CURRICULUM POLICY

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Policy Statement (1)

The school's curriculum provides for:

1) full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
2) subject matter appropriate for the ages and aptitudes of the students (including any students with an EHCP or statement of special needs whose needs are reviewed annually);
3) pupils to acquire skills in speaking and listening, literacy and numeracy;
4) where the principal language of instruction is a language other than English (EAL), lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
5) where a pupil has a statement of special needs, the education provided fulfils its requirements;
6) personal, social and health education which reflects the school's aims and ethos, which is delivered as a discrete subject (*ref. PSHE policy*); this also contains the RSE (Relationships and Sex Education programme) – *ref. RSE policy*
7) appropriate careers guidance for pupils receiving secondary education, which is accurate, up-to-date and impartial, enabling pupils to make informed choices about career options and helping to encourage them to fulfil their full potential (*ref. Careers policy*);
8) a holistic approach is taken throughout the whole school curriculum, to support pupils' spiritual, moral, social and cultural development. For e.g. appreciation of diversity in religious studies and PSHE, commitment to sustainability in geography, compassion in history.
9) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
10) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their educational needs and allows scope for their talents and interests and helps to prepare them for the opportunities, responsibilities and experiences of adult life in British society.
11) appropriate opportunity to develop skills which align to preparing pupils for future national strategic direction.
12) curriculum provision enables all pupils to have the opportunity to learn and make good progress including those with special education needs or learning difficulties, those for whom English is an additional language and the most able;

13) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society;
14) the upholding of fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
15) curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views;

Policy Statement (2)

1) This policy applies to all members of the AKS school community, including those in our EYFS setting.
2) AKS implements this policy through adherence to the procedures set out in the rest of this document.
3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy. It should be read in conjunction with the following policies: *Mission, Aims & Ethos; Teaching & Learning; Gifted & Talented; Assessment, Recording & Reporting; PSHE; E-Safety; Special Educational Needs; Co-Curricular; Careers (SS); Cross-Curricular Literacy (SS); Admissions.*
4) AKS is fully committed to ensuring that the application of this policy is non-discriminatory in line with the Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.
5) This policy is reviewed at least annually, or as events or legislation changes require, by the Deputy Head, the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Key Personnel

1) David Harrow: Headmaster
2) Allan McKeown: Senior Deputy Head
3) Amanda Ilhan: Head of Nursery and Preparatory School

Introduction to the AKS Curriculum

1) The curriculum supports continuity of learning between Key Stages and respective academic years.
2) The curriculum in Key Stages 1 to 4 broadly follows the National Curriculum and, more specifically, ensures delivery of United Learning's Key Performance Indicators (KPI's and PI's) in Key Stages 1-3 as a minimum.

3) Each curriculum area/area of learning in the Nursery and Preparatory School is co-ordinated by a Subject Co-ordinator. The Subject Co-ordinator is responsible for maintaining an up-to-date policy document and development plan for their subject area and is directly responsible to the Assistant Heads. The EYFS curriculum is co-ordinated by the EYFS Co-ordinator and the Nursery Manager.
4) The Senior School sets its own standards for learning and progress, managed principally by respective Heads of Department. While the school is aware of national examination requirements and expectations, these will inform but may not necessarily determine the curriculum.
5) Entry to all programmes of study is based upon academic suitability and appropriateness.
6) Individual academic suitability is determined in the Senior School, for most pupils, by the school's respective assessment procedures for admissions (*Ref: Admissions Policy*).

The Early Years Foundation Stage Curriculum

1) Pupils can study for 60 hours per week, unless they are part time pupils in the Nursery or attending the Reception Class.
2) The curriculum follows the EYFS guidance and its seven areas of learning. These areas are divided into prime and specific areas of learning:
    - Personal, Social and Emotional Development
    - Communication and Language (including MFL)
    - Physical Development
    - Literacy
    - Mathematics
    - Understanding the World (including ICT)
    - Expressive Arts and Design
3) Yearly, medium- and short-term planning are designed to track the children's development through the EYFS curriculum, culminating in the Early Learning Goals/ Good Level of Development in Reception.
4) As continuous provision is a significant element of EYFS, actual minutes per area of learning are not possible and will be dependent on the educational needs of the individual pupils.
5) Children are also supported in Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
6) Each area of the educational plan is implemented through planned, purposeful play and through a mix of adult led, child-initiated learning through indoor and outdoor activities.
7) Each child is assigned a key person to help ensure that every child's learning and care is tailored to meet their individual needs.

8) For children whose home language is not English, the setting takes reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.
9) A Forest School lesson is taught in the Reception classes each week.

The Preparatory School Curriculum - Key Stages 1 & 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Total teaching time per week (in hours):	***23h 45m***	***23h 45m***	***24h 10m***	***24h 10m***	***24h 10m***	***24h 10m***

Subject	**Estimated average teaching time (hours/minutes per week)**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
English	4h 10m	4h 10m	4h 10m	4h 10m	4h 10m	4h 10m
Maths	4h 30m	4h 10m	4h 10m	4h 10m	4h 10m	4h
Science	2h 15m	2h 20m	2h 30m	2h 30m	2h 25m	2h 20m
Art and design	1h 25m	1h 35m	1h 20m	1h 40m	1h 20m	1h 35m
Computing	1h 40m	1h 30m	1h 35m	1h 30m	1h 40m	1h 40m
D&T	1h 25m	1h 35m	1h 30m	1h 30m	1h 30m	1h 40m
Foreign Language[1]	30m	50m	50m	50m	45m	40m
Geography	45m	40m	45m	45m	50m	50m
History	40m	45m	50m	45m	50m	45m
Music	50m	50m	50m	40m	50m	50m
PE	2h 30m	2h 15m	3h 20m	3h 20m	3h 20m	3h 20m
RE	50m	50m	50m	40m	40m	50m
Outdoor learning/Drama	1h 25m	1h 25m	40m	50m	50m	40m
PSHE	50m	50m	50m	50m	50m	50m

The Senior School Curriculum - Key Stages 3 & 4 plus Sixth Form

The following subjects are taught, with respective percentage allocations:

Year	Subject	%	Year	Subject	%	Year	Subject	%
7	English	13.3	**8**	English	13.3	**9**	English	13.3
	Mathematics	13.3		Mathematics	13.3		Mathematics	13.3
	Science	13.3		Science	13.3		Biology	6.7

	French or German or Spanish	10		French or German or Spanish	10		Chemistry	6.7
	Geography	6.7		Geography	6.7		Physics	6.7
	History	6.7		History	6.7		French, German *or* Spanish	6.7
	RS	3.3		Learning2Learn	3.3		Geography	6.7
	Learning2Learn	3.3		RS	3.3		History	6.7
	Art	3.3		Art	3.3		RS	3.3
	D&T	3.3		D&T	3.3		Art *or* D&T	3.3
	Drama	3.3		Drama	3.3		Drama	3.3
	Music	3.3		Music	3.3		Music	3.3
	Computer Sci.	3.3		Computer Sci.	3.3		Computer Sci.	3.3
	PE	3.3		PE	3.3		PE	3.3
	Games	6.7		Games	6.7		Games	6.7
	PSHE	3.3		PSHE	3.3		PSHE	3.3
							Learning2Learn	3.3
	Total	**100**		**Total**	**100**		**Total**	**100**
Year	**Subject**	**%**	**Year**	**Subject**	**%**	**Year**	**Subject**	**%**
10,11	English	15	**12**	Options	60	**13**	Options	60
	Mathematics	13.3		PEAKS +/Inquiry/PSHE	6.7		PEAKS +/PSHE	6.7
	Science	20		Games	6.7		Games	6.7
	Options	40		Independent Study	26.7		Independent Study	26.7
	PE	1.7						
	Games	6.7						
	PSHE	3.3						
	Total	**100**		**Total**	**100**		**Total**	**100**

Notes:

1) In KS4, English lessons teach both English Language and English Literature.
2) PSHE is taught within the curriculum as a discrete allocation. Where appropriate, PSHE delivery is also enhanced with sessions off timetable for external speakers and presentations.

3) In Year 7 (from the end of the first term), Mathematics is taught in sets, based upon baseline and internal assessment data. These sets are regularly reviewed, enabling movement either way.
4) By the start of Year 9, the top set pupils are identified as Express Mathematicians; these pupils will have the opportunity to take a stand-alone qualification via the Edxcel Level 2 Extended Mathematics certificate. This qualification focuses explicitly on the GCSE grade 7-9 topics which will help the students in set 1 achieve the higher grades in their GCSE, as well as helping them prepare for A-level Mathematics and Further Mathematics.
5) In Years 7 and 8 Science is taught as a combined, single discipline. The sciences are taught separately from Year 9, and pupils may continue with 3 Separate Sciences in KS4, using 1 of their option choices towards this (6 + 3 = 9 periods in total per week). Remaining pupils study Combined Trilogy/Double Award Science.
6) Pupils' study 1 foreign language from Year 7 (they make a decision after attending a carousel of taster lessons in the first term), although exemption may be granted for in exceptional cases and if considered appropriate.
7) The Computer Science curriculum follows recently revised national guidelines, focusing on programming and software development. The functional digital literacy of each pupil is assessed in Year 7 and individual support is available, to ensure that all pupils have reached a basic skill level. The school is to consider areas of teaching cybersecurity, given this will be a new employer in Lancashire from 2024.

Senior School Curriculum Options

Years 8 & 9

1) Pupils continue with 1 MFL from French, German or Spanish with which to continue in Year 9, and effectively initiate focused GCSE preparation.
2) Pupils also opt to study either Art or D&T in Year 9.

Year 10/11

1) Pupils usually take 9 GCSEs, comprising a compulsory Core Curriculum (English, Mathematics, Science) plus Option Subjects:
   - ⇒ English Language + English Literature (2), Mathematics (1), Separate Science (3), Option Subjects (3) *or*
   - ⇒ English Language + English Literature (2), Mathematics (1), Combined Science (2), Option Subjects (4)
2) Pupils in receipt of Learning Support may choose timetabled Learning Support instead of an Option Subject, and will qualify in 8 GCSEs overall.

3) Pupils have, initially, a free choice of Option Subjects. However, specific advice is given with regard to the balance of subjects. Once Option Blocks have been created around pupil option choices, a small number of pupils may need, after discussion with the Head of Year and their parents, to re-consider their option choices.
4) Option Subjects at GCSE level are:
    - Art & Design
    - Business Studies
    - Computer Science
    - Design & Technology (Product Design)
    - Drama
    - French
    - Geography
    - German
    - History
    - Music
    - Physical Education (Examinable)
    - Religious Studies
    - Spanish

Sixth Form

1) Entry to the Sixth Form depends on five grade 6's at GCSE (including English and Mathematics). Any pupil failing to meet this criterion may expect to have his/her entry to the Sixth Form challenged (*Ref: Admissions Policy*)
2) It is strongly recommended that pupils have achieved at least a grade 6 (ideally 7 to 9) at GCSE in the subjects (or related subjects) they intend to study at A level.
3) Students choose 3 subjects to study at A level standard over the 2 years.
4) Students should have at least a D grade in the end of year examinations in Year 12 to be able to continue with their A level studies in Year 13. There is a resit opportunity at the start of Year 13, if this is the case.
5) All pupils follow an Enrichment course (PEAKS PLUS), taught in 2 single periods per week to discrete year groups. This includes, respectively:
    - PSHE topics and issues, as applicable
    - Learning skills
    - Skills needed for the ever-evolving workplace
6) Pupils have, initially, a free choice of Option Subjects. Once Option Blocks have been created around pupil option choices, a small number of pupils may need, after discussion with the Head of Year and their parents, to re-consider their option choices.
7) A level subjects available from September 2026 are:

- Art & Design
- Biology
- Business Studies
- Chemistry
- Computer Science
- Drama
- Economics
- English Language
- English Literature
- French
- Geography
- German
- History
- Mathematics
- Mathematics Further
- Music
- Photography (Art)
- Physical Education (BTEC)
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish

Notes

1) The Senior Deputy Head may reduce or increase an individual pupil's curriculum in exceptional circumstances, if it is agreed with parents and the pupil that this would justifiably be in the pupil's best educational interests.
2) However, academically able Sixth Form pupils are, generally, not encouraged to take additional A level subjects, in line with clear guidance from university admissions tutors. Instead, alternative academic enrichment options and other qualifications are available; including Sixth Form Inquiry Project, Open University modules and MOOCs, (see *Gifted & Talented Policy*).

Senior School Lesson Length

Senior School pupils have 6 lessons per day, each of 50 minutes, in a two-week timetable.

Senior School Examination Boards

Pupils are entered for external national examinations in Key Stage 4 (GCSEs – Level 2) and the Sixth Form (A levels – Level 3). Specification details are listed in our *Controlled Assessment* policy.

Subject	GCSE	A Level
Art & Design	OCR	AQA
Biology	AQA	AQA
Business Studies	AQA	AQA
Chemistry	AQA	AQA
Computer Science	OCR	-
D&T	AQA	-
Drama	AQA	AQA
Economics	-	AQA
English Language	IGCSE (Edexcel)	AQA
English Literature	IGCSE (Edexcel)	AQA
French	AQA	AQA
Geography	AQA	OCR
German	AQA	AQA
History	AQA	AQA
Mathematics	IGCSE (Edexcel)	Edexcel
Music	Edexcel	Edexcel
Physical Education (Examinable)	AQA	Pearson BTEC
Physics	AQA	AQA
Psychology	-	AQA
Religious Studies	AQA	AQA
Science (Combined)	AQA	-
Spanish	AQA	AQA

Curriculum Planning

1) The Nursery and Preparatory School plans the curriculum in three phases:
    a. There is an agreed long-term plan for each year group, and this indicates which topics are to be taught in each term.
    b. Medium-term plans give clear guidance on the objectives as well as opportunities for links with Round Square, performance indicators (KPIs and PIs), Progression of Skills documents and the sequence and progression of the EYFS Foundation Stage curriculum for the younger learners.
    c. Prep weekly plans are displayed in the classroom. The Prep weekly plan is sent to parents on a Monday, excluding the GD objectives.

2) In the Senior School, an overview of the curriculum for each subject area is publicly available through the school website.

3) Each academic department has Schemes of Work, which are written by the Head of Department and updated annually. Schemes of Work may be based upon, or have reference to, externally written documents, but it is assumed that AKS will always seek to enhance and enrich any otherwise available Scheme of Work.

3) All Schemes of Work are accessible on the school Intranet (departmental folders in Microsoft Teams) as e-documents.

4) The format of Schemes of Work may differ between subject areas, although all SoWs contain the following core information:

a. The name of the school: AKS Lytham
b. The name of the department
c. The title of the unit
d. Specific pupil learning objectives/outcomes for the unit
e. Guidance on unit content, either set out explicitly in the SoW or as links to other documents within the department
f. Clear, practical timescales for teaching the unit
g. Possible resources available/recommended for the unit
h. Assessment guidance/links (summative & formative)

There is a scheme of work template in the *Forms* section of the Whole School Team, which can be used.

Homework

In the Preparatory School, homework is set according to the PS *Homework Policy*. As guidance the School recommends that pupils spend the following times on homework:

Reception: 10-15 minutes per night

KS1/2: Years 1 and 2: 15 to 20 minutes per night
Year 3: 20 minutes + 10-15 minutes reading
Year 4: 20 minutes + 10-15 minutes reading
Year 5: 25 minutes + 15-20 minutes reading
Year 6: 30 minutes + 15-20 minutes reading

In the Senior School, homework is set in line with the homework timetable, for each year group. Homework may take a variety of forms (e.g. written work, research, planning). In the interests of promoting independent study and mindful of pupils' wellbeing needs to balance their time commitments appropriately, the default expectation is that any homework would allow at least 3 evenings for completion, prior to deadline. Headline tasks and independent study projects are stated, where applicable to the respective subject, on departmental Curriculum Overviews, available through the school website. As guidance the school expects pupils to spend the following times on homework:

KS3: 60-90 minutes per evening
KS4: 90-120 minutes per evening

In the Sixth Form, as part of preparation for study after school there is less of a distinction between formal homework and independent study. In addition, 'independent study periods' mean that much 'homework' can be completed in school. However, in general, the school expects Sixth Formers to undertake the following programme of homework/independent study:

Yr12: 16-18 hours per week (i.e. at least 4 hours per subject)
Yr13: 15-18 hours per week (i.e. at least 5 hours per subject)

Equality of Opportunity/Inclusion

1) The school aims to make the curriculum physically accessible to all pupils, as far as is reasonably practicable. The school has *SENDA* and *Equal Opportunities* policies, which are available to parents on request.

2) With the exception of Mathematics and MFL, Senior School pupils are taught in academically mixed-ability classes. However, all lessons are differentiated, to enable personalised learning as much as is reasonable.
3) Children can be taught in separate groups for English and Maths in the Nursery and Prep School. The SEND Department and the Teaching Assistants teach intervention work where needed. Lessons are adapted to enable personalised learning as much as is reasonable, including those pupils deemed more able, gifted and talented.
4) The school has a Learning Support Department, which caters for pupils with special educational needs or learning difficulties.

Careers & Further Education Guidance

1) Pupils in Nursery and Prep are introduced to careers through skills and activities based on the Gatsby Benchmarks (*Ref: Career Policy*)
2) Pupils in Years 11, 12 and 13 receive individual careers advice and guidance (*Ref: Careers Policy*)
3) Sixth Form pupils receive individual guidance on Further Education applications and other employment opportunities.
4) Pupils wishing to apply to Oxbridge receive additional support.

Personal, Social & Health Education

1) All pupils receive lessons in PSHE (which includes RSE), which reflect the school's aims and ethos, and are implemented in a broad and age-appropriate manner; encouraging respect for other people, being mindful of Equality legislation and protected characteristics, and including economic education.
2) Further details are available in the school's *PSHE Policy*.

Economic Education

The economic education programme is in incorporated within the PSHE lessons. It runs from Year 7 through to Sixth Form, as below:

Year 7 - Gaming/Gambling with a particular focus on loot boxes and value for money
Year 8 – Scams (usually delivered by a representative of the Institute of Fiscal Studies)
Year 9 – Financial capability: understanding the basics of banking. Considering responsibilities when it comes to mobile phone budgets.
Year 10 – Money Matters: What are credit cards for? Understand the advantages and disadvantages. Thinking about identity theft and its implications.
Year 11 - Managing Money: Buying a Car. To discuss and research all the financial implications of buying your first car. To learn key concepts– insurance, responsibilities, law etc.

We additionally use the 'Your Choice' textbooks to support lesson planning on a variety of topics including money. This would cover pocket money and budgeting, saving and borrowing, and consumer rights.

Sixth Form – in PEAKS Plus we cover a range of economic and finance workshops that help students build practical money management skills and financial awareness. We work with Handelsbanken to explore mortgages and how they function in real life, and with NatWest to understand debt/credit and fraud, and how to stay financially safe. Alongside this, we also run our own workshops, The Bank, where students learn to read payslips, understand tax, and gain essential knowledge for managing their future finances.

Political Education

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, in any context in the school, they are offered a balanced presentation of opposing views. No teaching in the school will 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; and the protected characteristics as set out in the Equality Act 2010.

Religious Education

Religious Education is available to all pupils, as detailed in the curriculum. Parents have the right to withdraw their children from Religious Education. The school also has a programme of collective worship involving some school assemblies and sectional assemblies. The worship is mainly of a broadly Christian character, but it is not distinctive of a particular Christian denomination. Parents have a right to withdraw their children from acts of collective worship and should inform the Headmaster in writing if they wish to do so.

Sport

All pupils are expected to take part in the school's Sport programme. Pupils can only be excused from any individual PE or Games lessons for medical reasons, for which a note from a parent/guardian will suffice, or other reasons agreed with the school. Where reasonable and beneficial to a pupil's health, alternative sport-related activities are arranged for any pupil, for whom reasons of accessibility reduce their capability to take part in the usual curricular programme.

Co-curricular Activities

The school has a wide and varied programme of cultural and sporting activities, which take place outside the formal curriculum. All pupils are encouraged to participate in the programme, and involvement is monitored by form tutors and respective colleagues (*Ref: Co-Curricular Policy*).

Updated	7th July 2026
Reason for changes	Annual review and updates
Name of the owner	Allan McKeown – Senior Deputy Head/Amanda Ilhan – Head of Nursery and Prep School
Audience	Staff/School community
Location	Whole School Team and school website
Review date	July 2027
Reference	• ISSR Part 1, paragraphs 2-3 • Education Act 2002 • Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2025)