

Curriculum Policy

The school is aware of the need for the curriculum to be accessible to all students and will take into account the ages, aptitudes and needs of all students, including those students with an EHC plan and will make all necessary reasonable adjustment.

The whole school statement of curriculum philosophy

- An academic culture, with high expectations and a rigorous, differentiated curriculum.
- It will 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. Additionally, teaching will not discriminate against students on the basis of protected characteristics¹ or a special educational need.
- We wish each student to achieve his/her full academic potential. Thus, our aim is to add as much value as possible to what they know and can do in a multiplicity of academic scenarios. The aim always is to challenge and extend them through a rigorous grounding in academic skills.
- The curriculum is broad and balanced, flexible and responsive to change. It is subject to continuous assessment and review. It is made up of 60 periods over a two-week cycle.
- Whilst there is a logical progression from year to year and key stage to key stage, students joining the School at any time will be able to integrate into the academic culture comfortably.
- We build our curriculum to enable students to make a seamless transition from their previous schools, whether they be independent or state. In many areas we follow the National Curriculum but are not constrained by it. Subject courses may well start in parallel with the National Curriculum, but then move on to other areas that engage, stretch and challenge the ability profile of BMS students.

Many aspects of the curriculum support, enrich and extend our students.

Develop issues which are covered in our extensive programme of Personal, Social and Health Education (PSHE) and Relationships and Sex Education (RSE).

Junior School Curriculum Philosophy

- We encourage the students to achieve the best possible results whilst developing a love of learning for its own sake.
- Apart from Mathematics, which is taught in ability related sets throughout Years 3-6, all teaching groups are mixed ability within the selective intake referred to above. All classes are tailored for the maximum educational benefit of the students they comprise and differ within and between subjects.
- We aim to provide the best possible all round Junior School education for each individual student in our care.
- We prepare them for the next stage of their education with a view to that taking place in our Senior School.
- By whatever means we ensure that the transfer at 11+ is as seamless and straightforward as possible.

¹ Protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation

- Through the specified curriculum and co-curricular activities, we provide as broad and as enriching an experience as we can by ensuring that we challenge the able, support those requiring it, but set achievable goals for all.
- We reflect on our teaching practice in all subjects. This best practice may include traditional methods for laying foundations, innovative ways of increasing knowledge and/or relevant aspects of both to enhance the student's learning. To this end we should be guided by the heads of subject and subject co-ordinators and be willing to learn from each other; responding if our tried and trusted methods are no longer appropriate or need revision and being willing to employ new techniques of proven worth.
- All of the above is achieved in a challenging yet nurturing and safe environment in which we set and accept only the highest standards of behaviour and attitudes to study.
- Two lessons a cycle is dedicated to PHSE

Senior School Curriculum Philosophy

- Apart from Mathematics, which is taught in ability related sets throughout years 7-13, and some setting in Modern Foreign Languages, all teaching groups are mixed ability within the selective intake referred to above. All classes are tailored for the maximum educational benefit of the students they comprise and differ within and between subjects.
- An important element of the curriculum is the high level of student choice in the selection of the curriculum from the Spring term of Year 7 onwards. It is very rare that the School is unable to provide any required options: but reserves its right to ask students to think again if option combinations are unsatisfactory for either economic or educational reasons.
- We are concerned especially to balance the imperative of achieving the best possible results with the insistence of developing a love of learning for its own sake: which involves the development of the faculties of critical and lateral thinking, information gathering, independent learning and objective reflection.
- Study skills are delivered outside of and through the timetable using a mixture of internal and external providers.
- There is an extensive programme of guidance provided throughout the careers of our students especially at the key points of transition. The realistic goal of the vast majority of our Sixth Formers is a place at their first choice University but degree apprenticeships offer an increasingly attractive route for some.

Curriculum Policy

Year 3 and 4

Students follow a broad-based curriculum in Years 3 and 4. English have 12 lessons per cycle, Maths have 12 periods and Humanities have 7. Science have 4 and it is topic based and takes place in their classroom. In Year 3 formal French is introduced for 2 lessons per cycle with a specialist linguist and this is then continued in Year 4. DT and Art are assigned 3 periods each per cycle and 2 for Music and ICT. Children are taught 1 Drama lesson per cycle but have elements of drama embedded in the English schemes. They have 6 lessons of Games, 2 PE lessons and 2 Swimming lessons. Two lessons per cycle are dedicated to PHSE. See [Appendix A](#) for curriculum plan.

Year 5

Students follow a broad-based curriculum in Year 5. English have 11 periods per cycle, Maths have 10 periods and 8 for Humanities. Science is increased to 5 periods per cycle and they also have 2 French lessons taught by a specialist. The creative subjects of Drama, ICT, DT, Music and Art have the same time allocation as in Year 4. They have 7 lessons of

Games, 2 PE lessons and 2 Swimming lessons. Two lessons per cycle are dedicated to PHSE. See [Appendix A](#) for curriculum plan.

Year 6

Students follow a broad-based curriculum in Year 6. English have 9 periods per cycle, Maths have 10 periods and 8 for Humanities. Science have 5 periods per cycle. There are 4 periods of languages per cycle; 2 French and 2 Spanish. The creative subjects of Drama, ICT, DT, Music and Art have the same time allocation as in Years 4 and 5. They have 7 lessons of Games, 2 PE lessons and 2 Swimming lessons. Two lessons per cycle are dedicated to PHSE. See [Appendix A](#) for curriculum plan.

Junior School Assessment

The Junior School carries out on-going assessment throughout the year. All subjects use progress grids to monitor attainment, celebrate success and highlight areas for improvement. End of topic tests are administered in core subjects.

Years 7 and 8

Students follow a broad-based curriculum in Years 7 and 8. English, Maths and Science (where students have a single teacher for combined science) all have equal weighting of 7 periods per two-week (60 period) cycle. Humanities (Geography (3), History (3) and RS (3)) have 9 periods, whilst students study French, German and Spanish in Y7 and a choice of two from three plus Latin in Y8. Art, Music, Drama, Design Technology and ICT all have a similar weighting throughout the two years. PE and Games makes up 6 periods in Years 7 and Year 8. PSHE and RSE have 2 periods. See [Appendix B](#) for curriculum plan.

Year 9

The first major choice students make is in Y9 when they have to choose 4 subjects from 8. This is explained to them by the Deputy Head Academic in an assembly and to their parents by email. The options are French, German, Spanish, Latin, Art, Design Technology, Music and Drama and they study 4 periods of each per cycle. The only constraint is that students must study at least one Modern Foreign Language. Students who struggle with English may be encouraged to join a small English Support Group which counts as one of their 4 options and is intended to get them to a level where they can tackle GCSE in Year 10 with confidence. English (6), Maths (7) and Science (4+4+4) still dominate their timetable but now Biology, Chemistry and Physics are taught by subject specialists and begin the IGCSE courses. The three Humanities subjects retain 9 periods whilst PE and games occupies 6 periods. Students also have ICT for 2 periods. PSHE and RSE have 2 periods. See [Appendix B](#) for curriculum plan.

Years 10 and 11

Most students will sit 10 (I)GCSEs. The compulsory core is English Language and English Literature (7 periods in Year 10, 8 in Year 11), Mathematics (7) and separate IGCSEs in Biology, Chemistry and Physics (15) plus 4 other (I)GCSEs. Within these choices students who may struggle to cope on a full 10 GCSE programme may be encouraged to study one fewer option subject and make use of the study support centre, giving them a total of 9 GCSEs. We appreciate the logic behind the English Baccalaureate and expect all students to study at least one Humanities subject (Classical Civilisation plus Geography, History and Religious Studies). Students are also expected to choose one Language unless given permission by the Deputy Head Academic. This is likely to be because they have joined in Y9 or Y10 without having previously studied a language that we offer or have additional barriers to learning. The options subjects from which they have a totally free choice (on 6 periods per cycle) are:

French, German, Spanish, Latin, Classical Civilisation, Geography, History, Religious Studies, Drama, Music, Computer Science, Design Technology (Product Design), Art and Academic PE.

They also have 6 (Y10) or 5 (Y11) periods of non-examined PE and Games. See [Appendix C](#) for curriculum plan.

Exams

Students will sit school exams in the summer term for Years 7 to 10 and January of Year 11 in preparation for public exams in the Summer Term of Year 11.

Years 12 and 13

In Year 12 students choose four subjects from a possible 27, on 12 periods per cycle. Students are guided in their choices, but all combinations are initially possible. Generally, students require at least a grade 6 in a subject at GCSE to pursue it at A Level (grade 7 required for Maths). Obviously late changes must fit within the confirmed option blocks. The expectation is that most will drop to three subjects by Year 13. We also offer students the opportunity to do an Extended Project (EPQ), equivalent to half an A level during Year 12 as well as Core maths (AS equivalent), study for both begin in January of Year 12. Students can study any of the subjects offered at GCSE level plus we also offer:

Politics, Philosophy, Psychology, Film Studies, Economics and Business.

See [Appendix D](#) for curriculum plan.

Sixth Form Exams

Students sit trial exams in all subjects at the end of Year 12 and mid-way through Year 13 to aid university applications. Students will then sit A level exams at the end of Year 13.

Mr H Hewlett
Deputy Head Academic (Senior School)

Mrs K Harpin
Deputy Head Academic (Junior School)

October 202
Review Date October 2026

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
12												12												7						4				2	2	1	3	3	2	2	4				2	2	2												
En												Ma												Hum						Sc				Fr	Mu	Dr	Ar	Dt	ICT	PSHE	Ga				KS	Pe	Sw												

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
12												12												7						4				2	2	1	3	3	2	2	4				2	2	2												
En												Ma												Hum						Sc				Fr	Mu	Dr	Ar	Dt	ICT	PSHE	Ga				KS	Pe	Sw												

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
11											10											8											5				2	2	1	3	3	2	2	8											1	2			
En											Ma											Hum											Sc				Fr	Mu	Dr	Ar	Dt	ICT	PSHE	Ga											PE	Sw			

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
9									10									8									5				2		2		2		1		3		3		2		2		8									1		2	
En									Ma									Hum									Sc				Fr		Sp		Mu		Dr		Ar		Dt		ICT		PSHE		Ga									PE		Sw	

Curriculum Policy 2025 Page **5** of **8**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
	4				2		2		7						2		3		3		4				4				7						7						3		3		3		3		3											
B	Games				Pe		PSHE & RSE		Ma						It		Dt		Ar		MFL1 Fr/Gn/Sp				MFL2 Fr/Gn/Sp				En						Sc						Gg		Hi		Rs		Dr		Mu											
F					Pe										It		Dt		Ar																						En		Sc		Gg		Hi		Rs		Dr		Mu							
M					Pe				Ma						It		Dt		Ar		MFL1 Fr/Gn/Sp				MFL2 Fr/Gn/Sp				En						Sc						Gg		Hi		Rs		Dr		Mu											
O					Pe										It		Dt		Ar																						En		Sc		Gg		Hi		Rs		Dr		Mu							
R					Pe				Ma						It		Dt		Ar		MFL1 Fr/Gn/Sp				MFL2 Fr/Gn/Sp				En						Sc						Gg		Hi		Rs		Dr		Mu											
T		Pe		It		Dt		Ar							En		Sc		Gg																						Hi		Rs		Dr		Mu													

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
	4				2		2		7							2			2					4				4				5				6				7				3		3		3		2		2								
B	Games				Pe	PSHE & RSE		Ma							It	Dt	Ar	MFL1 Fr/Gn/Sp				MFL2 Fr/Gn/Sp				La				En				Sc				Gg	Hi		Rd	Mu		Dr																
F					Pc										It	Ea	La																					En			Sc			Gg	Hi	Rd														
M					Pc										It	Ea	La																					En			Sc			Gg	Hi	Rd														
O					Pc										It	Ea	La																					En			Sc			Gg	Hi	Rd														
R					Pc										It	Ea	La																					En			Sc			Gg	Hi	Rd														
T					Pc										It	Ea	La																					En			Sc			Gg	Hi	Rd														

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
	4				2		2		7								2		4				4				4				4				6						4			4			4			3			3			3				
G	Games				Pe		PSHE & RSE		Ma								It		Opt A				Opt B				Opt C				Opt D				En						Bi			Ch			Ph			Gg			Hi			Rs				
H					Pe												Gg																								Hi			Rs																
J					Pe												Gg																								Hi			Rs																
K					Pe												Gg																								Hi			Rs																
L					Pe												Gg																								Hi			Rs																
M					Pe												Gg																								Hi			Rs																
N					Pe												It		Opt A				Opt B				Opt C				Opt D				En						Bi			Ch			Ph			Gg			Hi			Rs				

French
German
Spanish
Latin

Drama
Music

English Support (a small group, students nominated by Eng Dept)

Page 7 of 8

BMS Curriculum Plan (Compulsory and Options) 2025-26 60 x 50 minute periods per 2 week cycle								
	Maths and English	Science	Humanities	Languages – some setting where possible	Creative Subjects	ICT	Sport	PSHE/RSE
Year 7 Class size - 22	7 Maths – set across half year blocks 7 English	7 Combined Science	3 Geography 3 History 2 Religious Studies 1 Philosophy	8 Carousel of French, German and Spanish until January, then free choice of 2 from 3	3 Art 3 Design Technology 3 Drama 3 Music	2 ICT	2 PE 4 Games	2
Year 8 Class size - 22	7 Maths – set across half year blocks 6 English	7 Combined Science	3 Geography 3 History 3 Religious Studies	5 Latin plus two from: 4 French – in sets 4 German – in sets 4 Spanish – in sets	2 Art 2 Design Technology 2 Drama 2 Music	2 ICT	2 PE 4 Games	2
Year 9 Class size - 22	7 Maths – set across half year blocks 6 English	4 Biology 4 Chemistry 4 Physics	3 Geography 3 History 3 Religious Studies	Choose four (to include at least one language) from: 4 French – in sets 4 German – in sets Technology 4 Spanish – in sets 4 Latin 4 English Support (by selection)	4 Art 4 Design 4 Music 4 Drama	2 ICT	2 PE 4 Games	2
Year 10 Class size - 19 Most study 10 GCSEs optional Higher Project Qualification	7 Maths – set across half year blocks 4 English Language 3 English Literature	5 Biology 5 Chemistry 5 Physics	At least one from: 6 Classical Civilisation 6 Geography 6 History 6 Religious Studies	At least one from: 6 French 6 German 6 Spanish 6 Latin	Possibly one or more from: 6 Academic PE 6 Art 6 Computer Science 6 DT – Product Design 6 Drama 6 Music		2 PE 4 Games	1
Year 11 Class size - 23 Most study 10 GCSEs	6 Maths – eight sets across the year 4 English Language 4 English Literature	5 Biology 5 Chemistry 5 Physics	At least one from: 6 Classical Civilisation 6 Geography 6 History 6 Religious Studies	At least one from: 6 French 6 German 6 Spanish 6 Latin	Possibly one or more from: 6 Academic PE 6 Art 6 Computer Science 6 DT – Product Design 6 Drama 6 Music		1 PE 4 Games	1
Year 12 Class size ~12	Free* choice of 3 or 4 subjects from a choice of 27 – all of the above plus Business, DT Product Design, Economics, Film Studies, Politics, Philosophy and Psychology. 12 periods plus enrichment programme * <i>Dependent on GCSE grades</i> . Students who drop to 3 subjects from January of Year 12 may pick up an Extended Project Qualification or Core Maths						4 Games	1
Year 13 Class size ~12	Continue 3 or 4 to A Level, plus enrichment						4 Games	1