



Broughton Hall Catholic High School

Curriculum Policy

DOCUMENT STATUS

Version	Date	Action
Previous Version	October 2024	Reviewed
Policy Revised	27.11.2025	By J Mills, Deputy Headteacher
	11.12.2025	Agreed by Governors

Intent

Our curriculum is underpinned by our Mission Statement, our Mercy values and an 'Ambition for All'

Mission Statement

Founded by the Sisters of Mercy, Broughton Hall is committed to the Catholic Education of girls through Gospel values which permeate the life of the school.

- To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual
- To develop a caring, joyful and friendly community in which all work hard and are happy
- To achieve excellence through an education which:
 - is concerned with the whole person;
 - enables each person to develop spiritually,
 - aesthetically, vocationally, physically, academically
- To foster a strong sense of community by:
 - generosity of spirit;
 - sensitivity and tolerance;
 - forgiveness and compassion

Our curriculum aims

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

As educators, we have a moral purpose to successfully deliver an academic, coherent, inclusive, and ambitious curriculum that widens our pupil's own experiences so that they can confidently achieve their aspirations. The curriculum is the single best opportunity that a school has to improve the life chances of our pupils. In line with Broughton Hall's mission and Mercy values, the curriculum should nurture the whole person. By the end of their school journey, all of our pupils should be fully prepared—intellectually, spiritually, physically, and morally—to achieve and thrive in later life.

We set ambitious expectations, inspiring students to pursue excellence through a broad, deep, and carefully sequenced curriculum. Our subject content extends beyond exam specifications, fostering curiosity, critical thinking, and the sophisticated academic language essential for active and meaningful engagement in society.

Our curriculum purpose is underpinned by an 'Ambition for All' with the four curriculum drivers at the heart of the model.

Inclusivity

Broughton Hall's curriculum draws on evidence to ensure it is designed to meet the diverse needs of all our learners so that all learners can access learning. The school's curriculum will be creative and responsive to the needs of individuals and will be engaging through personalisation. The school's curriculum provides opportunities for all pupils to develop interests and passion, empowering every pupil to become masters of subjects they study now, and in the future. Rooted in our Mercy values, our curriculum celebrates diversity, promotes respect, and ensures that every student—regardless of background, ability, or need—has the opportunity to succeed. We aim to remove barriers to learning, represent a wide range of voices and perspectives, and foster an environment where all pupils feel valued and empowered to achieve their full potential.

National Curriculum and statutory requirements

Our school's curriculum reflects the requirements of the [National Curriculum programmes of study](#) and local educational policy, while being guided by the school's Mission Statement and the Mercy values on which the school was founded. 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 [maintained schools governance guide](#)

Academic

The school's curriculum equips pupils with powerful knowledge and challenges pupils with ambitious content. It encourages pupils to make cross curriculum links and embed knowledge into their long-term memory through retrieval practice and formative assessments. The curriculum at Broughton Hall is well planned for each subject and year group, with clear end points identified and is appropriately sequenced to build on what has already been taught and learned. Our curriculum places a strong emphasis on developing pupils' reading and numeracy skills. These foundational competencies are embedded across subjects to ensure every student can access powerful knowledge, think critically, and communicate effectively.

Personal Development

The curriculum at Broughton Hall encompasses all the experiences which take place both within and outside of the classroom, which promote learning, personal growth and development. The local context of our school is considered when designing the curriculum, particularly when promoting personal development. The school aims to develop its pupils as autonomous learners and to allow them to fulfil their potential within a caring Catholic

community. It promotes the spiritual, moral, cultural, intellectual and physical development of all its pupils and ensures this is a priority.

Religious Education

At Broughton Hall, the RE curriculum sits at the heart of our curriculum. Our programme is driven by a deep commitment to Gospel Values and Mercy Values and the ethos of our Catholic faith. Founded by the Sisters of Mercy, we aim to deliver a rich and meaningful Religious Education experience that nurtures the spiritual, moral, and intellectual development of our students as young women. Rooted in the teachings of the Catholic Church, our curriculum integrates the values and principles outlined in the Religious Education Directory of the Bishops of England and Wales. Our programme encompasses a holistic approach to Religious Education, designed to foster an understanding and appreciation of Catholic teachings while encouraging the application of these teachings to real-life situations. We believe that students should not only learn about their faith but also discover how it can guide their choices and actions, shaping their lives and relationships.

Key Stage 3

The KS3 Curriculum is made up of the National Curriculum subjects. Pupils access a full curriculum including Religious Education, PSHE, English, Mathematics, Science, History, Geography, Physical Education, Dance, Music, Drama, Computing, and Design. Design includes Art, Food & Nutrition, Product Design and Textiles. All pupils follow their learning journey through each of these subjects and programmes of study. At KS3 pupils are taught in both sets and mixed ability groups, organised across two bands. The curriculum is delivered through discrete subjects and by subject specialists.

Key Stage 4

All pupils follow a core curriculum made up of: Religious Education, English Language and English Literature, Mathematics, Trilogy Science, Core Physical Education and PSHE. A range of GCSEs, BTECs, Cambridge Nationals and Applied GCSEs are available for pupils when choosing their option subjects for Key Stage 4 including Computing, Spanish, Separate Sciences, History, Geography, Sports and Fitness, Business Studies, Dance, Drama, Music, Art and Design, Hospitality and Catering, Health and Social Care, Photography and Textiles. This gives every pupil a broad and balanced curriculum, whilst maintaining flexibility to maximise the outcomes achieved by each individual. This model also maintains the widest possible choice for progression routes to Post 16.

Key Stage 5

Students are placed on personalised and relevant study programmes which consist of Level 3 courses, English / Maths resit where applicable, Core RE and other non-qualification and enrichment activities such as community hours and work experience. There is a broad number of academic and vocational Level 3 courses available. Subjects include: Business, ICT, Health & Social Care, Applied Law, Applied Medical Science, Human Biology, Biology, Chemistry, Criminology, Textiles, English Literature, English Language, Film Studies, Further Mathematics, Geography, Government and Politics, History, Mathematics, Media Production, Music, Drama, Photography, Physical Education, Physics, Psychology, Spanish, Art and Design, Sports Studies.

Personal, Social, Health, Economic Education and Citizenship

At Broughton Hall, we place great emphasis on the personal and social education of our pupils. There is a thorough programme of study across all key stages, which aims to prepare pupils for life in modern Britain and its challenges. Citizenship is a national curriculum subject, delivered in the school by a combination of discrete lessons, as part of other subjects and by whole year events.

Further information can be found in our school PSHE Policy.

Relationship and sex education

Broughton Hall Catholic High School believes that RSE is an education entitlement of all pupils and an integral part of each pupil's emergence into adulthood. Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education.

Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents, to provide children and young people with a "positive and prudent sexual education" which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person. Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

Further information can be found in our school Relationship and Sex Education Policy.

Careers Education

The Careers Education and Guidance Programme at Broughton Hall is an important means of motivating students to raise aspirations and attainment. Students have an entitlement to independent careers guidance from Years 7 to 13. Careers Education and Guidance in Broughton Hall Catholic High School is a progressive journey from Year 7–13 and has an important role to play in achieving the overall aims of the school. As part of a broad, balanced and inclusive education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development.

Further information can be found in our school Careers Policy.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through reviewing the curriculum with the Headteacher and Deputy Headteacher (Quality of Education) on a regular basis.

Heads of Departments monitor the way their subject is taught through;

- Attending Archdiocese network meetings to share best practice with other colleagues
- Visiting other schools where appropriate to review their curriculum and share best practice
- Carrying out internal Quality Assurance with the Senior Leadership Team including learning walks, work scrutiny and pupil voice
- Drawing on the expertise of subject specialists through networks such as School Improvement Liverpool and Liverpool Archdiocese

Curriculum Design (lessons per fortnight)

Year Group	English	Maths	Science	RE	Spanish	PE	Computing	Design	History	Geography	Music	Drama	Performing Arts	Option 1	Option 2	Option 3	total
7	8	6	6	6	4	4	2	4	3	3	2	2					50
8	6	8	6	6	4	3	2	5	3	3	2	2					50
9	7	7	6	6	5	3	2	4	4	4			2				50
10	8	8	9	5		2								6	6	6	50
11	8	8	9	5		2								6	6	6	50
Total	37	37	36	28	13	12	6	13	10	10	4	4	2	12	12	12	

