



CURRICULUM POLICY

Reviewed by: Katy Fletcher	Date: 16.08.2026	Next review: September 20267
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INTRODUCTION

Our School's curriculum is all of the planned activities that we organise in order to promote learning, personal growth and development. Adcote aims to offer a broad and balanced range of educational experiences that will encourage students to develop a sense of responsibility for their community and their environment, whilst discovering and stretching their individual academic, creative and sporting talents.

Adcote wants pupils to grow into positive, responsible young women who can work and cooperate with each other while, at the same time, developing their knowledge and skills in order to achieve their true potential and prepare for a successful life in the 21st Century.

We value the breadth of the curriculum that we provide and aim to use it to foster confidence, leadership, engagement, achievement and resilience in our pupils, following the CLEAR Learning initiative. Above all we believe in providing each pupil with a sense of their own worth within a safe, caring environment and the opportunity to reach or exceed their expectations.

This policy is written in accordance with the Education (Independent School Standards) Regulations 2014 (ISSR), the ISI Inspection Framework (September 2025), and relevant statutory guidance including the updated Relationships, Sex and Health Education (RSHE) Statutory Guidance (July 2025, for implementation by September 2026). It should be read alongside the school's SEND Policy, PSHE/RSE Policy, EAL Policy, and Assessment, Recording and Reporting Policy.

The aims of our School curriculum are:

- To enable all **students** to learn and develop their skills to the best of their ability.
- To teach pupils about the world they live in and their place in it.
- To enable **students** to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To help **students** understand the importance of fairness and the difference between right and wrong so that they grow up committed to equal opportunities for all
- To appreciate the value and contribution made by all ethnic groups in our multicultural society.
- To uphold the fundamental values of British democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- To promote a positive attitude towards learning so that pupils enjoy school and acquire a solid basis for lifelong, independent learning.
- To enable **students** to be creative and develop their own thinking.
- To teach **students** the necessary knowledge and skills to tackle life in the 21st Century using the CLEAR Learning initiative.
- To ensure that the curriculum takes into account the ages, aptitudes and needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) and those with Education, Health and Care (EHC) plans, in line with the ISI Inspection Framework (September 2025) and ISSR Part 1.
- To provide statutory Relationships Education (all pupils), Relationships and Sex Education (secondary pupils), and PSHE, in accordance with the Children and Social Work Act 2017, ISSR paragraph 2(2)(d), and the RSHE Statutory Guidance (July 2025, for full implementation by September 2026).

- To promote the spiritual, moral, social and cultural (SMSC) development of pupils in line with ISSR Part 2.

ATTAINMENT 8

Adcote School prides itself on being a non-selective institution that ensures educational excellence for all its students. **In 2024, Adcote achieved an Attainment 8 score of 50.8, placing the school 7th in Shropshire, a strong result for a non-selective independent school (DfE Performance Tables, 2024).** reflecting the high academic standards and exceptional progress students make across a broad range of subjects. Our curriculum policy is designed to be inclusive, challenging, and supportive, catering to the diverse needs and talents of every student. By promoting a well-rounded education that includes strong academic foundations, creative arts, and personal development, Adcote prepares students for success in their future endeavours.

At A Level in 2025, 57% of grades were A*/A and nearly 25% were A*. STEM subjects excelled, with 80% of Further Maths, Biology and Chemistry grades at A*/A. 93% of university offers came from Russell Group institutions, with one third from UK G5 universities. This policy reflects Adcote's commitment to maintaining and building on these outcomes across all year groups.

ADCOTE SCHOOL CURRICULUM

SEND and the Curriculum

In line with the ISI Inspection Framework (September 2025), the curriculum at Adcote School takes into account the needs of all pupils including those with SEND and EHC plans. Specifically:

- Subject teachers are responsible for adapting curriculum delivery to meet the needs of pupils with SEND, in liaison with the SENCo.
- Where a pupil has an EHC plan, the curriculum offer must reflect and support the outcomes set out in that plan.
- Schemes of work across all subject areas should identify how provision will be adapted for pupils with SEND. This is monitored by the SENCo and Deputy Head (Teaching and Learning).
- EAL pupils are supported to access the full curriculum. Refer to the EAL Policy for further information.

Relationships, Sex and Health Education (RSHE)

As an independent school, Adcote is required by the Children and Social Work Act 2017 and ISSR paragraph 2(2)(d) to provide Relationships Education for all pupils and Relationships and Sex Education (RSE) for secondary pupils, alongside PSHE. Health Education is not statutory for independent schools but is embedded in Adcote's PSHE curriculum.

The DfE published updated RSHE Statutory Guidance in July 2025, which replaces the 2019 guidance. Schools are required to have adapted their curriculum and policies to reflect the updated requirements by September 2026. Adcote is currently reviewing its PSHE/RSE provision against the new guidance and will update the PSHE/RSE Policy accordingly. Until September 2026, the school continues to follow the 2019 RSHE guidance.

Parents have the right to withdraw their child from sex education (but not from Relationships Education or Health Education) up to and until three terms before the child turns 16. Refer to the PSHE/RSE Policy for further information

Subjects for each year group will have both medium and long term plans in their scheme of work. Updated as and when required for changes to specifications and legislation.

Juniors (Years 3 to 6) KS2

We follow a curriculum that prioritises Literacy and Numeracy alongside a broad range of other subjects. All subjects are compulsory.

Subject	Lessons per week (out of 30)
English	5
Maths	5
Science	2
Humanities	2
Drama	1
Games	2
PE	2
MFL	2
Art	1
Textiles	1
ICT	1
Music	1
PSHE	1
Outdoor classroom/Healthy eating/Robotics	2
RS	1
Latin	1

The syllabus for each academic subject is planned in accordance with the National Curriculum and the skills and content are broadly in line with the National Curriculum and are updated to reflect changes in this document when appropriate. The Primary Framework is a key resource. There is specialist teaching in Art, Textiles, ICT, MFL, Music, Drama and PE throughout the Junior School. Swimming is a weekly taught subject in the Autumn term.

Teaching in Juniors is largely form-based, in small class sizes. Form and Specialist Teachers are supported by Teaching Assistants in some lessons as appropriate. A full programme of termly visits is organised for each class to support the curriculum. In addition to this, there are residential visits for Year 6.

YEARS 7 TO 9 - KS3

The whole curriculum is taught by subject specialists and, for the most part, in subject based classrooms to make full use of departmental resources.

Subject	Lessons per week
English	5
Maths	5
Science	4
History	2
Geography	2
MFL	2
ICT	1
Textiles	1
Art	1
Music	1
Drama	1
PE	1
Games afternoon	2
PSHE/CLEAR	1
Food technology	1

The curriculum offers a very broad and balanced curriculum and an emphasis on taking part in a wide range of activities and on learning how to be part of a community. All students use laptops to support their learning. As students go up the school there is an increasing programme of cross-curricular ICT delivery, encouraging students to see their skills as tools to a further end.

English, Maths and the three Sciences teach their GCSE courses over three years, starting in Year 9. This allows more time to cover the specification in more depth.

YEARS 10 AND 11 - KS4

Years 10 and 11 are the GCSE years. All students study a common core of English, English Literature, Mathematics, and Biology. All take, in addition, up to five optional subjects, chosen from Art, Business, Chemistry, Drama, Food Preparation and Nutrition, Geography, History, IMedia, Music, PE, Physics, Spanish and Textiles. All students have PE and PSHE, which includes a comprehensive study skills programme. Girls choose between Wayfarers and CCF in Year 10, with guided study provided in Year 11. Students may also choose a twilight subject of a two year GCSE in Astronomy, Photography or Further Maths. At both GCSE and A Level, our aim is to give students a free choice of subjects, rather than requiring them to choose from groups of subjects as dictated by the timetable.

Subject	Year 10 Lessons per week (out of 30)	Year 11 Lessons per week (out of 30)
GCSE English Language & Language	5	6
GCSE Maths	4	3.5
Triple Science	7.5	7.5
PE	2.5	2.5
PSHE/CLEAR	1	
Games Afternoon	2	
GCSE History GCSE Geography GCSE Spanish GCSE Art & Design: Fine Art GCSE Art & Design: Textile Design GCSE Business GCSE Music GCSE Physical Education GCSE Drama GCSE Religious Studies GCSE Food Preparation and Nutrition GCSE Photography	Options subjects with 2.5 lessons each	Options subjects with 2.5 lessons each
Wayfarers/CCF	2	

Pupils who enter Year 11 to complete GCSEs in one year take compulsory English and Maths and a selection from the sciences. Other subjects are possible if the pupil demonstrates a secure background and knowledge in the subject.

YEARS 12 AND 13 - KS5

The small Sixth form teaching groups foster friendly and supportive relationships between staff and girls. Subject choices include Art, Biology, Business, Chemistry, Drama, Economics, English Literature, Geography, History, Mathematics, Further Mathematics, Physical Education, Physics, Psychology, and Textiles. Girls have the opportunity to follow additional courses to supplement their A Level studies. We currently offer one year courses in CMI Level 3, and The Extended Project Qualification (AQA), and a variety of half-term short courses. All pupils in the Sixth Form follow the enrichment programme. In addition, all pupils take PE in a sport or physical activity of their choosing. A wide range of activities is on offer from aerobics to CCF.

Year 12 and Year 13

Subject	Lessons per week (out of 30)
PSHE/CLEAR	1

GCE Maths	
GCE Further Maths	
GCE Biology	
GCE Chemistry	
GCE Physics	
GCE Economics	
GCE English Literature	
GCE Business Studies	
GCE History	
GCE Psychology	
GCE Art & Design: Fine Art	
UAL Level 3 Performing Arts	
EPQ	
EAL/Public speaking	
Fitness	

Options subjects
with 6 lessons
each

2 lessons

2 lessons

2 lessons

School policy is that students following the new linear GCE courses do not take the new AS exams at the end of Year 12, unless choosing to stop following the subject into Year 13.

There is additional EAL/IELTS support throughout weekdays, evenings and weekend sessions. Refer to the EAL Policy for further information.

CREATIVE ARTS

Adcote School is dedicated to fostering creativity among its students through a variety of artistic opportunities and activities. The school offers weekly peri lessons, enabling students to pursue personalised instruction in various creative disciplines. Additionally, Adcote hosts drama performances, allowing students to showcase their theatrical talents. The school also organises art competitions, encouraging students to engage in friendly artistic challenges. Furthermore, Adcote's challenge days provide a platform for students to explore and celebrate all disciplines of the arts, ensuring a comprehensive creative education.

LEGAL FRAMEWORK

This policy has due regard to the following legislation and guidance:

- [Education \(Independent School Standards\) Regulations 2014 \(ISSR\)](#)
- [ISI Inspection Framework \(September 2025\)](#)
- [Independent School Standards Guidance \(DfE, April 2026\)](#)
- Education Act 1997
- Education and Skills Act 2008
- Equality Act 2010
- Children and Families Act 2014
- Children and Social Work Act 2017
- [Relationships, Sex and Health Education \(RSHE\) Statutory Guidance \(DfE, July 2025 — for full implementation by September 2026\)](#)

- SEND Code of Practice (2015) — note: SEND reforms are expected under the Schools White Paper (February 2026). This policy will be updated once statutory changes come into effect.
- Keeping Children Safe in Education (KCSIE) 2025

IN SUMMARY

For a small school Adcote School prides itself on the breadth of our curriculum for all ages, in particular the range of subjects offered at GCSE and A Level, and our uptake of STEM subjects in the Sixth Form is significantly above the national rate for girls.

The curriculum is reviewed annually by the Deputy Head (Teaching and Learning) and Headteacher to ensure continued compliance with ISSR requirements and ISI expectations, and to reflect changes in examination specifications, statutory guidance, and the school's own development priorities.