

6.18 Curriculum Policy

**The Maynard School, Exeter
September 2026**

Our curriculum is designed to nurture the whole child, combining academic rigour with opportunities for creativity, leadership, and personal growth, so that pupils leave The Maynard School as independent, compassionate, and resilient learners

1. Key principles in the design of the curriculum:

The Maynard School defines the curriculum as the totality of the educational experience, encompassing academic study, co-curricular opportunities, and personal development. Our aim is to provide a broad, balanced, and ambitious curriculum that stretches and challenges all learners, while recognising their ages, aptitudes, and individual needs, including those with SEND and EHC plans. We encourage pupils to become confident, resourceful, resilient, and reflective learners, well prepared for life in modern British society.

Our curriculum is aligned with the spirit of the National Curriculum and is regularly reviewed to reflect developments in national strategy, public examinations, higher education, and new technology. Any changes are subject to rigorous evaluation through Heads of Department and Year meetings, SLT review, and Academic Sub-Committee oversight, with reports made to the Governors.

The curriculum actively promotes pupils' spiritual, moral, social, and cultural (SMSC) development, together with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. SMSC is embedded across all subjects and co-curricular activities as well as delivered through the PSHE and RSE programme. For further detail, see the SMSC, PSHE, SEND and EAL policies.

In accordance with Section 8 of the Education Act 1996, the curriculum provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic/creative education. Pupils also develop high standards of literacy, numeracy, and proficiency in speaking and listening.

The PSHE and RSE programme is central to supporting pupils' personal development. It promotes respect for others in line with the Equality Act 2010 and equips pupils with the knowledge and skills to form healthy, positive relationships. RSE is delivered by a specialist team through dedicated sessions, ensuring progression and age-appropriate content.

The curriculum also includes impartial and age-appropriate careers guidance, enabling students to make informed choices about a wide range of future pathways and to aspire to achieve their full potential. (See the Careers Guidance Policy).

On the rare occasions when a pupil is attending beyond the compulsory school age, an appropriate programme of study is provided to meet their needs.

Stretch and challenge are embedded throughout the curriculum and further enhanced through opportunities such as academic clubs, essay competitions, lectures, and educational visits. These experiences deepen subject expertise, broaden cultural understanding, and prepare pupils effectively for higher education and future careers. (See More Able Pupil Policy)

In developing their love of learning, all pupils are supported to make excellent progress and to achieve their potential. They are encouraged to be socially responsible and compassionate, culturally aware, and confident in their use of technology. The curriculum and wider co-curricular programme are designed to build cultural capital, providing pupils

with rich experiences in the arts, literature, history, languages, and global perspectives, ensuring they are well prepared to engage confidently with the world beyond school.

Curriculum delivery is supported by a timetable of 25 one-hour lessons plus 2.5 hours of tutorial, assembly, or PSHE, all supervised by a teacher. In circumstances where classroom delivery is not possible (e.g., during COVID-19), the bulk of the curriculum can be delivered remotely through ICT platforms such as Microsoft Teams, OneNote, and ePraise.

2. The Curriculum

2.1.1 Years 7-13

Linguistic

English is taught throughout the school, developing pupils' ability to read widely, write with accuracy and creativity, and speak with confidence. English Language and English Literature are studied to iGCSE, with English Literature offered as an A level subject.

Modern Foreign Languages form a key part of the curriculum. French and Spanish are taught to all pupils from Year 6 with specialism in one language from year 7. Pupils are strongly encouraged to study at least one MFL at GCSE, with both subjects available at A level. Where English is not a pupil's first language, EAL support is provided as appropriate.

These studies broaden cultural capital, promote intercultural understanding, and develop pupils' linguistic agility.

Mathematical

Mathematics is studied by all pupils until the end of GCSE. A level Mathematics and Further Mathematics are popular choices in the Sixth Form. Pupils regularly extend their skills beyond the classroom through participation in the UK Mathematics Challenges and other enrichment opportunities including GCSE Further Maths.

Mathematical learning develops pupils' logical reasoning, problem-solving, and analytical skills, ensuring strong foundations for higher education and future employment.

Scientific

Science is introduced in the Junior School, with Year 6 pupils taught in specialist laboratories. In Years 7 and 8, pupils follow a combined science course using contextualised modules. From Year 9, all pupils are taught Biology, Chemistry, and Physics as separate sciences by subject specialists. At GCSE, pupils may opt for either Separate or Combined Science. All three sciences are offered at A level, with many Sixth Form pupils studying at least one.

Science education is enriched through clubs, visits, and national competitions, fostering curiosity and preparing pupils for further study in STEM disciplines.

Technological

The curriculum strongly supports digital literacy and technological fluency. Computing is taught as a discrete subject from Year 3 to Year 9 and is embedded across subjects — for example, using Excel for data analysis in Science, Maths, and Geography. GCSE and A level Computing are both offered.

Pupils benefit from extracurricular opportunities such as programming clubs and the Lego Robotics Challenge. Sixth Form students participate in a 1:1 digital device scheme, and departments increasingly use Microsoft OneNote and other digital platforms to enhance teaching and learning.

The school provides three specialist computer suites, alongside tablet and printing facilities. Textiles and Food & Nutrition further enrich technological education by enabling pupils to apply practical techniques, design skills, and evaluative thinking.

Human and Social

Through Religious Studies, History, Geography, and PSHE, pupils explore human identity, values, cultures, and societies. These subjects develop moral reasoning, critical thinking, and a global perspective. Pupils learn to understand historical context, contemporary challenges, and their responsibilities as global citizens.

This strand of the curriculum also contributes significantly to pupils' SMSC development and appreciation of British values.

Physical

Physical Education and Games promote healthy living, wellbeing, and balanced lifestyles. Pupils develop skills of teamwork, resilience, and leadership, and learn to thrive in competitive and cooperative situations.

Outdoor Education is a distinctive strength, with opportunities including expeditions and Duke of Edinburgh Award programmes, which help pupils develop confidence, independence, and a love of the natural environment.

Creative and Aesthetic

Art, Music, and Performing Arts provide pupils with opportunities to explore creativity, imagination, and expression. Pupils may participate in choirs, orchestras, ensembles, and drama productions, both within the curriculum and through extensive co-curricular provision. Performing Arts encourage risk-taking, resilience, and collaboration, while Art education promotes cultural awareness and individual creativity. These subjects enhance pupils' appreciation of artistic and cultural traditions, both British and international, thereby enriching their cultural capital.

Enrichment and Co-Curricular

The taught curriculum is complemented by a wide range of enrichment opportunities. Subject-based clubs, essay competitions, lectures, trips, and cultural visits extend pupils' knowledge and skills. Co-curricular activities include Music, Drama, Sport, Debating, Robotics, Model United Nations, One World, and Reading Clubs, amongst others.

Together, these opportunities ensure that pupils are stretched and challenged, supported to pursue their interests, and well prepared for the academic, personal, and cultural demands of higher education and adult life.

2.1.2 Senior School Curriculum Map

The school day is organised around 5 one-hour periods, giving 25 teaching periods per week. Some KS4 core subjects have additional time. The tutorial programme runs at the beginning of the day giving 4 x 30-minute sessions per week plus a weekly assembly.

KS3 (U3-U4)

All pupils follow a broad and balanced three-year foundation course which includes:

Core and Creative Subjects: English, Drama, Art, Music, Food & Nutrition, Textiles (Years 7 & 8), and Design.

Languages: French and Spanish are introduced in Year 7. From Year 8 pupils refine their choice to one language, with the option of continuing a second language outside the 25-period timetable (subject to demand).

STEM Subjects: Mathematics, Computing, Information & Communication Technology, and Science. In Years 7 and 8 Science is taught through combined thematic modules, before moving to separate sciences in Year 9.

Human and Social Subjects: History, Geography, Religious Studies, and PSHE (including SMSC and RSE).

Physical Education: PE and Games with emphasis on health, wellbeing and teamwork.

Curriculum overview booklets are published annually for parents (Years 7–9).

KS3 CURRICULUM PLAN – 1 hour period per week			
SUBJECT	Y7	Y8	Y9
English	4	4	4
Drama	1	1	1
Languages	3	2	3
PSHE			1
HISTORY	1	1	1
GEOGRAPHY	1	1	1
R.S.	1	1	1
MATHS	4	4	4
BIOLOGY	1	1	1
CHEMISTRY	1	1	1
PHYSICS	1	1	1
TEXTILES	1	1	
FOOD & NUTR.	1	1	1
COMPUTING	1	1	1
ART	1	1	1
MUSIC	1	1	1
P.E/Games	3	3	2

KS4 (L5 and U5)

All pupils follow a two-year programme of study leading to nine GCSEs. The core curriculum consists of:

- English Language and Literature (two GCSEs)
- Mathematics (GCSE/iGCSE)
- Science (either Combined Science Trilogy, two GCSEs; or Separate Sciences, three GCSEs, using one option block)

In addition, pupils choose four further GCSE options from: Art, Computing, Drama, Food & Nutrition, French, Spanish, Geography, History, Latin, Music, Physical Education, and Religious Studies.

KS4 Curriculum	Y10/11
English (2 iGCSEs)	4
Maths (iGCSE for Y10, GCSE for Y11())	4
Science (2 GCSEs)	5

option1 (including science if Separate Science is selected)	2.5
option2	2.5
option3	2.5
option4	2.5
PE/games	2
PSHE (tutorial sessions)	1

Enrichment & PSHE/RSE: PSHE, RSE, SMSC, and careers education are delivered through timetabled lessons, tutorial sessions, assemblies, and collapsed curriculum days. Year 9 has additional PSHE time as part of preparation for GCSE choices.

Pupils receive specifications for all courses at the start of Year 10 and a GCSE Options booklet in Year 9.

KS5 (L6 and U6)

Students usually study **three A levels**, with the possibility of four (with permission, often including Further Mathematics). Subjects offered include:

- **Humanities and Arts:** Art & Design, Classical Civilisation, Drama, English Literature, Geography, History, Latin, Music, Religious Studies, Textiles & Fashion.
- **STEM:** Biology, Chemistry, Computing, Mathematics, Further Mathematics, Physics.
- **Social Sciences and Business:** Business Studies, Economics, Psychology.
- **Languages:** French, Spanish.
- **Physical Education.**

Extension and Enrichment

- **Extended Project Qualification (EPQ):** All students receive initial training; many complete a full EPQ.
- **Extension Studies Programme (ESP):** Offers diverse modules (e.g. Law, Politics, Critical Thinking, Philosophy, Cookery, Car Maintenance), broadening horizons and promoting independence.
- **Maynard Baccalaureate:** Focuses on holistic development across logical, artistic, athletic, and socially-engaged dimensions, building resilience and courage.
- **Leadership & Responsibility:** Sixth Formers run clubs, mentor younger pupils, and organise activities, building confidence and management skills.
- **Co-Curricular:** Includes Model United Nations, Mock Trial (Manus Justa), Young Enterprise, Duke of Edinburgh, Ten Tors, and extensive opportunities in Sport, Music and Drama.

A compulsory two-hour Physical Education programme offers choice from Hockey, Golf, Swimming, Squash, Aerobics, Outdoor Education, and Voluntary Work.

Tutorials support study skills, higher education preparation, careers, student finance, GAP year and volunteering opportunities, through talks, seminars, and workshops.

Students who have not achieved a grade 5 in English or Mathematics at GCSE have their programme reviewed, with additional provision arranged as appropriate.

KS5 CURRICULUM	
3 or 4 A levels (5 hours each)	15-20 hours per week
Extension Studies Programme	1 hour
Tuesday Afternoon Activities	2 hours
EPQ programme	1 hour per week (average)
Tutorial Programme	3x 30-minute sessions, 2 Assemblies
Private Study periods	1-7 hours per week.

PSHE Programme and Curriculum Monitoring

1. PSHE Programme (Years 7–13)

The PSHE programme is allocated curriculum time at all key stages and is also delivered through collapsed timetable days, assemblies, and external speakers. It is structured around three strands:

Health and Wellbeing

Relationships

Living in the Wider World

This structure is aligned with national frameworks and statutory requirements. Fundamental British values and SMSC are embedded throughout the PSHE curriculum and are also signposted in departmental schemes of work across the school.

The programme is reviewed annually by the Pastoral Leadership Team to ensure it reflects new guidance, statutory requirements, emerging resources, and school-based priorities. Delivery involves collaboration between academic departments, pastoral staff, and carefully selected external providers. A structured “Learn-to-Learn” programme introduces pupils to independent study and effective learning strategies.

The impact of PSHE provision is monitored through pupil feedback, staff review, and evaluation of engagement and progression.

2. Monitoring and Evaluation of Curriculum Delivery

The school has a comprehensive system for monitoring curriculum quality and effectiveness:

Assessment Data: Regularly analysed to inform teaching, track progress, and guide curriculum planning (see AMRR Policy).

Lesson Observations and Work Scrutiny: SLT conduct lesson observations as part of the Performance Management process, with additional scrutiny and observations carried out by Heads of Department at least twice yearly.

Departmental Review: Programmes of study are reviewed and updated regularly, including during INSET days.

Staff Collaboration: New schemes of work are usually developed collaboratively. A half-termly Teaching and Learning Meeting highlights good practice and fosters professional dialogue across the staff body.

3. Staff Development and Support

All staff are encouraged to share ideas, skills, and resources, as well as to engage in peer lesson observations. NQTs and new or less experienced teachers are provided with structured induction, mentoring, and tailored support, in addition to statutory induction requirements.

4. SEND and Inclusion

The Learning Support Coordinator produces individual Learning Profiles for pupils with specific needs. Staff are supported with strategies to ensure pupils with SEND are able to access the full curriculum and make good progress.

5. Examination Policy

The Maynard does not normally permit early entry for GCSE or A level examinations. Students are expected to complete the full two-year course and sit public examinations at the end of Year 11 and the Upper Sixth. The only exceptions are for pupils who are fluent native speakers of a language and for whom early entry is appropriate.

For Junior Curriculum information, see the separate Junior Curriculum Policy

Policy Written by: BH/PR	June 2010
Approved annually by: Governors	July 2018
Reviewed annually by: PR	Sept 2026
Date for Review: SLT	Sept 2027

Authorised by Governor	
Signed	
Dated	