed into the CTK way.

Our whole school approach to personal development and wellbeing allows learning opportunities which develop knowledge and understanding about healthy mind, body and lifestyle; encourages an attitude of aspiration and desire to succeed, and teaches the value of diversity and respecting others through communication and collaboration.

Personal development is an investment in our pupil's lives, helping them to improve their knowledge, attitude and awareness of others in order to reach their full potential: increasing their chances of success in the real world and ensuring they are motivated to live up to the moral values of a responsible citizen.

British Values and Citizenship are developed in everything we do, and are also incorporated into our taught Curriculum for Life programme. This includes teaching pupils about the democratic process, the justice system, and the importance of diversity, which is reinforced further through whole school activities such as school councils, debates, and assemblies.

Curriculum overview

Our personal development programme includes the following strands-

1. **The CTK way**- our Mission Statement and Character Education brought to life through collective worship, assemblies, form time and lessons
 - a. GROW- how we approach our-self
 - b. LEARN- how we approach our learning
 - c. SERVE- how we approach others
 - d. PRAY- how we approach our life



2. **Curriculum for Life Programme-** this platform delivers a number of key areas using specialist teachers, one rolling lesson a fortnight
 - a. Citizenship- delivery of political, social and fundamental **British values**
 - b. Economics and enterprise- delivery of financial literacy, expenditure and income
 - c. Health Education and Keeping safe- delivery of personal health, safety and wellbeing
 - d. CIAG- delivery of careers education
 - e. Emotional Wellbeing & Relationships- delivery of growth mind-set, academic resilience and current issues related to mental wellbeing
 - f. Transition- support for Year 7 pupils at the start of their CTK journey

3. **Pupil voice and Leadership-** our leadership programme ensures our curriculum is enriched and allows pupils to fully contribute to the life of CTK
 - a. Student Leadership- opportunities for subject leadership, paired/ buddy work and representation of the school
 - b. Student Council- opportunities to communicate about the life of school and representation at community events
 - c. Student Character- opportunities to develop personal character traits needed to make informed choices which contribute positively to society and success in every stage of life. These are rewarded through our termly Character awards for each year group.

Our wider school curriculum-

Our curriculum includes a wealth of enrichment and extracurricular opportunities which strengthens our pupils' cultural capital. These introduce pupils to new opportunities and experiences beyond the traditional school day and helps pupils see what surrounds them in new and enriching ways. This encourages

- active and deep learning, which includes group work and project-based work that are not bound by time constraints of traditional lessons (Retreats, Careers workshops, study skills)
- opportunities for external visits, allowing pupils to experience learning outside of the classroom and connect learning to real life (Geography Field visits, Places of Worship, Business and STEM workshops)
- use of community and external agencies to allow pupils to see the importance and contribution of the local community and environment (external speakers, Unlocking Potential, HE/FE)
- the planning of creative and innovative learning experiences using new technologies. (STEM days, RE competitions)

Curriculum organisation September 2026

The curriculum is organised within 50 periods per timetable cycle of two weeks. Each period is 60 minutes duration.

Subjects studied at Key Stage 3:

Number of 60-minute periods per subject over a two week cycle

	Year 7	Year 8	Year 9	%KS3 CURRICULUM TIME
ENGLISH	7	7	7	14
MATHS	7	7	7	14
SCIENCE	6	6	6	12
RE	5	5	5	10
GEOGRAPHY	4	4	4	8
HISTORY	4	4	4	8
SPANISH	4	4	4	8
PE	4	4	4	8
TECHNOLOGY	3	3	3	6
MUSIC/ DRAMA	2	2	2	4
COMPUTING	2	2	2	4
ART	2	2	2	4
Curriculum for Life (Rolling lesson)				

Subjects studied at Key Stage 4:

	Year 10	% curriculum time	Year 11	% KS4 curriculum time
ENGLISH	9	18	9	18
MATHS	9	18	9	18
SCIENCE	9	18	9	18
RE	5	10	5	10
PE	2	4	2	4
OPTION A	5	10	5	10
OPTION B	5	10	5	10
OPTION C	5	10	5	10
CURRICULUM FOR LIFE	1	2	1	2

Number of 60-minute periods per subject over a two week cycle

Options at Key Stage 4

All pupils are able to choose 3 options and are strongly encouraged to study at least one **academic breadth subject (bold)**.

Year 10 Options 2026/27

Option A	Option B	Option C
History	History	Computer Science
Geography	Separate Science	History
Spanish	Art	Performing Arts*
Engineering*	Business studies	Child development*
Film studies	Music	Hospitality and Catering*
GCSE PE	Engineering	Film studies

Year 11 Options 2026/27

Option A	Option B	Option C
History	Spanish	Spanish
Geography	History	Geography
Business studies	Food*	History
Engineering*	Business studies	Art
Music	Computer Science	Separate Science
Child development*	Media studies/ Film studies	Engineering*
Physical Education	Performing Arts*	

* Vocational subjects equivalent to GCSE

Subjects offered at Key Stage 5:

Students are given 5 option blocks to choose from, with each option having 9 hours a fortnight

in Year 12 and 8 hours a fortnight in Year 13. All students in Years 12 and 13 study RE and APASS (Academic and Personal achievement study sessions) and are also given the opportunity to choose enrichment subjects such as the Extended project.

A Levels include

Art	Film Studies	Media Studies
Biology	Mathematics	Philosophy and Ethics
Business	Geography	Physical Education
Chemistry	Government and Politics	Physics
Sociology	History	Psychology
English Language and Literature	Law	Spanish

Vocational subjects (Level 3)

Medical Science/ Applied Biology

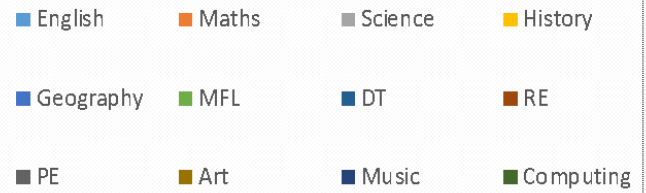
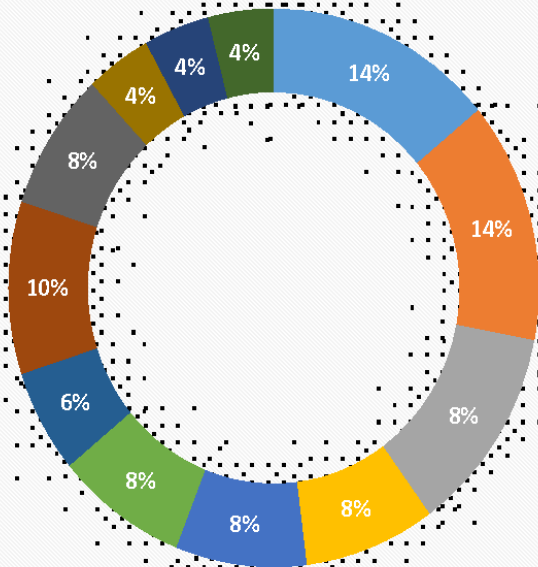
Business

Health and Social Care

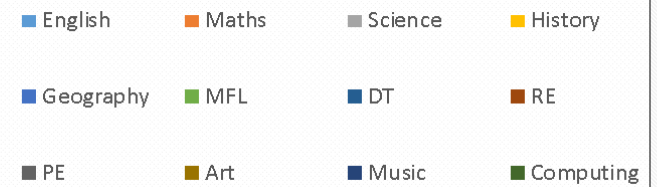
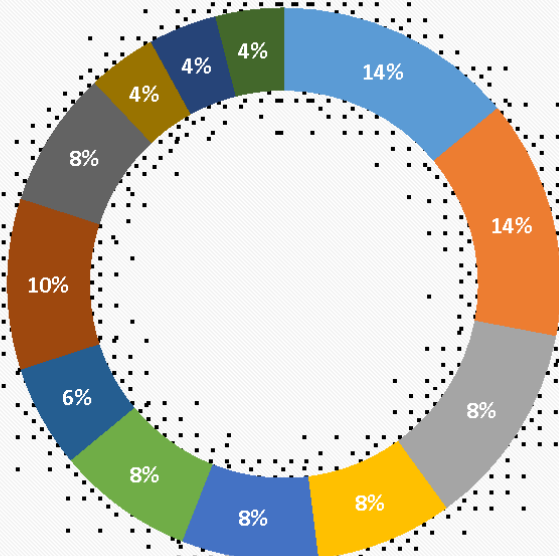
Criminology

Engineering

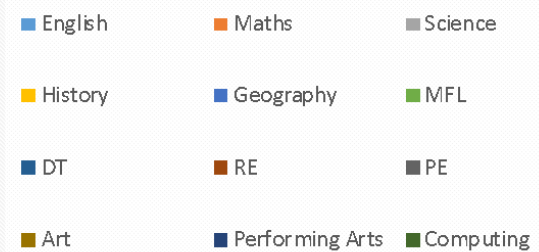
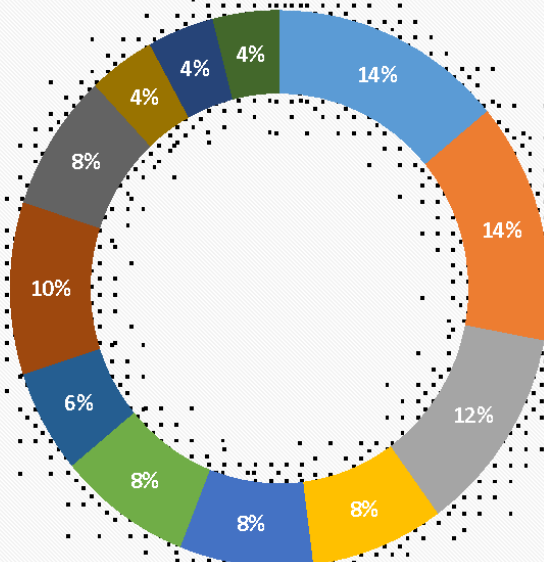
Year 7



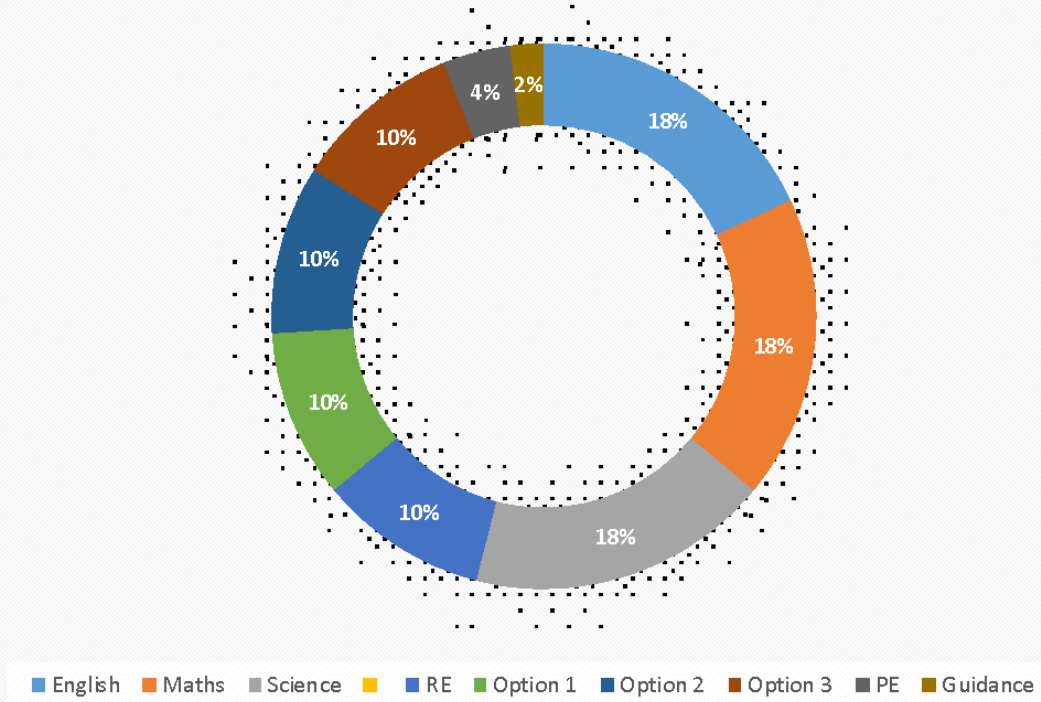
Year 8



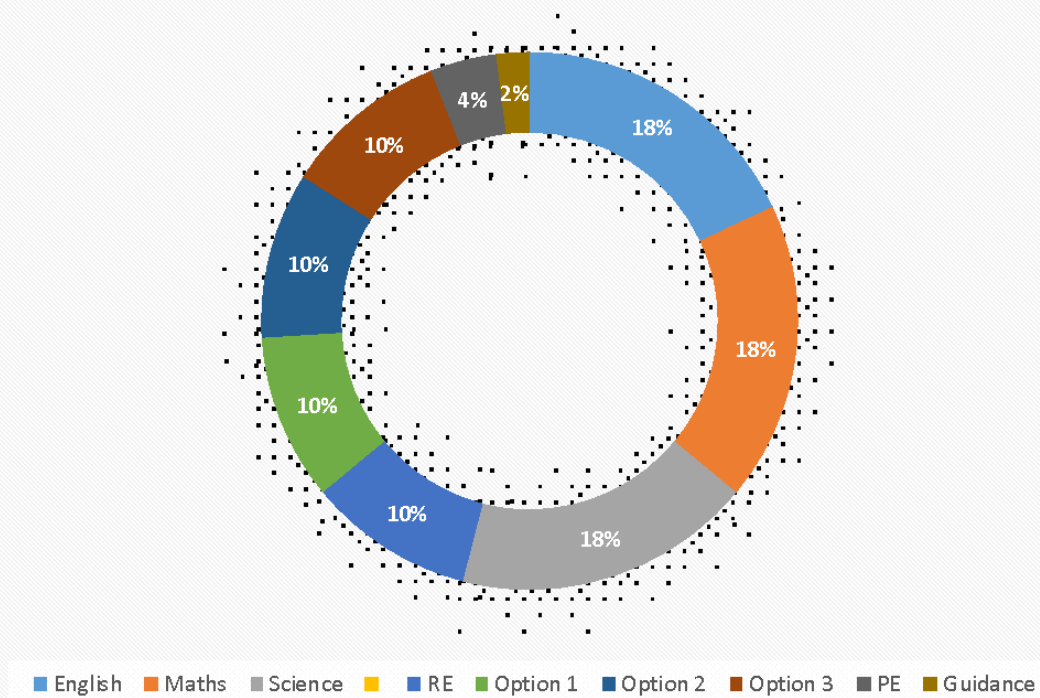
Year 9



Year 10



Year 11





Curriculum strategic development 2026-27

Curriculum progression

- Foundational knowledge and sequencing
- Formative assessment: checking for understanding
- Summative Assessment: Question level analysis
- Marking and feedback
- KS3 progress
- KS4 progress: RAG

Curriculum enrichment

- Careers: meeting new Gatsby benchmarks
- Careers: work related learning experiences
- Careers in the curriculum
- CFL programme
- RHSE and Citizenship programme
- Community and connections

Curriculum access

- Inclusion strategy
- STAR strategy
- TRAC
- Adaptive teaching and scaffolding
- Bosco base
- Access arrangements
- Reading strategy
- Writing strategy
- Numeracy strategy
- Oracy framework

GROW

LEARN

SERVE

PRAY

