

SPALDING GRAMMAR SCHOOL



CURRICULUM POLICY 2025-2026

EXECUTIVE HEADTEACHER:	Mrs M K ANDERSON
DEPUTY HEADTEACHER:	Mrs S INGRAM
DEPUTY HEADTEACHER:	Mr A BROOKS
ASSISTANT HEADTEACHER:	Mr G BAKER
ASSISTANT HEADTEACHER:	Mrs E DAVISON
ASSOCIATE AHT:	Ms L SKIPWORTH
ASSOCIATE AHT/SENCo:	Mrs A JOHNSON
ASSOCIATE AHT/HEAD OF 6TH FORM	Dr A LEADBEATER
SCHOOL ADMINISTRATOR:	Mrs D HASLAM
CAREERS LEADER	Miss C BARRATT
LINK GOVERNOR:	Miss P MAKEPEACE
DATE AGREED:	July 2025
REVIEW FREQUENCY:	Annually

At Spalding Grammar School, our curriculum aims to inspire intellectual curiosity and foster a passion for learning. By challenging pupils academically and personally, we aim to help them achieve their full potential while enriching their learning experience with opportunities beyond the classroom.

At the core of Spalding Grammar School is a commitment to academic excellence and a community that values participation, respect, and responsibility. We aim to nurture reflective, well-rounded individuals by fostering intellectual growth, moral integrity, and resilience.

Related Policies:

Admissions Arrangements
Careers Education Policy
Collective Worship Policy
Drugs Education and Incident Management Policy
Examinations Policy
PSHE Policy PaCE
Relationships, Sex and Health Education Policy
School and Sixth Form Prospectus
Special Educational Needs & Disability (SEND) Policy
Teaching & Learning Policy

Chair of Governors

Date

Executive Headteacher

Date

- 2.5 In the spring term, Year 9 follow the options process to make decisions regarding their chosen course of study for Years 10 and 11.
- 2.6 The option process happens during Year 9, and includes information sharing during the Progress Evening, support and discussions within Tutor Period and subject lessons, and an options information evening. Pupils also have the support of their Head of Year and Careers Adviser if necessary.

Section 3: Years 10 and 11

3.1 The curriculum share map for Years 10 and 11 is as follows:

Y10	ENGLISH	MATHS	SCIENCE	RS	PaCE	PE	OPTION 1	OPTION 2	OPTION 3	OPTION 4
	13.3%	11.7%	23.3%	1.7%	3.3%	6.7%	10.0%	10.0%	10.0%	10.0%
Y11	ENGLISH	MATHS	SCIENCE	RS	PaCE	PE	MFL	OPTION 1	OPTION 2	OPTION 3
	15.0%	11.7%	21.7%	1.7%	3.3%	6.7%	10.0%	10.0%	10.0%	10.0%

- 3.2 The compulsory subjects for Years 10 are English Language, English Literature, Mathematics, Biology, Chemistry and Physics.
- 3.3 The compulsory subjects for Years 11 are English Language, English Literature, Mathematics, Biology, Chemistry, Physics, and either a Modern Foreign Language or Latin.
- 3.3 Physical Education, PaCE and RS form our non-examined curriculum. The remaining GCSE examined course options for pupils are constantly under review but, in 2025-2026, are likely to include the following subjects: Art, Business, Computer Science, Design Technology, French, Geography, German, Spanish, History, Latin, Music, Physical Education, and Religious Studies.
- 3.4 In order to create challenge within the curriculum, some pupils complete the study of three separate sciences in the allocated curriculum time for the study of the Combined Science, and some will complete studies in GCSE Further Mathematics, in addition to their Mathematics GCSE.
- 3.5 In Years 7 to 11 pupils have a total of 32.5 hours per week in school, which matches the recommended minimum set out in Department for Education from September 2023.

Section 4: The Sixth Form

- 4.1 Spalding Grammar School Sixth Form is open to pupils from any school and offers a wide range of A Level and A Level equivalent subjects. Pupils also participate in our enrichment curriculum.
- 4.2 Admission to the Sixth Form is subject to general entry requirements and subject specific requirements.
- 4.3 Please see our Sixth Form prospectus for full details of both the Sixth Form and our admission requirements.

Section 5: Personal and Careers Education (PaCE)

5A: Careers Education

- 5.1 The programme at Spalding Grammar School has been written to ensure compliance with Section 42A and Section 45A of the 1997 Education Act and in response to the Department for Education statutory guidance 'Careers guidance and access for education and training providers' (October 2018 and the update in July 2021).
- 5.2 Careers Education at Spalding Grammar School is delivered to every pupil in Years 7-13 through dedicated lessons within PaCE in Years 7-13. In addition to this, careers information is discussed in tutor time and

dedicated talks and presentations are organised with external providers. All pupils can access Unifrog, the careers platform we use in school.

- 5.3 The careers programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their next steps in education, employment or training. Pupils are encouraged to take part in enrichment activities such as work experience, enterprise activities, careers fairs and university visits. They also attend talks by visiting speakers and engage with our Careers Adviser, Mrs Hoyles.
- 5.4 See our Careers Policy and Programme on the School website.

5B: Relationship and Sex Education

- 5.5 Spalding Grammar School believes in the partnership between caring adults – governors, staff and parents, to ensure sensitive support for children and young people as they grow and mature in a challenging world.
- 5.6 The School provides a setting in which young people can be offered appropriate teaching about RSE. The purpose is to help young people prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect for others, and form and sustain healthy relationships.
- 5.7 RSE is taught from Year 7 to Year 13 as part of the PaCE curriculum and has been developed from the recommendations identified by the DfE Sex and Relationship Education Guidance (2000) and the ‘Policy Review Statement on Sex and Relationship Education’ (2017). Aspects of the course are also taught in Science and Religious Education lessons.
- 5.8 Parents currently have a right to withdraw their children from all, or part, of the RSE programme provided at the School, except for those parts included in the statutory National Curriculum or that are classed as ‘Relationships Education’. Any parent who wishes to do so should contact the Executive Headteacher. Parents can be reassured, however, that the RSE programme at Spalding Grammar School has been designed so that it will complement and support their role as parents.
- 5.9 See our RSE Policy on the School website for further information.

5C: Drugs Education

- 5.10 Spalding Grammar School strongly opposes the misuse of both drugs and alcohol by all members of the School community and the illegal possession or supply of these substances. We are committed to the health and safety of our pupils and will take steps to safeguard their well-being.
- 5.11 Pupils are involved in a drugs education programme as part of their PaCE and Science curricula.
- 5.12 Please see our Drugs Education and Incident Management Policy for further information.

Section 6: Citizenship, British Values (BV) and Social, Moral, Spiritual & Cultural (SMSC) Education, Cultural Capital (CC) and Personal, Social, Health Education (PSHE)

- 6.1 Citizenship, BV, SMSC, CC and PSHE are fully integrated parts of our School ethos and community. They are not “bolt on” additions to what we do but a fundamental part of what we stand for and believe in.
- 6.2 These elements of our School are engendered not just within our taught curriculum but also within our extensive extra-curriculum provision, clubs, trips and activities. Where there are barriers to engagement, we proactively seek to remove them.

Section 7: Religious Education

- 7.1 In all years, Religious Education (which is non-denominational) and attendance at assembly, which contain moral themes, are compulsory. However, if parents wish to exercise their right to withdraw their child from Religious Education lessons, then they must consult with the Executive Headteacher.
- 7.2 Religious Education is more than the study of the world's religions. It is the study of human ethics and moral responsibilities and is therefore both relevant and important to our School aims and curriculum.
- 7.3 Our core Religious Education curriculum is compliant with the Lincolnshire Agreed Syllabus for Religious Education.
- 7.4 See our Collective Worship Policy for further information.

Section 8: Special Educational Needs & Disabilities (SEND)

- 8.1 We have an inclusive whole-school approach to the provision for special educational needs and disabilities. With the support of the SENCo, all teachers respond appropriately to the diverse learning needs of our pupils. Our commitment is to do everything in our power to remove barriers to learning and participation.
- 8.2 Resources are used efficiently and effectively for the benefit of pupils thereby enabling them to move towards achieving their potential.
- 8.3 Pupils and parents are fully informed and involved in working with the School as programmes of study are implemented. When necessary, the SENCo maintains co-operative and constructive working relationships with a range of external agencies.
- 8.4 We follow the SEND Code of Practice, which provides a clear framework for early identification using the Assess, Plan, Do, Review (APDR) cycle to ensure we meet the pupil's need. We also fulfil our responsibilities under the SEN Disability Act 2001, Special Educational Needs and Disability Regulations 2014 and Equality Act 2010.
- 8.5 When pupils attend a dual registration at an Alternative Provision, the SENCo will collaborate and co-ordinate, with those colleagues and our teaching staff, to ensure a broad and balanced curriculum is being offered taking into account the needs of the pupil. School will remain in regular contact with the pupils, parents and Alternative Provision.

Section 9: English as an Additional Language (EAL)

- 9.1 It is acknowledged that pupils with a community first language other than English do not have special educational needs in the accepted sense but may require additional provision.
- 9.2 Pupils with EAL are identified from information gathered from primary schools, parents and the pupil. The SEND Department will monitor all new entrants.
- 9.3 Staff are made aware of pupils with EAL and will ensure teaching and learning is appropriate to each pupil's needs. The School is committed to the development of identification and tracking systems in order to ensure attainment at a level appropriate to ability and to prevent under-achievement.
- 9.4 Parents who would like further details or feel any cause for concern about their daughter or son should contact, in the first instance, the SENCo at the School.

Section 10: Sport and Physical Education

- 10.1 PE is a compulsory part of the school curriculum in every year group from Year 7 to Year 13. Our aim is to engage pupils and promote lifelong physical activity and fitness.
- 10.2 At Spalding Grammar School, we provide sporting opportunities for all pupils of all abilities, through a wide range of extra-curricular clubs, sporting events, house events, leadership opportunities and interschool competitions.
- 10.3 We are extremely proud of our success in sport, both at Regional and County level. We have teams in a variety of sports including football, rugby, cricket, hockey, athletics, cross country and basketball.
- 10.4 We encourage healthy lifestyles and allow pupils to use our well-equipped fitness suite.

Section 11: Able, Gifted and Talented (A, G&T)

- 11.1 All of the pupils attending Spalding Grammar School are drawn from the top 25% of the academic cohort for Lincolnshire and the surrounding catchment. As a grammar school, our pupils are all “able” and many are gifted and talented in particular fields. Please see our Teaching and Learning Policy for more details.