



Bethany
since 1866

Rated 'EXCELLENT' by ISI in 2023

Curriculum Policy

BETHANY SCHOOL
CURTISDEN GREEN
GOUDHURST
KENT

Pupils' views on why Bethany has a Curriculum Policy

This is to ensure that all subjects are properly organised for the benefit of pupils (and parents).

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Date of Revision (if applicable)	September 2025
Date for Review	September 2026

Revision History

Version	Date Issued	Reason for Issue
1.0	December 2009	Annual Review
2.0	February 2011	Annual Review
3.0	February 2012	Annual Review
3.1	April 2012	Change to Core Subjects
3.2	April 2012	Further change to Core Subjects
4.0	April 2013	Annual Review
5.0	March 2014	Annual Review
6.0	March 2015	Annual Review reflecting changes in regulations
6.1	August 2015	Compliance Review
6.2	September 2015	ISI Updates and Prevent Duties
6.3	January 2016	ISI Guidance
7.0	February 2017	Annual Review
7.1	September 2017	Changes in Subjects

Version	Date Issued	Reason for Issue
8.0	August 2018	Annual Review
9.0	September 2019	Annual Review – Some changes in subjects
9.1	January 2020	Name change
10.0	August 2020	Annual Review
11.0	August 2021	Annual Review
12.0	September 2022	Annual Review
13.0	September 2023	Annual Review
14.0	September 2024	Annual Review
15.0	September 2025	Annual Review

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1. INTRODUCTION

The School offers a broad and balanced curriculum with plans and schemes of work that take into account the ages, aptitudes and needs of all pupils, and it does not undermine 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 breadth of curriculum gives pupils appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils acquire listening, literacy and numeracy skills. The curriculum is also designed to promote the physical and mental health of all the pupils and raise awareness of a healthy balance of activities and academic pursuit.

The range of subjects for all pupils, regardless of age, from Years 7 to 13 is appropriate to both age and ability so that all pupils have the opportunity to learn and make progress and is effective preparation for the opportunities, responsibilities and experiences of life in British Society whether that is in higher education, vocational training or a career. Further to this, across the curriculum, but especially in PSHCE, RSE and the Humanities, pupils are encouraged to focus on democracy, diversity, mutual respect, managing debate of contentious issues and making decisions that keep them safe.

In order to achieve this aim, especially in the core subjects of Maths, English and Science, pupils are placed in sets according to ability, and in small class sizes. Overall, the staff / pupil ratio of about one to ten enables a great deal of individual attention to support those who require help and to stimulate the more able.

The syllabus taught within each subject is based on National Curriculum guidelines but academic departments are allowed flexibility to teach their subject in the most appropriate manner.

2. GENERAL POINTS FOR ALL YEARS

2.1 Academic progress

Each pupil in the School has a tutor who supports and encourages his or her academic progress.

Progress is carefully and closely monitored through 'Grades' assessment for both effort and attainment. Grades are awarded at least once each term, and usually twice; this allows pupils to be recognised for their good work and enables any problems to be identified quickly. Attainment grades are monitored against target grades, a process which enables tutors and teachers to discuss relative progress with pupils and offer formal feedback to complement the informal feedback, which takes place in lessons. The school supports this

process through tutor sessions in which pupils are encouraged to reflect on their effort and progress and set personal targets, with the support of their tutor, for improving their performance.

Pupils are awarded 'Merits' for particular pieces of work that are of exceptional quality. On Speech Day in June, prizes are awarded for both academic excellence and effort, and for achievement in the fields of Drama, Music, Art and Sport.

2.1.1 Sport

Sport plays an important role in the curriculum. Each afternoon a different year group has a timetable dedicated to sport. Years 7 to 13 have at least one double timetabled games lesson. The majority of these lessons are taught by a team of specialist PE staff. There is the opportunity on games afternoons for pupils to compete against other schools in school sports teams. In addition, all pupils in Years 7 to 11 also have one PE session each week. Sport also plays a role in the Bethany Enrichment Programme.

2.2 PSHCE AND CAREERS

All pupils follow a programme of Personal, Social, Health, Cultural and Economic Education (PSHCE) and further information on this is available in the detailed PSHCE policy document and framework which:

- i. Reflects the school's aims and ethos; and
- ii. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a);
- iii. refers to the statutory guidance for Health Education, Relationships and Sex Education (RSE) and which aims to ensure that every pupil is guaranteed a PSHCE education that covers mental health and wellbeing; physical health (including healthy lifestyles and first aid); learning about safe, healthy relationships and sex (including understanding consent, negotiating life online, intimate relationships);
- iv. recognises the need to build resilience to radicalisation by teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary.

2.2.1 For pupils in Years 7 to 13 access is given to accurate, up to date careers guidance that :-

- i. is presented in an impartial manner
- ii. enables them to make informed choices about a broad range of career options; and
- iii. helps to encourage them to fulfil their potential and make informed choices about next steps.

Unifrog is introduced in Year 7 and used across the School to support careers guidance.

2.3 Pupils with Special Requirements

For any pupils who have a EHC Plan, the provision specified is made where the school is named. An annual review meeting is held with the awarding authority so that their IEP can be formally reviewed and updated as necessary. Although it is noted that it is the responsibility of the LA, and not the school, to review the EHC plan, in keeping with good practice the school checks the review takes place and cooperates with the LA in the review process. All teachers of these pupils and their pastoral tutors together with the DLS department contribute to this process. Whilst the LA retains legal and financial responsibility for ensuring the provision specified in the child's EHC plan is made, the day to day practical responsibility of making provision rests with the School.

Pupils who have Dyslexia Learning Support (DLS) requirements can attend Part Time or Full Time DLS support lessons in Years 7 to 9 and can select DLS Learning Support as one of their GCSE options in Years 10 and 11. For the Sixth Form these lessons are arranged after they have chosen their A levels.

The SENDCO ensures that all pupil needs are recorded on their pupil summaries and this information is made available to teaching staff to support lesson planning.

Pupils who have EAL requirements are timetabled EAL lessons at the same time as French in Years 7 to 9 and choose it as one of their GCSE options in Years 10 and 11. For the Sixth Form these lessons are arranged after they have chosen their A Levels. The Head of EAL records their needs on their pupil summaries and this information is made available to teaching staff to support lesson planning.

A register of the more able pupils exists to enable the monitoring of those pupils judged to demonstrate advanced abilities and aptitudes in one or more subject areas. Their progress is monitored by the Deputy Head Academic in liaison with HODS. There is a whole school focus on stretch and challenge and meeting the needs of all learners.

3. Years 7 to 9

Pupils who join the School in Years 7 to 9 are taught a wide range of subjects, which provides them with a wide breadth of knowledge and experience. The provision of creative, artistic, practical and academic routes throughout the curriculum helps to ensure that pupils' varied talents are nurtured as much as possible, and their full potential developed.

An exposure to Performing Arts from Year 7 supports pupils' development with communication as well as performance skills.

During Year 9 a process of consultation with pupils and parents begins, to enable an informed choice of GCSE subjects: this includes the publication of an Options booklet, which outlines which GCSE subjects they can opt to study in addition to the mandatory subjects. It also includes tutorial discussion and a Parents' Conference. English, Mathematics and Science continue to be 'core' subjects and pupils select 5 additional options. In addition, all pupils follow a PSHCE Course and a Study Skills programme. Physical Education is also taught.

3.1 Subjects taught in YEARS 7 to 9

Art	Design and Technology	English
DLS	EAL	Geography
Food Technology	French	PSHCE
History	Computer Science	Religious Studies
Mathematics		
Performing Arts (Dance, Drama and Music)		
Science (Physics, Chemistry, Biology)		Spanish

4. YEARS 10 and 11

4.1 Core Subjects

All pupils take English, Mathematics, and a Science course for GCSE. Pupils study at least one of Biology, Chemistry, Physics. The top one/two English sets also take English Literature and pupils in the top Maths set have the opportunity to take Additional Mathematics.

4.2 Optional Subjects

Currently pupils choose five other subjects to study from the following options:

Art	Computer Science	Dance
Design Technology	Drama	French
Geography	History	Hospitality and Catering L2
Media Studies	Music (BTEC)	DLS/EAL
Physical Education	Religious Studies	Spanish

4.3 Preparation for Sixth Form

A Sixth Information Taster experience is organised for Year 11 pupils to find out about Sixth form at Bethany, this is followed by a Sixth Form Open Evening which is available to Year 11 pupils and pupils interested in joining Bethany for Sixth Form. Over the following months pupils are guided by subject staff into choosing the subjects most appropriate to their talents and aspirations and are asked to confirm final choices before the end of the spring term. Firm choices are not made until after results day in the summer holiday, and pupils attend a Sixth Form Course event ahead of the start of term where there is a final opportunity to speak to subject leads and select options.

5. SIXTH FORM - YEARS 12 and 13

The Sixth Form is viewed as a bridge between school and university life. As well as the challenges of A Level courses and competing for university places, pupils are encouraged to develop their self-confidence to live independent, fulfilling, adult lives. Bethany provides a supportive environment in which to channel pupils' energy constructively into meeting these challenges both inside and outside the classroom by offering opportunities including the Extended Project Qualification, Sports Leaders Level 3 where appropriate, D of E, voluntary work in departments, an introductory Cookery programme, leadership opportunities, trips and visits.

In Year 12, pupils participate in a structured careers programme that helps them consider their career options, develop self-appraisal techniques and assist with job, apprenticeship and UCAS (university) application processes.

It is expected that pupils entering the Sixth Form at Bethany will have achieved at least five grade 4s at GCSE level. As far as possible, pupils may choose any subject from the selection on offer at Bethany within the option blocking system available at that time. Guidance on such option blocks is issued in the spring term each year. It is expected that most pupils will begin by studying four subjects for the first term, continuing to take three subjects to A Level.

Bethany Sixth Formers benefit from a wide range of choice in courses, in relatively small teaching groups and with careful tutoring. Subjects studied are:

Art and Design	Biology	Business Studies
Chemistry	Design and Technology	Textiles
Economics	English	French
Further Maths	Geography	History
Mathematics	Media Studies	Spanish
Photography	Physics	Politics
Philosophy, Religion & Ethics		

In addition to the above A Levels the following are also offered:

5.1 **Applied level in Business and IFS Level 3 Finance and Accounting**

These courses are accepted by universities and employers as equivalent to two A Levels. At Bethany they are usually taken by pupils in combination with one other A Level and have proved to be successful routes to Business related degrees at university. Courses are modular with assessment through examination and course work.

5.2 **BTEC National Awards in Music, Drama and Sports and Exercise Science**

These courses are accepted by universities and employers and carry the same weighting as one A Level. The National Award offers a specialist qualification that focuses on a similar programme of study to the A Level. However, the BTEC's strength is that all units are coursework based. Pupils are expected to complete six units over the two-year programme of study. The grading system is Pass, Merit and Distinction with 48 UCAS points for Distinction (equivalent to an A at A level) 32 UCAS points for a Merit (equivalent to a grade C at A level) and 16 UCAS points for a pass (equivalent to an E at A level).

5.3 **GCSE Courses available to Sixth Formers**

There is the opportunity for pupils to re-sit their English or Mathematics GCSE in timetabled sets for Sixth Formers where they have not achieved a pass grade at GCSE. Examinations are sat in the November series.

5.4 **Links with parents**

The Tutor maintains close links with the parents of his/her tutees, not only on academic matters but also on a variety of issues or problems that might arise. Parents are able to meet teaching staff at the annual Parents' Consultations that are scheduled for each year group, as well as on less formal occasions and within a number of School functions. Individual appointments are arranged should either parents or staff feel this is necessary.