



# CURRICULUM POLICY

January 2026

**Passmores Academy**

Part of the Passmores Co-operative Learning Community

## Curriculum Policy

### Overview of the Curriculum

Passmores offers a broad and balanced curriculum which aims to meet the needs of the students at all levels.

The curriculum is ambitious and meets the requirements of the National Curriculum.

We aim to provide our students with a well-rounded education that not only equips them with academic qualifications, but also ensures that they possess the confidence and communication skills to progress to their next steps in life, be that further study, apprenticeships or the world of work.

The curriculum at Passmores Academy embraces a wide range of learning opportunities for every student. It includes what is offered in formal time-tabled lessons as well as the wealth of extra-curricular activities and experiences promoted or supported by the school.

Every student will have the opportunity to encounter a range of learning experiences, which

- meet the needs of all students and are of the highest possible quality
- take account of unequal starting points and the individual learning journey of each student
- provide diversity by catering for students' needs, aspirations and ability
- are provided irrespective of age, gender, ethnic background or disability.

Students will benefit from a curriculum that is well-planned and coordinated to provide breadth, balance, depth and relevance, and which acknowledges the need for progress and continuity in order to build on the learning experiences of the individual. It will promote the spiritual, moral, cultural, mental and physical development of students at Passmores Academy.

Through a range of challenging and supportive learning experiences, the curriculum will aim to develop and extend students to enable them to achieve their potential in all areas of school life and to learn and develop those skills that promote independent learning.

Students will participate in a curriculum that will develop their personal qualities and skills, so that they can contribute effectively, positively and confidently to life in and out of school and that will prepare them for an effective, purposeful, responsible and enjoyable adult and working life.

All students will be prepared carefully and thoroughly for public examinations, statutory tests and other accredited qualifications.

Effective teaching and learning will be the main focus of the Academy, and we will do our best to allocate leadership and resources to meet the demands of subject needs.

## **CURRICULAR AIMS**

The curriculum at Passmores can be summarised in the following three strands: -

### **Intent**

To develop inquiring, knowledgeable, responsible citizens, tailored personal development

### **Implementation**

The curriculum is delivered through a student-centered approach which fosters a positive attitude to learning.

### **Impact**

Students are enabled to achieve the highest standards whilst focusing on the development of the whole person.

## **LEGISLATION AND GUIDANCE**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

The curriculum will meet all statutory requirements as above and will also:

- prepare students for post-16 education as well as activities that support mental health and well-being;
- provide breadth, depth and learning experiences that enable a range of learning opportunities for all abilities;
- challenge each student to strive for excellence and improve upon their best;
- provide a mixture of direct instruction, collaborative and student led learning which ensures equality of access and opportunity for all students;
- develop relevant core knowledge and inter disciplinary knowledge that stimulates academic and physical progress and personal development;
- develop cultural capital across all subject areas;
- deepens worldviews and a love of learning through the provision of opportunities to develop
- social, moral, cultural and spiritual appreciation;
- emphasise the importance of literacy and numeracy across the curriculum;

- emphasise the importance of digital literacy and the use of technology across the curriculum so that students develop as responsible digital citizens;
- ensure that the Special Educational Needs' Code of Practice meets the requirements of all students irrespective of their academic abilities or needs;
- acknowledge that people come from a variety of cultural and religious backgrounds and promote tolerance through an inclusive and thoughtful curriculum;
- ensure that all students can benefit from a range of resources that the school can offer;
- develop a sense of responsibility for their own progress by reflecting on and evaluating their own approach to learning and how they respond to feedback and challenges;
- support our young people in developing and fostering a growth mindset, self-motivation and resilience;
- provides transparency that enable students to make informed choices at key points in their education;
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The curriculum will be reviewed and evaluated annually by the local governing body to ensure it matches the interests, aptitudes and special needs of all its students.

### **Curriculum Delivery**

Passmores Academy has a two-week timetable, split into five 60-minute lessons.

In year 11, to support students further, staff in Core subjects (English, maths and Science) will select students for intervention during the school day, normally during pastoral curriculum time. Staff will also voluntarily offer a series of extra “booster” or “Period 6” sessions to support students. These sessions are designed to further enhance GCSE exam performance and are organised on a half-termly basis.

Subject specialists are employed to teach in all areas and are supported by Co-educators where required.

## **Curriculum Structure**

### **Key Stage Three – The National Curriculum**

At Passmores Academy, we offer a broad range of subjects in year 7-9 which meet the requirements of the National Curriculum. We consider the curriculum to be ambitious and offer subjects in Key Stage 3 which are in addition to the National Curriculum such as Drama. In some areas, in order to offer breadth, rotations take place each term so that all students get to experience a variety of subjects (Technology). At the end of Year 8, a mini-option choice is offered to all students in Arts subjects (Art, Drama, Music) and Technology subjects (Catering, Design & Technology, Photography). Students select three subjects to study in year 9, including at least one from each of the Arts and Technology subjects. At the end of year 9, students make choices to study GCSE subjects following a comprehensive and supportive Option Process which includes assemblies, Options Evening and a timely Parent/Carers evening to offer support. A full list of subjects on offer at Key Stage 3 is available in Appendix A.

### **Key Stage Four - GCSEs**

Our KS4 curriculum is designed to allow students to study a broad range of GCSE subjects. The vast majority of students study GCSEs in: English Language, English Literature, Combined Science, Maths and one compulsory from History, Geography, Computer Science, French and Spanish. Students then select four more subjects from a range of traditional GCSEs and Vocational subjects. All students must also take PE and i-Future which are non-examinable subjects. We encourage and promote the Ebacc (Core subjects with History/Geography/Computer Science plus French/Spanish) as we recognize that these subjects are valued by employers and places of further and higher education as well as organisations such as the Sutton Trust.

A full list of subjects on offer at GCSE is available in **Appendix A**.

### **Pastoral Curriculum**

As well as our academic curriculum, we are proud of our pastoral statement of intent, outlining our commitment to fostering excellence and well-being at Passmores Academy. Our vision is to create a nurturing and inclusive environment that inspires our students to achieve their full potential academically, socially, and emotionally. We firmly believe that a strong pastoral care system is essential for the holistic development of every individual within our school community.

**Creating a Caring Community:** We strive to create a caring and inclusive community where everyone feels valued, respected, and supported. We promote positive relationships based on trust, empathy, and open communication. Through strong partnerships with parents and carers, we work collaboratively to provide a safe and nurturing environment for our students to grow and thrive.

**Personalised Support:** We recognise that each student is unique, with their own strengths, challenges, and aspirations. Our dedicated pastoral team is committed to providing personalised support to ensure the well-being and progress of every student. We offer a range of services, including academic guidance, mentoring, counselling, and targeted interventions, to address individual needs and enable students to overcome obstacles.

**Promoting Mental Health and Emotional Well-being:** We prioritise the mental health and emotional well-being of our students, acknowledging the significant impact they have on learning and overall success. We actively promote a positive mindset, resilience, and self-care strategies, equipping our students with the tools they need to navigate life's challenges. We foster a culture of openness, where students feel comfortable seeking support and guidance from trusted adults.

**Building Character and Values:** We understand the importance of developing well-rounded individuals who exhibit strong character and uphold core values. Through our pastoral care programme, we encourage students to embrace qualities such as respect, integrity, responsibility, and empathy. We provide opportunities for personal and social development, including leadership roles, community service initiatives, and extracurricular activities, which foster character growth and social awareness.

**Safeguarding and Child Protection:** The safety and welfare of our students is our utmost priority. We have robust safeguarding policies and procedures in place to ensure a secure learning environment. Our staff members receive regular training to recognise and respond effectively to any safeguarding concerns. We promote a culture of vigilance and accountability, encouraging students and staff to report any issues promptly.

**Effective Transition and Progression:** Smooth transitions are vital during the different stages of education. We work closely with primary schools to ensure a seamless transition for students entering our secondary school. Additionally, we provide comprehensive guidance and support during key transition points, such as subject selection, career planning, and the move to further education or employment, empowering our students to make informed decisions about their futures.

**Family Engagement:** We believe that family engagement is crucial for the success of our students. We actively encourage parents and carers to be involved in their child's education, offering regular communication channels, parent/carer workshops, and opportunities to participate in school life. By working in partnership, we can provide consistent support to our students and reinforce their learning both at home and in school.

As a school community, we are dedicated to upholding these principles and continuously improving our pastoral care provision. We believe that by nurturing the well-being of our students and creating a supportive and inclusive environment, we can inspire them to become confident, resilient, and compassionate individuals who are prepared for the challenges and opportunities of the future.

**Our pastoral curriculum is underpinned by 9 key strands:**

1. Healthy and respectful relationships
2. Behaviour curriculum
3. Stereotyping, prejudice and equality
4. Body confidence and self-esteem
5. Positive well-being
6. Emotional literacy and resilience
7. British values
8. Character building and personal development
9. Having an appropriate online presence and leaving a positive social media footprint

## **Extra-curricular activities**

Our curriculum offer also includes extra-curricular activities which compliment what goes on in the classroom. We have a vast array of clubs which students can attend, most of which take place after school and include sports, music, drama and homework club to name a few.

A list of our extra-curricular offers are available in **Appendix B**.

We also have a comprehensive offer of trips and visits which generally take place during the school day but offsite, some of which are residential.

A list of our trips and visits is available in **Appendix C**.

This policy was reviewed and approved by the local governing body on **27th January 2026** and will be reviewed annually.

**Appendix A**

<b>Year 7</b>	
<b>Subject</b>	<b>60 min sessions per Fortnight</b>
English	8
Maths	8
Science	7
*MFL (French or Spanish)	3
Geography	3
History	3
Computer Science (including Digital literacy)	3
Technology	3
Art	2
Drama	2
Music	2
PE	4
i-Future	2
Equity class - Extra English(2) and Maths (1) replaces *MFL	3

<b>Year 8</b>	
<b>Subject</b>	<b>60 min sessions per Fortnight</b>
English	8
Maths	8
Science	7
*MFL (French or Spanish)	3
Geography	3
History	3
Computer Science	3
Technology	3
Art	2
Drama	2
Music	2
PE	4
i-Future	2
Equity class - Extra English(2) and Maths (1) replaces *MFL	3

<b>Year 9</b>	
<b>Subject</b>	<b>60 min sessions per Fortnight</b>
English	8
Maths	8
Science	7
*MFL (French or Spanish) Inc. Equity	3
Geography	3
History	3
Computer Science	3
Art/Technology mini-options - 3 subjects from Art, Drama, Music, Catering, Design & Technology, Photography)	3
PE	4
i-Future	1
Government & Politics	1

<b>Year 10</b>	
<b>Subject</b>	<b>60 min sessions per fortnight</b>
English (Equity class)	8
Maths	8
Science (Equity class)	9
PE	4
i-Future (Equity)	1
<b>4 Options from:-</b>	
Art	5
Child Development	5
Citizenship	5
Computer Science*	5
Construction (at Stewards Academy)	5
Creative & Technical Enterprise	5
Creative Media	5
Design & Technology	5
Drama	5
Geography*	5
Hair & Beauty (at Stewards Academy)	5
History	5
Hospitality & Catering	5
Land Based Studies (Equity - At Pets Corner)	5
MFL (French or Spanish)*	5
Music	5
Photography	5
Psychology	5
Sport	5
Sociology	5
Textiles	5
Triple Science (Biology, Chemistry, Physics)*	14

\*Students must choose to study at least one of these subjects

<b>Year 11</b>	
<b>Subject</b>	<b>60 min sessions per fortnight</b>
English (Equity class)	9
Maths	8
Science (Equity class)	9
PE	4
<b>4 Options from:-</b>	
Art	5
Child Development	5
Citizenship	5
Computer Science*	5
Creative & Technical Enterprise	5
Creative Media	5
Design & Technology	5
Drama	5
Geography*	5
Hair & Beauty (taught at Stewards Academy)	5
History*	5
Hospitality & Catering	5
Land Based Studies (A Pets Corner)	5
MFL (French or Spanish)*	5
Music	5
Photography	5
Psychology	5
Sport	5
Triple Science (Biology, Chemistry, Physics)*	<b>60 min sessions per</b>

\*Students must choose to study at least one of these subjects

## Appendix B

An example of the extra curricular activities for the Autumn Term 2024

Department	Club	Day	Time	Room	Staffing
Music	Steel Pans - Student Group 1	Monday	3.30pm-4.30pm	L19	DBK/JDE
Music	Steel Pans - Student Group 2	Monday	4.30pm-5.30pm	L19	DBK/JDE
Music	Soul Band	Thursday	3.20pm-4pm	L19	DBR
Music	Piano Club & Music Technology	Thursday	3.20pm-4pm	L110	DBR
Music	African Drumming	Wednesday	3.20pm-3.50pm	L10	DBR
Music	Glee Vocal Club	Wednesday	3.20pm-4.00pm	L19	PTG
Geography	Geography Film Club	Thursday	3.20pm-4.15pm	U004	VNS
Science	Gardening Club	Wednesday	3.20pm-4.15pm	L006 / Science garden	SWT
English	Book Club	Thursday	3:15pm-4pm	English Dept	NVH and team
Drama	Year 7 & 8 Drama club.	Thursday	3.30pm-4.30pm	L107/Hall	JGR/KWN
Drama	Excellence Club - Years 9,10 & 11	Wednesday	3.30pm-4.30pm	L107/Hall	JGR/KWN
Art	KS4 Art and Design GCSE Club	Thursday	3:15pm-4.15pm	L105/104	GHA/VFX
English	Creative Writing Club	Thursday	3.15pm-4pm	U107	EBG/EPE
French	French Homework Club	Wednesday	3.15pm-4pm	Y101	CFY
English	Year 11 Homework Support	Tuesday A	1:45pm -2:15pm	English corridor	LKG
English	KS4 Drop-in support	Friday B	3:20pm-4:20pm	U103	LKG
	Youth Club	Tuesday	3.30pm-5.00pm	Heart Space	AOS
All Staff	Study Club	Tues-Fri	3.15pm -4.15pm	G105/2	RKG oversees
PE	Basketball/Netball Shooting	Monday - Break 1	10:55am-11:20am	Sports Hall	MGD
PE	Basketball/Netball Shooting	Monday - Break 2	11:20am-11:45am	Sports Hall	AMN
PE	Basketball/Netball Shooting	Tuesday - Break 1	10:55am-11:20am	Sports Hall	GCI
PE	Basketball/Netball Shooting	Tuesday - Break 2	11:20am-11:45am	Sports Hall	JWD
PE	Fitness (Gym)	Tuesday	3.30pm-4.15pm	Gym	OWY
PE	Indoor Athletics	Tuesday	3.30pm-4.15pm	Sports Hall	AMN
PE	Basketball/Netball Shooting	Wednesday - Break 1	10:55am-11:20am	Sports Hall	OWY
PE	Basketball/Netball Shooting	Wednesday - Break 2	11:20am-11:45am	Sports Hall	JKG
PE	Fitness (Gym)	Wednesday	3.30pm-4.15pm	Gym	MGD
PE	Badminton	Wednesday	3.30pm-4.15pm	Sports Hall	JKG
PE	Dance	Wednesday	3.30pm-4.15pm	Dance Studio	ARY
PE	Basketball/Netball Shooting	Thursday - Break 1	10:55am-11:20am	Sports Hall	ARY
PE	Basketball/Netball Shooting	Thursday - Break 2	11:20am-11:45am	Sports Hall	AMN
PE	Fitness (Gym)	Thursday	15:30pm-16:15pm	Gym	JWB
PE	Girls Basketball	Thursday	3.30pm-4.15pm	Sports Hall	GCI
PE	PE Detentions	Friday	3.30pm-4.15pm		

## Appendix C

An example of the trips and visits for 2025 – 26

Panto - Harlow Playhouse - 2nd December
Berlin - 23-25 October 2025
9th October 2025 - Punch @ Apollo Shaftesbury 5pm
Glass Workshop – October 2025
Museum/Gallery – December 2025
Rising Futures - Expected in November
Hertford Regional College (theatre)
Challenge trip – December
Mersea Island and Gardens – October
Bouncers and Shakers (Theatre) – September
Barcelona - 6 March 2026 - 8 March 2026
Disneyland Paris - 31 January - 3 February 2026
Trips/workshop day - March (max 30 students - top 30 in the year group) Banksy-Graffiti workshop
London Galleries - Spring
February/March - Exam photoshoots (location tbc once AQA release briefs)
The Woman in Black - 4 February at Chelmsford theatre (1.30pm)
Rising Futures - Expected in January
Challenge trip - April
DofE Bronze Practice - 25-26 April 2026
DofE Silver Practice - 15-17 May 2026
Freud Museum - 7 July 2026
Mersea - Sunday 21st June - Wednesday 24th June
June - London photography walking tour - Brick Lane, City, Borough Market, Tate Modern
Walton-on-the-Naze May/June
France/Belgium - 21-22 May 2026
DofE Bronze Expedition - 13-14 June 2026
DofE Silver Expedition - 6-9 June 2026
Challenge trip - July



