



THE CAMDEN
SCHOOL FOR GIRLS

Curriculum Policy



Lead staff member:

Approved by

Last updated:

Review date:

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Curriculum & Staffing Committee

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1. Introduction

Camden School for Girls provides a curriculum that is broad, balanced, cohesive and inclusive, meeting statutory requirements for maintained schools in England. Our curriculum includes all planned learning experiences — academic, pastoral, cultural and personal — and is designed to ensure excellence in knowledge, skills, character and agency for all learners. It underpins and expresses the school's ethos, values and high expectations.

The school's curriculum consists of everything that promotes learners' intellectual, personal, social and physical development. As well as lessons and extra-curricular activities, it includes approaches to teaching, learning and assessment, the quality of relationships within the school, and the values embodied in the way it operates. The curriculum is often defined 'as a selection of the culture of a society' and such a definition reflects the changing nature of a school curriculum and the need for us to keep it regularly under review.

This school aims to offer a broad and balanced curriculum which is in accordance with national requirements and good practice but has a distinctive character derived from the strengths and traditions of the school and which reflects the school's ethos, heritage and philosophy.

The Governing Body has responsibility for the curriculum and all curriculum changes are agreed with the Governing Body, after discussion in the Curriculum and Staffing committee. The curriculum is reviewed annually by the school and the governors.

This policy should be read alongside:

- Assessment Policy
- SEND Policy & Access Arrangements
- PSHE & RSE Policy
- Careers Policy
- Equalities Policy
- Sixth Form Prospectus
- National Curriculum documentation (DfE)

2. Statutory Curriculum Requirements

Camden School for Girls ensures compliance with the statutory curriculum requirements for maintained secondary schools in England. This includes:

1. National Curriculum subjects, as maintained schools must provide a curriculum that is broad and balanced and reflects the National Curriculum programmes of study.

2. Religious Education (RE) for all registered pupils.
3. Relationships and Sex Education (RSE) and Health Education as statutory components of PSHE at secondary age.
4. Impartial careers guidance for students in Years 9–13 including 1-1 or small group careers interviews for all Year 9, Year 11 and Year 12 students.
5. Publication online of curriculum content for each subject and year group, accessibility plans where required, and supporting documentation to meet transparency and accountability duties.
6. Annual reporting of progress and assessment outcomes appropriate to the statutory assessment arrangements.

These statutory elements form the foundation of our curriculum design.

3. Ambition, Rationale and Curriculum Vision

Our curriculum is ambitious, coherently planned and sequenced, and inclusive of all learners. Camden School for Girls aims to ensure:

- All students access a broad, rigorous, knowledge-rich and skills-driven curriculum across subjects.
- Curriculum sequences are systematic and cumulative, enabling learners to build secure foundations and progress effectively.
- Teaching and assessment support learners to remember more, do more and understand more over time.
- Cultural capital is developed through academic, social, spiritual, moral and cultural experiences.
- The curriculum supports personal development, character, wellbeing and future pathways.

4. Curriculum Aims

Our curriculum aims to ensure students:

- Develop deep knowledge and conceptual understanding across disciplines.
- Acquire transferable cognitive skills: reasoning, analysis, creativity, problem solving, communication.

- Achieve literacy, numeracy and digital competence essential for future learning and life.
- Build confidence, independence and resilience in learning.
- Develop a strong sense of moral purpose, empathy and social responsibility.
- Are prepared for the next phase of education, employment, training or civic participation.
- Experience opportunities that support mental health, wellbeing and healthy lifestyles.

5. Curriculum Design Principles

Our curriculum is designed on the following core principles:

A strong grounding for all

Regardless of background, ability or expertise, we aim to provide the opportunity for all our students to engage with a range of ideas, concepts and experiences. The broad range of subjects studied throughout all three Key Stages are a testament to our commitment to this strong grounding for all, building knowledge, skills and cultural capital for all students.

Experts in their fields

We teach our subjects as disciplines and go above and beyond the prescribed specification. We do this in order to give students a stronger appreciation of the subject and allow them to develop scholarly expertise that will empower them and inspire them to continue the study of the discipline to the highest possible level, creating pioneers in their eventual chosen fields of study.

Creating change makers

We aim to create students who are not only engaged with the wider society but are active in creating a positive change. We do this by providing opportunities for social, political and philanthropic engagement, empowering our students to not only be aware, knowledgeable and socially conscious but to lead on change for the greater good.

The following key aspects guide curriculum design and delivery:

5.1 Breadth, Balance and Sequencing

- Our curriculum spans academic, vocational and enrichment programmes.

- Learning is planned coherently, sequenced logically and revisited to deepen understanding.

5.2 Curriculum Intent, Implementation and Impact

- Intent: Clear curriculum outcomes set for each subject at each key stage.
- Implementation: High-quality teaching and effective planning ensure curriculum intent translates into impactful classroom experiences.
- Impact: Ongoing assessment and tracking of student progress ensure learning is secure, measurable and demonstrable.

5.3 Inclusion and Adaptation

- The curriculum is designed to be inclusive and equitable, with differentiation and support to ensure access for learners of all abilities, including SEND and disadvantaged pupils.
- Personalised learning, scaffolded support and challenge for the most able reflect inclusive practice.
- Students on the SEND register have Learning Strategies which are co constructed with students and shared with teachers.

5.4 Cultural Capital and Character Development

- Students are exposed to diverse and rich cultural, social and ethical content through their lessons and a comprehensive programme of talks, events and trips.
- Curriculum provision explicitly enhances pupils' understanding of British values, global contexts, cultural heritage, environmental sustainability and democratic engagement.

5.5 Personal Development

- PSHE, RSE and careers programmes are integrated within the wider curriculum to support wellbeing, relationships, health, economic understanding, life skills and readiness for future pathways.
- A vast number of extra curricular clubs, trips, both day and residential and events take place for each yeargroup and a strong universal offer ensures all students participate in a number of personal development opportunities each year.
- The extra curricular clubs taking place in 2025 - 2026 are:

	Lunch (12.45-13.15)	After School (15.30-16.10)
Monday	Fitness, All years – Gym	Greek GCSE, Year 11&13 – Rm 1.3 (15.40-16.40)
	Textile Upcycle Workshop – Rm C10	Debate Mate, Year 7-10 – Rm 1.2 (15.30-16.30)
	Bridge Club, Year 7-13 – Rm 0.5	Boxing, All years – Gym
	Model UN, All years – Rm 2.3	Advanced Maths Masterclass, Year 9 – Rm 2.7
		Homework Club, Year 7-11 – Library
		Further Maths, Year 11 – Rm 2.7
		History, GCSE – Rm 2.0 (From October)
Tuesday	Art History Club, Year 10 – Rm 0.5	Yoga Club – Gym
	Junior Strings – Rm C30	Greek GCSE, Year 10&12 – Rm 2.5 (15.40-16.40)
	Volleyball, All Year – Gym	Symphony Orchestra, All Years – Rm C30 (15.30-17.00)
	Current Affairs Club, All Years	Science Support, Year 9-11 – Rm 3.11
	Textiles, Year 7-8 – Rm C10	Cooking Club, Year 7-8 – Rm C12
	A Cappella Choir, All Years – Rm C31	Homework Club, Year 7-11 – Library
	Classics Club, Year 7-9 – Rm 2.4	

Wednesday	Dance Company – Gym	Football: Arsenal, All Year – Cantelowes
	Advanced Sewing Club, KS4 – Rm C10	DofE Bronze/Silver Award, Year 9-10
	Creative writing club – Rm C23	Book Club, Year 7-11 – Library (every other week)
	Chess Club – Library	Homework Club, Year 7-11 – Library
	Junior Choir, Year 7-8 – Rm C30 (13.00)	Jewellery Club – RmC11
	School Council – Rm 1.14	
	Sparx Club, KS3 – Rm 0.3	
Thursday	Sparx Club, KS4 – Rm 0.3	Netball, All Years – MUGA
	Chamber Choir, Year 9-13 – Rm C30	Greek GCSE, Year 10&12 – Rm 2.5 (15.40-16.40)
	DT Club, Year7&8 – Rm C13	Further Maths, Year 10 – Rm 2.9
	Junior Jazz – Room C31	Homework Club, Year 7-11 – Library
	Feminist Society, All years – Rm C27	Further Maths, Year 11 – Rm 2.8
	Chess Club – Rm 1.14	Introduction to Ancient Greek, Year 9 – Room 2.4
	Drop-in Textiles Workshop – Rm C10	Greek GCSE, Year 11&13 – Rm 1.3 (15.40-16.40)
	Philosophy Club – Rm S9	Maths Homework Club, Year 11 – Rm 2.7

Friday	Basketball, All Year – Gym	Big Band – Rm C30 (Until 16.30)
	Samba Club, Year 7-9 – Rm C30	Homework Club, Year 7-11 – Library
	LGBTQ+ Society, All Years – Rm 0.5	Chamber Music, Year 10-13 – Rm C31
	STEM Club, Year 9-10 – Rm C13	
	Podcast Club, All Years	
	Magazine Club, All Years – Rm C25	

6. Curriculum Structure and Delivery

6.1 Key Stage 3

- A full programme of core and foundation subjects building solid foundations for GCSE and beyond.

- Mixed-ability teaching alongside targeted setting, where appropriate, supports progress and engagement. In English, Maths, Science and Modern Foreign Languages students are sets. Nurture groups are set up in Core subjects (English, Maths and Science) in most groups however the effectiveness of the groups is continually reviewed and evaluated and students are regrouped where needed.
- Statutory coverage of languages, humanities, sciences and arts.
- KS3 curriculum allocation is as follows for 2025 - 2026, with numbers representing periods, 40 minutes in length:

	Maths	Eng	Sci	Hist	Geog	Comp	RE	Classics	PE	MFL	Art	Music	DT	PSHE	Total
7	6	6	5	2	2	2	1	0	4	4	2	2	2	1	39
8	5	6	5	3	3	1	1	2	3	3	2	2	2	1	39
9	6	6	5	3	3	1	1	2 (L/C)	2	3	2	2	2	1	39

6.2 Key Stage 4

- Core curriculum combined with a broad range of option pathways.
- All students take a GCSE in English Language and Literature, Mathematics, Combined Science (unless students are taking Triple Science) and a Modern Foreign Language. PSHE and Core PE are also mandatory for all students but not examinable.
- Students select three options subjects from a broad range of options. We do not use option blocks and design these around the options which students have chosen, optimising student choice. Options subjects are:
 - Geography
 - History
 - Sociology
 - Art
 - Music
 - Computer Science
 - Latin
 - Classical Civilisation
 - Triple Science
 - Physical Education
 - Design Technology -Textiles
 - Design Technology - Product Design
 - Health and Social Care (VCET)
 - Hairdressing and Beauty Therapy (VCET)
- In addition to these three options, students can study two additional GCSEs in further Mathematics and Classical Greek. These are delivered before and after school.

- KS4 curriculum allocation is as follows for 2025 - 2026, with numbers representing periods, 40 minutes in length. X, Y and Z represent Options subjects.

	Maths	English	Science	MFL	RE	X	Y	Z	PE	PSHE	Total
10	6	6	7	4	1	4	4	4	2	1	39
11	6	6	6	4	1	4	4	4	2	1	39

- Setting - Maths is taught in 5 sets at KS4, English and Science are taught in a 2 top, 2 middle and one nurture group and MFL is delivered in two sets only. All other subjects are taught in mixed-ability groups.

6.3 Sixth Form (Key Stage 5)

- CSG Sixth Form is an academic sixth form offering 23 A level qualifications as well as the Extended project Qualification (EPQ), equivalent to an AS level. These are
 - Art
 - Biology
 - Chemistry
 - Classical Civilisations
 - Classical Greek (AS only)
 - Drama and Theatre Studies
 - Economics
 - English Literature
 - French
 - Further Mathematics
 - Geography
 - Government and Politics
 - History
 - History of Art
 - Latin
 - Mathematics
 - Music
 - Philosophy
 - Photography
 - Physics

- Psychology
- Religious Studies
- Sociology
- Spanish
- A coherent programme of A level and enrichment courses, alongside structured personal development, careers and independent study. Enrichment courses offered in 2025 - 2026 are:
 - Classical Greek GCSE
 - Band Workshops
 - Product Design
 - Big Band
 - Ceramics & Sculpture
 - Chamber Choir
 - Creative Writing
 - Debating
 - Football
 - Songwriting
 - History of Ideas
 - Jazz Band
 - Mediation
 - Poetry
 - Music Tech
 - Symphony Orchestra
 - Playmakers: Reading and Staging Theatre
- Weekly assemblies and tutor period are compulsory for all students. This is where the PSHE programme and work-related learning is delivered in addition to the wider engagement of students with a vast range of external speakers. .

7. Teaching, Assessment and Learning

- Curriculum delivery emphasises deep learning, retention and recall, encouraging students to connect concepts across subjects. We have developed the [Great Teaching and Learning Model at CSG](#) which we use to underpin a consistent approach to classroom practice and which informs our CPD programme.
- Assessment practice is used as a tool to evaluate understanding, inform teaching and target interventions.
- Progress tracking aligns to curriculum goals and statutory assessment expectations.

- Departments ensure that schemes of work, planning and assessment integrate coherent progression and sequencing.

8. SEND, Inclusion and Challenge

Our approach ensures:

- Access to the full curriculum through targeted differentiation, scaffolding and personalised strategies.
- Close collaboration between subject teachers, SENDCo and pastoral staff.
- Timely identification and support for barriers to learning (learning, social, emotional or physical challenges).
- Stretch and challenge for able and talented students through extension tasks, enrichment and leadership opportunities.

9. Careers, Work-Related Learning and PSHE

- All students receive impartial careers guidance from Years 9–13, aligned with statutory expectations.
- Work placements, enterprise activities and employer engagement form part of curriculum enrichment.
- PSHE curriculum meets statutory RSE and Health Education requirements and contributes to personal wellbeing and citizenship.

10. Curriculum Quality Assurance and Evaluation

- Curriculum quality is monitored through a cycle of focused curriculum meetings with the Curriculum Deputy and the Head of Department.
- In addition, the curriculum is reviewed by the senior leadership team in line management meetings with Heads of Department.
- Leaders ensure that curriculum intent is implemented with fidelity and that agreed outcomes are achieved across cohorts.
- Governors review curriculum impact data and trends and hold senior leaders accountable for continuous improvement via the first full governors meeting at the start of the academic year when the full suite of results is scrutinised and also the three curriculum and staffing committee meetings when Heads of Department present their curriculum which is then scrutinised for breadth, cohesion and impact.

11. Publication and Transparency

In line with DfE requirements, the school publishes on the website:

- Curriculum intent and content for each year group.
- Details of subjects taught, including RE, RSE and how parents may seek further information or withdraw where statutory provision allows.

12. Policy Review

This policy is reviewed annually by the Senior Leadership Team and the Governing Body to ensure continued ambition and alignment with statutory expectations.