



The Crypt School Curriculum Policy: 2026-27

Curriculum Vision

“The acquisition of knowledge and the ability to critically apply this knowledge is the foundation of our curriculum and which enables every individual to flourish in their learning.”

At the centre of the curriculum stands a strong focus on the acquisition of a received body of knowledge, which enables all pupils to develop a broad and increasingly in-depth understanding of their world and their place within it.

Within that context, the curriculum places emphasis on the importance of learning for its own sake, and through this approach aims to develop each child’s full potential as well as their cultural capital.

1. Our policy is founded on the following values:

- Inspiring lessons that lead to outstanding learning & progress;
- Academic excellence, which develops the skills of critical thinking, enquiry and evaluation;
- Enrichment opportunities that build integrity and responsibility;
- A community that demonstrates pride, and show the values of respect and kindness.

2. Curriculum intent:

- Our broad and balanced curriculum provides opportunities for all pupils to discover new skills, to develop the confidence that prepares them for university, the world of work and life in general and to flourish in all that they do;
- Whilst the curriculum will serve to progressively deepen each student’s knowledge of a broad range of subjects, it is equally important that our curriculum enables students to value and develop their skills of enquiry and of evaluation; enables them to become critical thinkers, who are open minded and reflective in their learning and who are resilient enough to embrace new challenges;
- The curriculum ensures there are opportunities for pupils to develop their reading, oracy and literacy skills, to be creative, to act as leaders as well as active participants and to develop an understanding of key issues such as citizenship, and careers;
- The well-being and personal development of our students is of paramount importance: time is therefore allocated to physical education and games; to

wellbeing; to the spiritual, moral, social and cultural development of all pupils; and time is given for pupils to play at break and lunchtime, to socialise with each other, to go on trips and to have fun!

- We want our students to feel that they are part of a community and so we encourage pupils to take part in every aspect of school life, providing opportunities that are rich, varied, and reflective of a holistic school experience in which we promote and embed an ethos that promotes our shared British Values and shows respect for people of all faiths, different cultures and lifestyles;
- Cultural capital is defined at The Crypt as: The knowledge and understanding that a well-educated individual possesses which enables them to flourish in society. Each department will identify and deliver through its work what it believes to be the knowledge and understanding that each pupil needs to be able to flourish in our society.

3. Curriculum implementation:

Our curriculum vision is implemented through the work of our specialist academic teaching staff, supported by teaching assistants, technicians, other professional support staff and the work of our pastoral teams.

- a. In Years 7 and 8, our students will experience a wide variety of subjects, enabling them to develop a love of learning and a deep foundation of knowledge and skills that will prepare them for their next educational stage. At the start of year 7 students will take baseline tests in English, Maths and Science. We then personalise learning to support and challenge pupils and ensure that they make the best progress that they are capable of. We are keen to develop reading and writing skills within our school. To do this we have a reading programme in year 7 and 8 and concentrate on their SPAG skills in all subjects. Subjects studied in Year 7 and 8 include art, , computing, drama, design technology, English, food technology, physical education, personal education development (including Aspirations, Wellbeing & Emotional education), geography, history, maths, music, religious studies, science and a modern foreign language.
- b. In Year 7, students will initially experience taster lessons in French, German and Spanish before being asked to choose, in order of preference, their language to be studied through the remainder of year 7 through to Year 9.
- c. In Year 8, our students continue to study a broad curriculum. The majority of lessons will be studied in their form groups to ensure that pupils are able to build life-long friendships in an environment where they have gained confidence amongst their peers. For several subjects, the students will sit in their language option sets. This slow introduction to working with different students will provide an opportunity for making new friendships and learning to cooperate with students unfamiliar to them.

- d. In Year 9, our students continue with a very broad curriculum, ensuring that they are receiving a varied and exciting learning programme. For some of their subjects pupils will move to new teaching groups this year to help prepare them for GCSEs in Year 10. They will also be taught in their language option sets. Students are placed into ability sets in maths in year 9. In some subjects, they will start to study areas of the GCSE syllabus, or skills linked to this: this will help prepare them for choosing their GCSE subjects.
- e. In year 9 a GCSE options programme has been developed so that students and parents are well informed about the options that are available to them and are aware of the career opportunities that can result from these choices. Subjects studied in Year 9 include art, biology, chemistry, computer science, drama, design technology, English, food technology and nutrition, games, geography, history, mathematics, music, personal education development, physical education, physics, religious studies and Spanish.
- f. Year 9 pupils will sit the Entry Level Computer Science qualification and the Religious Studies short course GCSE.
- g. In Year 10 and 11 pupils are building their knowledge, skills and understanding at an increasingly deeper level as they work towards their GCSE examinations. All students will study nine GCSEs with additional courses such as further mathematics available for the most able. Students are required to choose a humanities subject (either history or geography), alongside English language, English literature and mathematics. Students can choose between studying separate sciences (biology, chemistry and physics, worth 3 GCSEs) or combined science (studying the 3 sciences to less depth, worth 2 GCSEs).

All Students will participate in games and physical education lessons and receive careers education and guidance in a structured programme which will also include the personal, social and health curriculum. There is opportunity for individual careers advice for every student, and they will be aware of the choices available to them after their GCSEs. For example, apprenticeships, A-levels or the world of work. Our aim is that students are well guided and are given the skills to successfully move forward in their lives and studies.

Subject choices offered include art, biology, business studies, chemistry, combined science, computer science, drama, design & technology, food preparation & nutrition, French, *further maths (top sets only)*, geography, German, history, music, physics, philosophy & ethics, psychology, Spanish and sports science.

- h. The Sixth Form focuses their studies on a smaller number of subjects at greater depth. They will study up to four A Level subjects and combine an enjoyment of academic study with a curriculum that grants time to allow all students to prepare for university study, highly regarded apprenticeship programmes and the wider world.

All students will also follow a bespoke personal development course encompassing social, moral, spiritual and cultural themes. Our enrichment programme gives students the chance to develop other useful life skills. All students will have enrichment opportunities (such as Extended Project Qualification (EPQ), Core Maths and games) and Personal Education Development as part of their timetable. The curriculum is designed to enable all students to make a successful transition to a more adult learning environment where students increasingly take charge of their own learning and development. Developing scholarship in our sixth form students is an important aspect of their success.

Subject options offered include art, biology, chemistry, computer science, drama, economics, English literature, French, maths, geography, German, government & politics, history, maths, music, physics, philosophy, psychology, sociology, Spanish and sports science.

The school retains the right to withdraw subjects (either at GCSE or A-level) with too few students to make the subject viable to offer. The students and their parents affected by any decisions will be contacted and further options discussed with them.

4. Assessment

Teachers set high expectations for all pupils. They will use appropriate formative and summative assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Pupils with lower prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that students with SEND can study every subject, wherever possible, and ensure that there are no barriers to every student achieving their full potential (demonstrating compliance with the Equality Act 2010 and Special Educational Needs & Disability Regulations 2014). Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. The focus in the classroom will be on high quality and adaptive teaching to support all learners to flourish in the classroom.

Further information can be found in our Equal Opportunities Policy, our SEND policy and information report, the Assessment Policy and the Marking Policy.

Approved by: Pupil Education and Outcomes Committee

Review cycle: 1 year

Date of next review: June 2027