

Policy Title: Senior Curriculum Policy
Staff Member Responsible: Deputy Head Academic
Last Review: 2025-26

September 2025	Updated curriculum allocations for KS3, subjects offered in Sixth Form
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Rationale

Westonbirt School combines both Westonbirt Prep and Westonbirt Senior and provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996). Between them, they deliver high quality education to boys and girls, aged 3 to 18. The aims and objectives of the curriculum are the same throughout the entire age-range, but the way they are delivered is different. Please see separate sections for Westonbirt School and Westonbirt Prep School.

The aims and objectives: underlying principles of the curriculum

The curriculum is designed to provide for all pupils, in a safe and secure environment conducive to learning with the opportunities to:

1. Experience a broad and balanced education which encourages pupils of a wide range to fulfil their potential in the many different areas relevant to their abilities, skills and interests.
 - 1.1 To progress with confidence to the next stage of their life and education through a process which encourages them to engage in lifelong learning or as an adult in working life, in a changing environment having experienced a range of options and information pertinent to careers or further education. Pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps them to fulfil their potential.
 - 1.2 To participate as effective citizens in a global society that does not undermine the fundamental British values (FBV) of the democracy, the rule of law, individual liberty, and with mutual respect and tolerance of those with different faiths and beliefs.
2. For pupils to acquire and develop the knowledge, understanding, skills and qualifications necessary through the experience of a full curriculum to include linguistic, mathematical, scientific, technological, human and social, aesthetic, creative and physical education;
 - 2.1 To acquire the necessary speaking, listening, literacy and numeracy skills
 - 2.2 To develop a sense of self and others through an effective PSHE curriculum, or opportunities within, paying particular regard to the Protected Characteristics set out in the 2010 Equality Act
 - 2.3 To enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
 - 2.4 To develop for themselves an active and healthy lifestyle
 - 2.5 To be empowered to make “wise” and informed decisions which affect themselves and others
 - 2.6 To develop inter-personal skills in communication and co-operation.
 - 2.7 Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits and to experience a sense of personal achievement in some of these fields.

3. Acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations. To be aware of the complexity of British society, as well as prepared for the opportunities, responsibilities and experiences which it entails.
 - 3.1 To appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment.

In the curriculum plans that follow there is an understanding that:

1. All pupils are entitled to, and should be offered, a comparable range of educational opportunities, where every pupil is given the opportunity to learn and progress.
2. There are differences in the abilities, aptitudes, interests and other characteristics of pupils. The School's policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils. Policies on Learning Support, English as an Additional Language and Academic Enrichment, outline how we ensure that individual needs are catered for, including those with an Education, Health and Care plan.
3. The learning environment and teaching methodology are important factors in determining whether or not some of these aims are achieved.
4. Staff follow a scheme of work through the year to build knowledge, confidence, skills and understanding not only in readiness for the GCSE, BTEC or A-level examinable programme, but also to ensure they can be informed, ambitious and confident individuals.
5. Co-curricular activities, such as school productions, fund raising activities, school teams, visits and residential trips all contribute to the total learning experience.

Monitoring Policy and Practice

Lesson observations, work scrutinies, academic reviews and data analysis through assessment and tracking all support the delivery of the curriculum and the monitoring of progress of students through it. These are undertaken in conjunction with the Head, Deputy Head Academic and Heads of Department on an annual basis.

Procedures

Westonbirt Senior School (Years 7 to 11 and Sixth Form)

Years 7/8/9

	Year 7		Year 8		Year 9	
Subjects	Lessons Per Week	Prep Time Per Week (Mins)*	Lessons Per Week	Prep Time Per Week (Mins)	Lessons Per Week	Prep Time Per Week (Mins)
Art	2	20	2	25	2	25
Performing Arts	2		2		2	
3D Design/Food	2		2		2	
English	6	40	6	50	6	50
French	3	20	3	25	4	25
Geography	2	20	2	25	2	25
History	2	20	2	25	2	25
Computer Science	2		2	25	2	
Classical Civilisations	2					
Latin	-		2		4	25
Mathematics	6	40	6	50	6	50
Music	2		2		2	
PE/Games	6		6		2	
PSHE / RSE	2		2		2	
Religion, Philosophy and Ethics	2	20	2	25	2	25
Science	5	40	5	50	6	50
Spanish	3		3	25	4	25
Totals	49	Approx 4hrs	49	Approx 5 hrs	50	Approx 6 hrs

The subjects and their timetable allocations are based on a 50 period, five-day week.

*In the first half term of Year 7, prep is restricted to English, Mathematics and Science only, to ease the transition into senior school.

Extra lessons in Music, Speech and Drama, Tennis and Golf Coaching, Learning Support and English Language Training are, where possible added into blank spaces in the pupils' timetable. Similarly, subject-specific coaching may be added if requested. If this is not possible these lessons are added on rotation. During non-timetabled lessons and evening preps, pupils work supervised in one of the study rooms.

Science and Mathematics are taught in ability sets where possible. Throughout the Key Stage, 3D Design and Food are taught in a carousel.

For pupils boarding:

Supervised prep takes place between 6.45pm and 7.30pm, in one of the Study Rooms. While this is quiet time for all pupils to complete their prep, this will be extended for KS4 and KS5 students, to give them ample time and opportunity to complete their prep to the best of their ability.

Years 10

SUBJECTS	LESSONS Per Week	PREP TIME Per Week (Mins)
English	6	80
Mathematics	6	80
Science	9	120
Each Full GCSE Subject	4	40
Sport	4	
Totals	Variable from pupil to pupil	8 hours

Years 11

SUBJECTS	LESSONS Per Week	PREP TIME Per Week (Mins)
English	6	100
Mathematics	6	100
Science	9	300
Each Full GCSE Subject	4	50
Sport	4	
Totals	Variable from pupil to pupil	11 hours

The subjects and their timetable allocations are based on a 50 period, five-day week.

Extra lessons in Music, Speech and Drama, Tennis and Golf Coaching, Learning Support and English Language Training are, where possible added into blank spaces in the pupils' timetable. Similarly, subject specific coaching may be added if requested. If this is not possible, these lessons are added on rotation. During non-timetabled lessons pupils work supervised in one of the study rooms.

Most pupils follow a core curriculum:

English: Pupils study for two GCSEs in Language and Literature

Mathematics: This is taught in ability sets across the Key Stage.

Science: Pupils study separate sciences, leading to three GCSEs. This is taught in ability sets across the Key Stage.

Foreign language: Most pupils study at least one foreign language at GCSE. Some overseas pupils, or those with specific SEN requirements will not take a foreign language.

Religious Studies

PE/Games

The options:

Pupils have a free choice of subjects and blockings are built around pupil choices. The option choices on offer are:

Art, Computer Science, Drama, Food and Nutrition, 3D Design, French, Geography, Greek, Dance, History, Latin, Music, PE, Spanish, RE, Business Studies

For pupils boarding:

Y10 and 11 have supervised prep each evening after supper. Year 10 work in one of the Study Rooms and Year 11 work in their study bedrooms.

Sixth Form

SUBJECTS	YEAR 12		YEAR 13	
	LESSONS Per Week	PREP TIME Per Week	LESSONS Per Week	PREP TIME Per Week
Each A Level / BTEC Subject	10	5 Hours	10	6 Hours
Careers	1		1	
PE/Games	2/4		2/4	
Lecture	2		2	
EPQ	2		2	
Totals	Variable from pupil to pupil			

The subjects and their timetable allocations are based on a 50 period, five-day week.

Most pupils study three subjects in the Sixth Form, made up of A Levels and BTECs. In exceptional cases pupils can study four subjects. Some BTEC courses may be the equivalent (in terms of UCAS points and teaching hours) of two A Levels. The programme is adjusted according to the cohort. Pupils above compulsory school age, will be offered a programme of activities appropriate to their needs.

Subjects offered are:

Art (Fine Art)	French	Drama and Theatre Studies
Biology	Geography	Photography
BTEC Business	History	Physics
Chemistry	BTEC Hospitality	Psychology
Computer Science*	Latin	Religion, Philosophy and Ethics
Drama	Mathematics	Spanish
Economics	Further Mathematics	BTEC Sport
English Literature	English Language	Media Studies
3D Design	Classical Civilisation	Music

* Computing is available as either a BTEC or A Level, depending on demand

Extra lessons in Music, Speech and Drama, Tennis & Golf coaching, Learning Support and English Language Training are, where possible added into blank spaces in the pupils' timetable. Similarly, subject specific coaching may be added if requested. Pupils also have the option of taking the **Leith's Food and Wine course**. Some qualifications in first languages, such as Chinese and Russian can be facilitated, but are not given curriculum time. During non-timetabled lessons and evening preps pupils work supervised in their study bedrooms or in the Sixth Form study centre.

Careers

1. Rationale

1.1 the school is committed to providing careers for all pupils, with formal time-tabled Careers lessons for all Year 10-13 students, and careers sessions built into the PSHE scheme of work for all other years.

1.2 We believe that careers education can improve the motivation of pupils and allow them to follow a path that will lead to fulfillment in their future working lives.

1.3 The responsibility for the management of the policy of careers lies with the Head of Careers, but all staff have a responsibility to make appropriate contributions through their roles as tutors and as subject specialists.

2. Aims

2.1 To provide high quality careers education to all pupils.

2.2 To provide a high-quality user-friendly careers resources area for all post 16-18 research.

2.3 To operate a whole school approach with access to the Unifrog platform for all KS4 and 5 pupils.

2.4 To run side-by-side with the tutorial system and PSHE.

2.5 To assist pupils in making option choices for both GCSE and A level courses.

2.6 To assist pupils in the preparation of applications for entry to higher education and other post A Level/BTEC pathways.

2.7 To encourage pupils to create a broad portfolio of experiences alongside examination qualifications.

2.8 To provide information about GAP year schemes, studying abroad, sponsorship, grants, apprenticeships, and bursaries.

2.9 To offer such help to students of all abilities and ethnic groups within an equal opportunities framework.

2.10 To keep House-parents, Heads of Departments, Tutors and other members of staff informed about policy changes and developments in careers.