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Section 2.4 - Frensham Heights Curriculum Policy

Introduction

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The school provides supervised full-time education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996) which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum considers the ages, aptitudes and needs of all students, including those students with an EHC plan. Every Frensham student is entitled to an education that meets their needs and the school is committed to ensuring that the curriculum is accessible to all. Further details can be found in the SEND policy document and the English as an Additional Language policy document.

Values and Structure of the Frensham Heights Curriculum

The curriculum provides for all students with the opportunity learn and make progress. The Frensham curriculum is also underpinned, and made richer, by the inclusion of all. The school is built on a vision that places the student at its core, offering a unique educational experience.

Frensham offers a broad and balanced curriculum that is designed to be accessible to all students. Whilst the skills taught as part of the Frensham Curriculum have foundations the National Curriculum, content is varied and may be determined by student choice, thematic links and topical events. At Key stage 4 students follow GCSE specifications (General Certificate in Secondary Education) and Level 3 courses, such as A Levels, at Key stage 5. Frensham’s curriculum places an emphasis on real world skills, instils a curiosity and questioning approach to learning whilst equally promoting our core values.



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Within Frensham’s curriculum, all project and subject disciplines are respected and valued for the contribution they make in educating the whole child. The curriculum offers access to all the aesthetic, human and social, creative and performing, linguistic, mathematical and scientific, literary, technological, physical and moral and spiritual areas of learning. Students acquire speaking, listening, literacy and numeracy skills. Every project and subject within the curriculum is designed to offer progress and continuity throughout the learning journey of every Frensham student.

The Frensham Heights curriculum is underpinned by its ethos and core values. These are:

- **Be Creative:**

We encourage everyone to foster their boldness and innovation, seeing opportunities locally and globally to discover and bring fresh thinking to our community

- **Be Kind:**

Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.

- **Be You:**

This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.

- **Be Brave:**

We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement and working collaboratively for the benefit of the whole community.

These values are promoted through:

- Flexible high-quality teaching based on the individual needs and abilities of all students;
- Ensuring creativity of thought is utilised in all areas of the curriculum and wider school life;
- Guiding students to find their voice and their conscience through intellectual curiosity and development;
- Emphasising emotional and mental wellbeing in all members of the Frensham community;
- Ambitious curriculum opportunity and choice, particularly in the arts;
- Stimulating extracurricular and enrichment opportunities.

Teaching at Frensham:

- allows students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- fosters in students' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- involves well planned lessons and effective teaching methods, activities and management of class time;
- shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons;
- demonstrates good knowledge and understanding of the subject matter being taught;
- utilises effectively classroom resources of a good quality, quantity and range;
- demonstrates that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress;
- utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- 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; and

- does not discriminate against students contrary to Part 6 of the 2010 Act(2).

Horizons - Personal, Social and Health Education (PSHE)

Frensham's Horizons curriculum (PSHE) at Junior School level is informed by the Cambridgeshire framework. The Horizons curriculum across the school follows DfE guidance as well as reflecting Frensham's aims and ethos. All students are encouraged to have respect for others and particular regard is given to the protected characteristics set out in the Equality Act 2010. Further details can be found in the Horizons (PSHE) policy document.

Horizons – Relationships & Sex Education (RSE) & Health Education

Frensham's Horizons programme ensures that all required content from the statutory government guidance on RSE & Health Education is covered and that by the time they reach the end of Year 11 all students have been taught the required topics and areas. Topics are always taught in a sensitive and inclusive manner. Parents and governors are involved in the consultation of the development of the curriculum. Parents are offered the chance to withdraw their children if they wish although the school recommends that they do not. When and if this happens students will receive the education they have missed once they reach the term a year before they become 16. There is a separate RSE Policy where this is explained in more detail.

Spiritual, Moral, Social and Cultural Development (SMSC)

Frensham's ethos puts student development at the centre, whether this development is intellectual, spiritual, moral, social or cultural. Personal development is encouraged through the mutually respectful relationships that the students develop with peers and adults alike.

Frensham Heights promotes a learning environment where students are guided to make their own informed decisions. They are encouraged to intellectually explore, understand and engage with the social, political, religious, ethical and moral areas of society. Frensham does not promote, or allow the promotion of, the specific attitudes, values and beliefs of any group or individual, however it does ensure that there is opportunity for critical discussion and/or the presentation of counterview. Further details can be found in the SMSC policy document.

Fundamental British Values

Frensham Heights takes seriously its responsibility, following the Department for Education's 2014 guidance on promoting British values in schools, to actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, tolerance of those with different faiths and beliefs, and mutual respect in an environment free of political bias. Discriminatory or extremist opinions or behaviours should be challenged as a matter of routine, and there should be zero tolerance of abusive behaviours.

Frensham's ethos and structure promote equality, mutual respect and responsibility, and the curriculum provides effective preparation of students for the opportunities, responsibilities and experiences of life in British society. Examples of how Fundamental British Values are further promoted include:

- Morning Talk programme where visiting speakers address often challenging issues which include tolerance and respect;
- Horizons lessons cover a wide range of issues around discrimination, and actively promote the Fundamental British Values throughout the curriculum;

- Curriculum content and discussion across all subject areas and often within the humanities and social sciences;
- Use of student voice and empowerment of students through the student council and student forums.

Careers

Frensham's careers programme provides appropriate guidance for all students from Early Years to Year 13. The school believes that a careers programme is an important and integral part of a student's education and along with the curriculum, Horizons (PSHE) programme and The Edge, prepares students for the opportunities, responsibilities and experiences that lay beyond school life.

Through the curriculum students 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;
- helps to encourage them to fulfil their potential.

All Gatsby Benchmarks are met and adhered to. Whilst not statutory for independent schools, Frensham Heights enters into the spirit of the benchmarks using the industry standard Compass tool to accurately measure the level of compliance, in which the school scores highly in all eight sectors. This is achieved through a range of activities including one-to-one careers guidance meetings, key weeks for year 10 and 12 focussing on next steps and throughout the whole school where careers education is embedded and recorded across the curriculum using the Unifrog online platform.

Extra-Curricular Activities (ECA)

Frensham's ECA programme (from Early Years to Year 13) offers a wide range of activities that not only enhance the broad and balanced curriculum but also contribute significantly to student personal development. There is a wide provision of clubs for students of all ages including The Edge programme for Sixth Form students and a range of enrichment experiences on offer. Trips, visitors and events are also used to enhance the curriculum. Further details can be found in the Extra Curricular-Activities policy document.

Frensham Heights Junior School - Early Years Foundation Stage (EYFS) and Yrs 1-6

Roles and Responsibilities

The Head of Junior School has overall leadership of the curriculum and is supported by 2 assistant heads (assistant head of pastoral and wellbeing and assistant head of teaching and learning), head of learning support, head of early years and a nursery manager.

EYFS

In Early Years, staff in Fireflies and Reception implement a '*learning in the moment*' approach to teaching and learning. Through purposeful interactions, practitioners observe children, assess their learning, plan next

steps and respond to each child's individual needs. These interactions represent the most effective and impactful teaching moments and are recorded following the learning experience. Each term, the Reception class also participates in an overarching project that provides opportunities for extended exploration, critical questioning and the development of key skills.

At the beginning of Nursery, learning opportunities focus predominantly on the prime areas of learning, with the specific areas introduced when developmentally appropriate. All EYFS children benefit from specialist teaching in Music, Physical Education, Art, Performance, French and Forest School.

Provision within Fireflies and Reception is delivered in line with the EYFS Statutory Framework. The development of the Characteristics of Effective Learning, alongside progress across all areas of learning, forms a secure foundation for transition into Year 1 and future learning. Children acquire knowledge and skills through a carefully planned balance of adult-led activities and child-initiated learning experiences.

Years 1 to 6

The idea of learning being something we do with children rather than to children is something we use to underpin our curriculum at Frensham Heights. In Years R - 6 there are links made between subjects and a project inspires our curriculum for each term. We use these to make connections between all subjects where relevant and inspires many cross-curricular learning opportunities.

There is specialist teaching in Art, Physical Education, Forest School (Y1-3), Outdoor Education (Y4-6), Modern Foreign Languages, Dance and Drama, Music, Ceramics (Y5+6) and DT (Y5+6).

Students are encouraged to demonstrate their learning in a range of creative and efficient ways. The Horizons (PSHE) curriculum follows the Cambridgeshire framework at KS1 and KS2. Horizons is timetabled by class and occasionally blocks of time are allocated for whole school topics or visiting speakers.

Subject								
	N	R	1	2	3	4	5	6
Dance/drama	1	1	1	1	1	1	1	1
English (incl. Phonics, reading and spelling)			4	6	6	5.5	5.5	5.5
Art	1	1	1	1	1	1	1	1
DT/Ceramics (Year 5+6 half termly rotation) DT (half termly for Y4)						1	1	1
French/MfL	½	½	½	½	½	1	1	1
Forest School	1	5***	5***	2	2			
Outdoor Ed (half termly rotation)						1	1	1
Games		1	1	1	1	1	1	1
Project (Geography/History)			2	2	2	2	1	1
Core Skills (half termly rotation)							1	1
Performance						1	1	1
IT			1	1	1	1	1	1
Mathematics			4	4	4.5	4.5	4.5	4.5
Music	1	1	1	1	1	1	1	1
PE	1	1	1	1	1	1	1	1
Horizons (PSHE)			½	½	1*	1*	1*	1*
Philosophy, Religion & Ethics (PRE)			½	½	1*	1*	1*	1*
Science			2	2	2	2	2**	2**
Worthy Earth (Autumn 1 and Summer Term)							2**	2**

Nursery and Reception reflects specialist lessons only.

*From Year 3 PRE and Horizons lessons are on a weekly rotation.

** Year 5 and 6 have Worthy Earth and/or Science

*** R and 1 have a Friday adventure day. This incorporates Forest school as well as many other subjects and learning experiences.

Frensham Heights Middle School, Senior School and Sixth Form Curriculum - Key Stages 3, 4 and 5

Roles and Responsibilities

The Head has overall leadership of the curriculum and is supported by the Director of Education, Assistant Head as well as Heads of Departments. Parents are kept informed of the curriculum through information meetings, parents' evenings and special events at points of transition of when choosing options. Further information is available on Frensham's website.

Heads of Department are responsible for:

- Planning, implementing and reviewing the curriculum;
- Leading a team of subject teachers;
- Taking the lead on assessments, both internal and via external examinations;
- Advising the Director of Education on developments within their subject areas;
- Working with the Director of Education in deciding upon the most appropriate syllabi for external examinations;
- Producing and reviewing their Departmental Action Plan

Subject teachers work with their Head of Department to implement the curriculum and are responsible for liaising with the Heads of Year and the Director of Support for Learning as required.

Subject	Year						
	7	8	9	10	11	12	13
Art	1	1	1	3*	3*	5*	5*
Biology				2**	2**	5*	5*
Business Studies BTEC/A Level				3*	3*	5*	5*
Ceramics	1	1	1				
Chemistry				2**	2**	5*	5*
Computer Science				3*	3*	5*	5*
Creative Industries RSL						5*	5*
Dance	1	1	1^	3*	3*	5*	5*
Drama	1	1	1	3*	3*	5*	5*
DT (3D Design)	1	1	1				
Economics						5*	5*
English	3	3	3	4	4		
English Language						5*	5*
English Literature						5*	5*

Frensham Heights Policies and Procedures

Esports				3*	3*	5*	5*
Film Studies						5*	5*
French				3*	3*	5*	5*
Further Maths					***	2*	2*
Games	2	2	2	2	2	2	2
Geography	2	2	2	3*	3*	5*	5*
German				3*	3*	5*	5*
Graphic Communication				3*	3*	5*	5*
History	2	2	2	3*	3*	5*	5*
IT	1	1	1				
Mathematics	4	4	4	4	4	5*	5*
Modern Languages	2	2	2				
Morning Talk	1	1	1	1	1	1	1
Music	1	1	1	3*	3*	5*	5*
PE	1	1	1	1	1		
PE GCSE or Cambridge National				3*	3*		
PE (A Level)						5*	5*
Performing Arts BTEC				3*	3*		
Horizons (PSHE)	1	1	1			1	1
Philosophy, Religion and Ethics (PRE)	1	1	1	3*	3*	5*	5*
Photography				3*	3*	5*	5*
Physics				2**	2**	5*	5*
Politics						5*	5*
3D Design				3*	3*	5*	5*
Psychology						5*	5*
Science	4****	4	4	6**	6**		
Sociology						5*	5*
The Edge						1	1
Worthy Earth	1****						

Frensham has a 30-period week.

- Year 7-9 have 5 x 55 minute lessons and 1 x 45-55 minute lesson each day (due to a staggered lunch hour)
- Year 10-11 have 6 x 55 minute lessons each day.
- Year 12-13 have various numbers of lessons depending on their route of study.

Most students in Year 7 - 9 study either French or Spanish. Where possible, students in these year groups can study a second language in a period 7 option which includes a lunchtime lesson and an afterschool lesson. Students who attend additional English lessons do so instead of studying a language within the timetable but may still take the period 7 option.

Students who require additional learning support in Years 10 and 11 will take one less GCSE and will attend Learning Support lessons during that time.

The school decides teaching groups based on our best judgement for the students in that subject area.

The Edge programme offers Sixth Form students the opportunity to develop new skills and prepare for life beyond Frensham.

**option subjects*

***students doing Combined Science have 6 periods each week, whilst those who opt to study Separate Sciences at GCSE have 2 periods allocated to each science + a 7th lesson on rotation after school*

****students can opt to study Additional Maths in Y11, outside of the timetable*

*****Worthy Earth runs for half of the academic year: for the other half of the year, it is a Science lesson*

Please note:

We trial regular innovations to our timetable which may lead to slight alterations to the table above

Period 7 lessons

Students may choose to study some subjects as Period 7 lessons. This is normally MFL (if they are a dual-linguist or also studying Extra English) or Science (if they are completing the Separate Award at GCSE). These lessons are either at lunchtime and/or after school. The lessons will count towards staff teaching allocations as normal. If staff are absent for these lessons, then they will be covered by a member of SLT who is available. Cover work will be set by the class teacher as normal.

Key Stage 3

The curriculum is designed to give a firm grounding in all the areas of understanding: language and communication, mathematical understanding, scientific understanding, the humanities, the creative and performing arts and in physical education.

The majority of students take a common core of subjects:

- English
- Mathematics
- Science
- Modern Language
- Geography
- History
- Philosophy, Religion and Ethics (PRE)
- Art
- Ceramics
- DT
- Drama
- Music
- Dance
- Physical Education (PE), Games & Outdoor Education
- Information Technology

Year 7

Curriculum Overview: Most students study sixteen compulsory subjects plus their choice of modern foreign language and Worthy Earth.

Year 8

Curriculum Overview: Most students study sixteen compulsory subjects plus their choice of modern foreign language.

Year 9

Curriculum Overview: Most students study sixteen compulsory subjects plus their choice of MFL.

Key Stage 4

Most Frensham students study English Language, English Literature, Mathematics and either Combined Sciences: Trilogy (three strands leading to two GCSEs) or Separate Sciences (leading to three GCSEs). In addition, it is recommended that all students choose one Creative or Performing Arts subject, one Humanity and one Modern Language to create their own broad curriculum, however it is acknowledged that it is best for some students to specialise and students are free to make their own choices. Some students will not study English Literature to focus on English Language.

Years 10 and 11

Curriculum Overview: Most students take 10 GCSEs or equivalents; however, programmes of study are tailored to individual needs so the number of GCSEs taken per student can vary.

The timetable allocation for KS4 courses is as follows:

- English (Language and Literature) and Mathematics: 4 periods per week.
- Science: 6 periods per week regardless of whether students follow the Trilogy or Separate Sciences route, plus a period 7 afterschool lesson for Separate Scientists.
- GCSE/BTEC option subjects: 3 periods per week.
- PE and Games: 3 periods per week
- Horizons (PSHE) is taught through drop down days

Students are offered guidance about which options to take in Year 9 through an information evening event for students, a parents' evening and discussions with subject teachers and Heads of Department. A GCSE Options information booklet outlining course content for all courses is provided (and is also available on our website).

Examination specifications are regularly reviewed to ensure that all courses meet the needs of the cohort as well as ensuring that the curriculum offers breadth from which a range of skills can be developed.

Maths, English, and Science are taught in sets whilst all other subjects are taught in mixed ability groups.

Key Stage 5

Frensham's Sixth Form currently offers 28 subject courses. Each subject is allocated five x 55-minute periods each week.

Guidance is offered to all students regarding their Sixth Form choices from Year 10 and throughout Year 11. This is facilitated through parent and student information evenings, parent evenings', one to one interviews, Sixth Form taster events and sample A Level lessons.

Most students take three A Levels or equivalent Level 3 courses, although if their options include Mathematics and Further Mathematics, they study four. In addition, some students also study for the Extended Project Qualification, which is taken in one year, from January in Year 12 to January in Year 13. Some students choose to study four A Level subjects, but this is unusual.

All Year 12 students are required to take part in The Edge, Frensham's tailored Sixth Form enrichment programme that teaches skills alongside knowledge. Students select their own programme of study and undertake a minimum of one session per week throughout Year 12 and 13.

Other relevant policies:

- Equal Opportunities Policy
- Specific Learning Difficulties and SEND Policy
- English as an Additional Language Policy
- Personal, Social, Health Education Policy

Frensham Heights Policies and Procedures

- Spiritual, Moral, Social, Cultural Policy
- Extra-Curricular Activities Policy
- Careers Policy
- Relationships and Sex Education Policy

Appendix 1:

Frensham Heights Junior School Curriculum Projects Map

JUNIOR SCHOOL CURRICULUM PROJECTS MAP				
	AUTUMN People and Self		SPRING Society	SUMMER Natural World
Early Years Reception CQ	Marvellous Me Who am I?	Helpers & Heroes Who helps me?	Our Wonderful World How lucky am I?	Animals, Reptiles and Minibeasts Who do I share the planet with?
Year 1 CQ	Great Fire of London If you could step back in time to the Great Fire of London, what stories do you think you would hear and how do you imagine the people felt as their city changed?	Travel and Transport If you could travel anywhere in the world, how might you get there and who might you meet along the way?	Deserts (including Polar) If you could explore all of the deserts in the world - from burning hot sands to icy cold lands - what would you see, hear and feel?	
Year 2 CQ	Continents - Africa If Africa had a voice, what would it say?	Pirates & Invaders Who makes the rules and who breaks them?	Rainforests What would happen if the rainforest disappeared?	
Year 3 CQ	Inventors & Human Legacy What makes an idea powerful enough to change the world?	Ancient Egyptians Was everyone equal in Ancient Egypt?	Threats to the Environment What turns nature into a nightmare?	
Year 4 CQ	Continents - Asia How does life in India compare to ours?	The Vikings How did the Vikings impact the world?	Rivers If a river could tell its own story, what adventures would it share on its journey from source to the sea?	
Year 5 CQ	Space & Stargazers If Earth is our home, why are we looking beyond it?	Natural Disasters What happens when nature fights back?	Oceans How can we protect our oceans before it's too late?	
Year 6 CQ	Continents - Australasia/Oceania What hidden wonders lie in the lands, oceans and islands of Australasia and how can they help us understand the incredible diversity of life on Earth?	Refugees If a refugee's suitcase could talk, what stories would it tell about hope, fear and courage?	Evolution Could there be animals we've never even imagined hiding in the past, waiting to be discovered?	