



Proud to be part of

KEYS
ACADEMIES
TRUST

JACK HUNT ACADEMY

POLICY – Curriculum Policy

VERSION – 3.0

YEAR – 2026



Reviewed by – Deputy Head Quality of Education

Approved by – Headteacher

Date of next review – October 2027



1. KEYS Academy Policy Statement

1. At the heart of our mission is the belief that every individual has untapped potential waiting to be unlocked. By fostering an environment that challenges and supports growth, we want to create pathways for social mobility. By providing the right tools, guidance, and opportunities, we enable each person to overcome barriers and reach their fullest potential.
2. We want our academies to not only places of learning but vibrant communities where every person feels they truly belong. Within this students, teachers, and support staff alike should feel they are developing and succeeding. This success should be an achievable reality for all, irrespective of background or circumstance. It may be quite different for each of us, but the key is the feeling of pride in doing well and enjoyment of the journey.
3. We are committed to building inclusive environments where the uniqueness of every individual is celebrated, and where collective growth is the norm.
4. At Keys Academies Trust ("the Trust"), our aim is to encourage each pupil to become a mature, independently minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every pupil is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every pupil, emphasising the importance of hard work and doing one's best in every circumstance.

2. Intent – the purpose of the curriculum

1. At Jack Hunt Academy, we want our curriculum to embody our mission – ensuring all our students are: well-educated; of good character; and ready for ambitious next steps.

We believe to be well-educated, all our students must have access to an ambitious, broad, balanced and knowledge-rich curriculum which allows our learners to be critical and reflective thinkers. Our curriculum engenders students to develop their vocabulary, literacy and oracy skills through explicit teaching which is accessible to all. Alongside knowledge acquisition, our curriculum develops learners' curiosity, creativity and independence.

Jack Hunt Academy is a diverse and vibrant community where good character is championed. There is a culture of high expectations and positive learning where different people's voices are heard and represented throughout our curriculum. We want our students to be excited about what they have learned and to display effective learning habits to achieve excellent academic outcomes.

It is important students are ready for ambitious next steps (e.g. University or Apprenticeships) by being aspirational for the future, and willing to celebrate their own achievements and the achievements of others. We want students to take advantage of all the broad range of personal development opportunities by adopting our school values of Hard Work, Integrity and Kindness.

2. Each subject has its own curriculum intent and subject overviews for Key Stage 3, 4 and 5 where applicable. These are published on our Academy website when complete

3. Curriculum Organisation

1. The curriculum facilitates progression and continuity for all subjects from Key Stage 3 to Key Stage 4. The progression from Key Stage 4 to Key Stage 5 is a strong feature of the option choices at post 16.

2. Key Stage 3

We want our students to be excited about what they have learned and to leave them wanting to know more. Our curriculum is designed to foster curiosity, so that our pupils identify the knowledge that they acquire not merely as a means to an end but as a source of interest and enjoyment in itself.

The Key Stage 3 curriculum is kept under constant review but currently consists of:

Subject	Year 7	Year 8	Year 9
Art	2	2	2
Computing	2	2	2
Design and Technology	4	4	2
Drama	2	2	2
English	7	7	7
Geography	0	3	4
History	0	3	4
Maths	7	7	7
MFL (French, Spanish, Urdu)	4	4	4
Music	2	2	1
My World	10	0	0
Personal Development Education (PDE)	0	2	2
Physical Education	4	4	4
Religion Philosophy and Ethics	0	2	2
Science	6	6	7
Total	50	50	50

*My World is Geography, History, RE and PDE taught through one subject.

* Based on fifty hours of taught time every fortnight.

3. Key Stage 4

The curriculum is a continuation from Key Stage 3 with additional new subject opportunities for students to study.

Subject	Year 10	Year 11
English	8	8
Mathematics	8	8
Science (Combined Award)	8	10
Physical Education	4	2
Personal Development Education (PDE)	1	1
Religion Philosophy and Ethics	1	1
Option 1	5	5
Option 2	5	5
Option 3	5	5
Option 4	5	5
Total	50	50

In Year 10 students follow 4 option courses. Students considered capable of achieving the English Baccalaureate (EBacc) performance measure are required to select either Geography or History as one option choice and a Modern Foreign Language as another, leaving two further choices.

All other students must select any one Ebacc subject from Separate Science, a Modern Foreign Language, Geography or History leaving any three other subjects to choose.

4. Key Stage 5

In the Sixth Form, a broad curriculum of level 3 courses is offered enabling students to find suitable progression routes into post 16 education at the school. Of the courses on offer 3 are vocationally based qualifications in Applied Science, Health and Social Care and Criminology.

Students also follow a core programme giving students additional opportunities to broaden their knowledge, experience and qualifications e.g. students can study the level 3 Higher Sports Leader Qualification. On each student timetable there is also an expectation for students to supervised independent and silent study sessions.

The Key Stage 5 curriculum is kept under constant review but currently consists of:

Art and Design	French	Product Design	Vocational Level 3 Courses
Biology	Geography	Psychology	Applied Science
Business Studies	History	RS Philosophy and Ethics	Criminology
Chemistry	Mathematics	Sociology	Health and Social Care
Economics	Further Mathematics	Spanish	
English Language and Literature	Physical Education	Theatre Studies	
English Literature	Physics	Urdu	

4. Implementation

1. The Academy Senior Leadership Team will review annually the range of subjects and schemes of work to ensure that they remain appropriate and update the academy website accordingly. Each subject has a curriculum overview which ensures balanced coverage of the areas within each subject. There is a broad enhanced curriculum offer through trips and visits, clubs and competitions to broaden the pupils' skills and knowledge.
2. These opportunities are shared with parents and pupils as and when they become available so that involvement can be accessed by all. We have a separate policy on trips and visits which should be read in conjunction with this policy.
3. A full breakdown of the curriculum offered can be found on the academy's website.

5. Responsibilities for Implementation

1. All staff are responsible for implementing this policy. The Headteacher is responsible for strategic decisions to ensure that the curriculum is broad and balanced whilst meeting the needs of our pupils. The Headteacher will ensure an effective programme of quality assurance and development takes place to ensure that governors are confident that the curriculum is implemented successfully and achieves its aims.
6. Impact – Measuring Success
 1. The curriculum incorporates regular and frequent assessment in accordance with the schools Assessment Policy. These assessments are augmented by external data. The combination facilitates

target setting to help raise educational standards and improve life chances. Assessment information is also used to identify strengths and areas to improve in learning and so to inform future teaching, learning and intervention.

2. We use a range of measures to determine the success of our curriculum which are monitored by the Trust's

Executive Team and shared with Academy Committees. These include:

- A. Student outcomes for GCSE and A Level examinations
- B. Internal assessments and data across all year groups
- C. Pupil attendance. If our curriculum is engaging, broad and balanced, pupils will want to attend school.
- D. Pupil behaviour. If the curriculum is right for our children, lessons and other activities will be engaging and rates of poor behaviour and exclusions will be low.
- E. The quality of lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality, and this will be shown through the feedback provided by the senior leaders to staff.
- F. Pupil engagement in the enhanced curriculum. We will monitor pupil participation in trips and visits, events within the Academy, competitions, and clubs; our intent is that all pupils are involved in a broad mix of activity.
- G. A strong positive response for our stakeholder surveys. We annually survey staff, pupils and parents asking a range of questions about our curriculum.
- H. Subject Development Reviews which include a student voice curriculum discussion
- I. CATs Progress Tests (English, Maths and Science), New Group Reading Test (NGRT), Internal Assessment Data and Outcomes at the end of Key Stage 4 and 5. If the curriculum we offer meets the needs of our children, outcomes will be good or better.

Careers Education Information and Guidance

Students in years 8, 9, 12 and 13 receive a one-hour timetabled lesson each week of Personal Development Education and one hour a fortnight in Years 10 and 11. Where possible this is delivered by specialist teachers. The aim is to promote equality and opportunity for all through impartial education and guidance, considering local and national developments, for example, the 8 Gatsby benchmarks to determine provision. Full details of the PDE programme for each year are in the PDE Section of the school website.

Jack Hunt Academy offers 1:1 independent guidance interview with an external careers and educational consultant for all students in Year 11 and Year 13. Internal support is also offered through specialist PDE staff within school.

A number of information and careers-based events are organised to support students across all year groups. These include career fairs, promoting open evenings, information for students and parents, parent evenings, university visits and external guest speakers and organisations, bespoke school visits to local and regional employment and training providers.

8. Co-curriculum

There are many enrichment opportunities for students at Jack Hunt Academy. These range from lunch time and afterschool clubs, school visits and additional Awards, for example, The Duke of Edinburgh Award Scheme.

These are promoted with students and parents in school and through our website.

9. Equal Opportunities / Inclusion

- A. Jack Hunt Academy aims to provide equal opportunity for all. A key aspect of the work in all subject areas, supported by the inclusion base, is to ensure, where appropriate, the curriculum is accessible to all students.
- B. Intervention sessions for targeted students, for example, reading, do run throughout Key Stage 3 and different pathways do emerge for some students at Key Stage 4. Students are guided onto appropriate course / pathways by staff based on reliable current assessment data and guidance. We continue to review and develop our curriculum to match the needs, strengths and aspirations of our students.

There is additional documentation to support student inclusion

- 1. Please read the Trust SEND Policy and Academy SEND Information Reports for more information regarding how we support learners who need additional help.
- 2. Please read the Jack Hunt Academy pupil premium statement for more information regarding how we support our pupil premium students.
- 3. Please read the Trust Safeguarding and Child Protection policy for more information regarding how we safeguard all learners within our Trust and how we support our most vulnerable learners.
- 4. The Trust ensures ordinarily available provision (OAP) is in place across all academies within the Trust.