



Curriculum Policy

STATUS: STATUTORY

Review Cycle: Annual

Governors Committee Responsible: Education Committee

Date of Last Review: 14 October 2025

Date of Next Review: Autumn 2026



Our Values

Belonging

We value belonging, and seek to develop students who both enjoy that sense of belonging themselves and who are kind, empathetic and respectful to all. Tiffin is marked by being a strong and inclusive community with a close family feel for students, staff, parents and alumni – once a Tiffinian, always a Tiffinian.

Learning

We value learning, and through our rich curriculum seek to develop Tiffinians who are engaged, aspirational and develop a love of learning, excelling in their fields of interest. The student learning experience extends way beyond the classroom into our varied co-curricular provision, through which the students also gain leadership and teamwork experience, have fun, and form close friendships; and develop character qualities for life such as resilience and integrity. Tiffin staff are also committed to their own continual professional learning.

Giving

We value giving, and seek to develop Tiffinians who give of themselves for the benefit of others, both in school and through the ways we engage with the wider community. Our historic school motto is 'faire sans dire' – 'do without saying' – and at Tiffin we value the qualities of humility and kindness in serving others and putting their interests above our own, without seeking fanfare or reward. Tiffin staff give generously of their time and energy to support the students and their colleagues.

The School believes that the curriculum should reflect our values by providing an ambitious and stimulating experience for all students and that the term curriculum should be understood in its broadest sense by comprising all learning and other experiences planned for our students. To this end the school has embarked on a long-term curriculum design project, recognising that a well-thought-through and challenging curriculum lies at the heart of any successful school (Gibb, 2016). The curriculum is the inspiration for our students, providing a clear framework that defines the knowledge, skills and competencies young people need to master before progressing further. By developing an evidence-based curriculum, we create a shared road map for teachers and students, ensuring consistency, ambition and clarity in what is taught and how progress is measured. This work not only raises academic standards but also strengthens teaching practice, supports leadership decision-making and builds trust with parents and the wider community, ultimately shaping a more purposeful and inspiring educational experience for every student. More details can be found on the Curriculum Statements on the school website..

This policy is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

1. Curriculum Intent

Tiffin School has designed a curriculum that:

- exceeds the ambition of the National Curriculum
- is relevant, appropriate and engaging for students
- is determined to maintain our unusually broad, balanced and coherent education
- recognises the importance of knowledge as well as skills
- permits continuity and progression, within and across year groups
- provides equality of opportunity for all students, in line with the Equality Act 2010, with inclusive learning that supports disadvantaged and under-represented groups
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in co-curricular activities

- promotes students' spiritual, moral, cultural and social development, developing students' cultural capital, especially for the most disadvantaged students
- helps to develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle, which prepares them for all types of relationships in their futures
- encourages the appreciation of British values
- helps each student gain a sense of self-worth, independence of thought and develop a questioning approach which challenges prejudice
- aims to develop students as critical thinkers, flexible and independent learners
- provides careers advice and guidance throughout a student's time at School
- permits the development of ICT, numeracy and literacy across the curriculum
- enables all students to meet their full academic potential
- encourages students to take part in a wealth of extra-curricular and enrichment opportunities

2. Curriculum Implementation

General principles

- In addition to the formal taught curriculum, an extensive range of high quality co-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.
- Where possible trips are organised across departmental boundaries to facilitate interdisciplinary learning.
- There is a comprehensive careers programme, guided by the Gatsby Benchmarks, including work experience at Key Stages 4 and 5. In line with the Baker Clause, students receive information on a full range of pathways, including apprenticeships, to support informed post-16 and post-18 choices and successful destinations.
- All students in Years 7 to 13 have allocated afternoons for sport in addition to timetabled PE in Years 7 and 8.
- All lessons at Key Stage 3 are taught in mixed ability groups within the context of our academically selective intake, except for Mathematics which is set from Year 8.
- At Key Stage 3 as broad a curriculum as possible is maintained. All Year 7 & 8 students study discrete subjects of Art, DT, Dance, Drama, Music, modern and ancient languages in addition to the core curriculum.
- In Year 9 students study three fewer subjects allowing some limited specialism prior to choosing GCSE options.
- Year 7 students follow a Science course then study separate Biology, Chemistry and Physics from years 8 to 11.
- All students have the option to study Computer Science GCSE in Years 9, 10 and 11.
- Computing is a National Curriculum subject from Years 7 to 11. All students study Computing in Years 7 and 8, during which the full KS3 programme of study is covered. At KS4, the National Curriculum is delivered to students who opt for Computer Science in Years 9, 10 and 11. For those who do not take Computer Science, alternative arrangements are in place, including independent computing projects, to ensure continued engagement with key digital skills and concepts.
- The Religion and Philosophy curriculum is a bespoke course designed to deliver Religious Studies, Philosophy and critical thinking to all students in years 7 to 9 in a challenging and innovative programme of study. At KS4 the full course GCSE qualification is taught as an option but all students continue to receive some religious education through the assembly program.
- At Key Stage 4 the breadth of the curriculum is maintained, students are given the free choice of three GCSE options beyond the core curriculum, completing 10 GCSEs including a modern language.
- At Key Stage 4 setting continues for Maths and there is some setting for Modern Language and English classes.
- The brightest Mathematicians also study a Level 2 Certificate in Further Maths.

- Students also follow a programme of personal, social and health education) in Years , which includes the RSE provision.
- 21st Century Life is our bespoke Personal, Social, Health and Economic education curriculum which provides students with dedicated time to explore the skills, values and choices that help them thrive beyond the classroom. Through a structured programme, students engage with a broad range of topics including relationships, wellbeing, digital life, financial literacy, careers, and global issues, supporting their personal development and preparation for life in modern society.
- As far as possible and in the vast majority of subjects, students are taught by subject specialists who teach the full 11-18 age range. This is true for all key stages.
- At Key Stage 5 the school offers an academic curriculum of A Levels, all students choose a minimum of three with approximately 50% opting for four subjects.
- Although STEM subjects are exceptionally strong, the school also successfully maintains five languages at A Level (French, German, Spanish, Latin, Classical Greek), as well as a strength in the Arts subjects such as A Level Music.
- In addition at Key Stage 5, all students follow a weekly timetabled enrichment programme, have a dedicated Games afternoon, are given the opportunity to do individual extended projects and take part in a comprehensive HE and Progression programme.
- In all Years from 7 to 13, all students have regular tutorial meetings with their tutors, assemblies and House Meetings.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed at Governors meetings.

Key Stage 3: (Years 7, 8 and 9)

Our curriculum is designed to allow all students to experience as wide a range of subjects in Years 7, 8 and 9 as possible.

In Year 7 all students study a broad curriculum of:

- English
- Mathematics
- Science
- French or German or Spanish
- Latin
- History
- Geography
- Religion, Philosophy & Ethics
- Computing
- Art
- Design & Technology
- Drama
- Music
- Dance
- Physical Education and Games
- 21st Century Life

In Year 8, all students study Biology, Chemistry and Physics instead of Science. They also study a discrete one-year course in Cooking.

In Year 9 students generally continue with the subjects they studied in Year 8. However they choose to study two subjects from Computer Science, Dance, Drama, Latin and the additional option of Spanish. They also begin to study GCSE topics in their Science lessons.

Key Stage 4: Years 10 and 11

The curriculum remains broad in Key Stage 4. Most students study 10 GCSEs while a few add Greek GCSE to their studies.

At Key Stage 4 all students study the core curriculum of:

- English Language
- English Literature
- Mathematics
- French or German
- Physical Education and Games
- Personal, Social, Health and Economic Education (21st Century Life)

All students study separate sciences (Biology, Chemistry and Physics) with a significant number opting to study Computer Science as an additional GCSE.

Students also have a free choice of three 'option' subjects from:

- Art
- Design & Technology
- Drama
- Geography
- History
- Latin or Latin and Greek
- Music
- PE
- Religion & Philosophy

The majority of students choose to take at least one creative subject (such as Art, Music and Design Technology) and the vast majority achieve the English Baccalaureate.

The School endeavours to meet the subject requests of all students; however, at times this may not be feasible, due to the constraints of the timetable.

Key Stage 5: Years 12 and 13

Students have a free choice of A levels from the list in Annex B.

Most choose to study three subjects for two years.

Those with high average grades at GCSE may choose to study four subjects. Those studying Maths with Further Maths are expected to choose two other A Levels subjects.

All Year 12 students follow a weekly timetabled enrichment programme. This builds directly on the foundations laid through the 21st Century Life curriculum in Years 7–11. It continues to develop students' personal, social, health and economic understanding, ensuring full coverage of statutory PSHE requirements for the sixth form. Through a structured programme of talks, workshops and activities, it supports students' personal development, wellbeing, and preparation for life beyond school.

Years 12 and 13 have a dedicated sports afternoon, are given the opportunity to do individual extended projects and take part in a comprehensive Higher Education and Progression programme. They have regular tutorial meetings, assemblies and House Meetings.

The School normally meets the subject requests of all students; however, occasionally this may not be

feasible, due to the constraints of the timetable.

Adapting the curriculum for individual students

In general all students follow a complete curriculum throughout their time at Tiffin, however, individuals will be accommodated when their needs are such that this is not possible. The Assistant Head for the Key Stage, Head of Year, SENDCo and Deputy Head, Education will work together to propose the best study route. This may include the number of subjects studied and the qualifications entered for.

3. Curriculum impact

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects
- Twice yearly formal review meetings of each Department
- The variety and quality of co-curricular and enrichment activities
- The retention of students from Year 11 into the Sixth Form
- The numbers of students applying to join the School in Year 7 and Year 12
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level
- The destinations of our leavers at Year 11 and Year 13.
- Annual reviews of the PSHE and assembly programme.

If parents require any further information about the curriculum they should contact the Deputy Headteacher, Education.

Annexes:

- A. Timing of the School day
- B. Curriculum Model 2025-2026

Annex A: Timing of the School Day

08:30 Registration*
08:40 Period 1*
09:30 Period 2
10:20 Break
10:40 Period 3
11:30 Period 4
12:20 Lunch or Tutor Time or House Meetings
12:45 Lunch
13:20 Lunch or Tutor Time or House Meetings
13:45 Period 5
14:35 Period 6
15:20 End of the school day for Years 7-9 (except Games)
15:25 End of the school day for students doing Games
15:30 End of the school day for Years 10-13 (except Games)

*On Thursdays there is no Period 1, Registration is at 09:25 and the normal timetable resumes with Period 2 at 09:30.

Sixth Form students are registered in their first timetabled lesson of the day.

Annex B Curriculum Model 2025-26

In Years students have 58 lessons per fortnight.

The details are below; the number in brackets gives the number of lessons per fortnight.

Further Course information is on the School Website

Year 7

Art (3), Computing (2), Dance (1) Design & Technology (3) Drama (2) English (7)
French, German or Spanish (6) Games (4) Geography (3) History (3) Latin (3) Mathematics
(6) Music (3) PE (2) Religion & Philosophy (2) Science (6) 21st Century Life (2)

Year 8

Art (2) Biology (3) Chemistry (3) Computing (2) Cookery (2) Dance (1) Design & Technology (2) Drama (1)
English (6) French, German or Spanish (6) Games (4) Geography (3) History (3) Latin (3)
Mathematics (6) Music (3) PE (2) Physics (3) Religion & Philosophy (2) 21st Century Life (1)

Year 9

Art (3) Biology (3) Chemistry (3) Design & Technology (3) English (5) French or German (6) Games (4)
Geography (3) History (3) Mathematics (6) Music (3) PE (2) Physics (3) Religion & Philosophy (3) 21st
Century Life (2).

Students also choose to follow two courses from: Computer Science, Dance, Drama, Latin, Spanish.
Each of these courses takes 3 periods per fortnight.

Year 10

Students follow GCSE courses in

English (GCSEs in English and English Literature) (8 periods) French or German (6) Mathematics (6) Biology (4), Chemistry (4), Physics (4)

Students choose to follow a further 3 GCSE courses from:

Art; Dance; Design & Technology; Drama; Geography; History; Latin; Latin & Greek; Music; PE; Religion & Philosophy; Spanish.

Each of these courses takes 6 periods per fortnight, except Latin & Greek which is also taught for 2 additional periods after school.

Some students choose an additional GCSE Course in Computer Science (4).

All students also follow non-examined courses of PE (2 but only 1 for those taking Computer science) Games (4) 21st Century Life (2).

Year 11

Students follow GCSE courses in:

English (GCSEs in English and English Literature) (7) French or German (6) Mathematics (6) Biology (5) Chemistry (5) Physics (5).

Students choose to follow a further 3 GCSE courses from:

Art; Dance; Design & Technology; Drama; Geography; History; Latin; Latin & Greek; Music; PE; Religion & Philosophy; Spanish. Each of these optional courses takes 6 periods per fortnight except Latin & Greek which is also taught for 2 additional periods after school.

All students also follow non examined courses of PE (1) Games (4) 21st Century Life (1)

Some students choose an additional GCSE Course in Computer Science (4). This reduces their Biology, Chemistry and Physics by 1 each.

Sixth Form

Most students take three A Levels. Those studying Further Maths start the Year 12 course with 4 A Levels and are encouraged to continue with all four throughout the two year course.

In addition all students study an Enrichment course in Year 12 and have a Games afternoon.

Year 13 also has a Games afternoon.

Courses Available:

Art & Design, Biology, Chemistry, Computer Science, Design Technology, Theatre Studies, Economics, English Literature, French, Geography, German, Government and Politics, Greek, History, Latin, Mathematics, Further Mathematics, Music, Physics, Psychology, Religious Studies (Philosophy and Ethics), Spanish and Sports Studies.

Further Course information is on the [school website](#)