COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

Policy No.2 Curriculum Statement

COMMITTEE	Curriculum & Student Matters
LINK GOVERNOR	N/A
SLT RESPONSIBLE	Kelly Sharp Assistant Principal
REVIEW	Annually
POLICY REVIEWED	January 2026
REVIEW DUE	January 2027
APPROVED BY THE GOVERNING BODY	June 2026
REQUIREMENT TO BE PUBLISHED ON CCHSG WEBSITE	Yes

Amendments April 2026

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Throughout	Amendment of the academic year
P3	Additional Citizenship course in Y7, Critical Thinking taught in Tutor time. Spanish taught in Y9-11, Y8 YCT2 Chinese qualification
P4	Spanish taught in Y9-11 Removal of A Level Business and YCT2 Chinese qualification from The Matrix.

Linked Policies
58 Policy on careers education information advice and guidance (CEIAG)

The Curriculum 2026-27

Curriculum Intent
The curriculum at Colchester County High School for Girls (CCHSG) is designed to enable students to:

- develop depth of knowledge
- have richness of experience
- develop their strength of character

At CCHSG students will develop the knowledge and skills to become life-long learners, to be independent, resilient, successful future leaders and enjoy life. This will enable our students to be prepared for the opportunities, responsibilities and experiences of adult life, and be able to compete in a sustainable global economy whilst making a positive contribution to society. The CCHSG curriculum also aims to promote a love of learning through subject mastery, social, spiritual, moral, and cultural opportunities alongside the mental and physical development of each student.

Curriculum Implementation
CCHSG offers a broad and balanced curriculum which incorporates a curriculum matrix with a wide range of choice. Our personalised curriculum is based on the National Curriculum and is enhanced by an expansive co-curricular programme which includes diverse cultural experiences, competitive team sports, debating competitions, outdoor learning opportunities including, the Duke of Edinburgh's Award and a variety of trips. Leadership roles at different levels provide students with opportunities to work collaboratively, together with a sense community and responsibility.

Timely information, advice and guidance is central to supporting students through the next stages of their education and career.

The school is committed to the principles and practice of equal opportunities across the curriculum, and will endeavour to ensure that every activity offered in the school is available to every student irrespective of ethnic origin, race, nationality, religion, disability or economic background.

Religious Education: is provided for all students in Years 7 to 9 and forms part of the Year 10, 11, 12 and 13 Personal, Social, Health, Careers and Citizenship Education (PSHCE) programme. Parents may choose to withdraw their child from these lessons.

Health Education: is part of the curriculum; fitness, hygiene and the physical and moral aspects of relationships and sex education (RSE) are included within this programme.

Parental right to withdrawal from RSE
RSE is part of all students' education and it is hoped that all will participate. Some parts of RSE are compulsory – these are part of the National Curriculum for Science and Relationship education sections. Parents have the right to withdraw their children from the non-statutory/non-science components of Sex Education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive Sex Education rather than being withdrawn, the school will arrange this.

SEND: personalised arrangements will be made to cater for any student with special needs – academic, social, emotional or medical.

Most Able: the school has a programme of activities to develop most able students. Students in Year 9 have the opportunity to complete the AQA Level 2 Project and in Year 12 the AQA Level 3 Extended Project Qualification. In Mathematics Year 11 students have the opportunity to be entered for the Free Standing Mathematics Qualification (Advanced Additional Mathematics).

Years 7 and 8 (Key Stage 3)

The more able cohort follows an accelerated 2 year Key Stage 3 programme which provides students with a broad base of knowledge on which to build.

Students study the following subjects:

Art including Graphics, Biology, Chinese (Year 8), Chemistry, Citizenship (Year 7), Computing, Creative and Critical Thinking (Year 8), Drama (Year 7), Electronics (Year 8), English, Geography, Healthy Living, History, Latin (Year 8), Mathematics, Music, PSHCE (including careers and citizenship education), Physical Education, Physics, Religion & Worldviews and Textiles (Year 7).

Students in Years 7 and 8 will elect to study two out of the following languages: French, German and Spanish. All students in Y8 take the Chinese YCT2 qualification.

Electronics and Textiles are delivered via a curriculum break out day.

Creative and Critical Thinking is delivered via the Tutor programme.

Years 9, 10 and 11 (Key Stage 4)

The three year Key Stage 4 curriculum enables students time to develop subject mastery, to commit knowledge to long term memory, to develop connections to new knowledge and therefore to use knowledge fluently.

Students follow a curriculum containing compulsory and optional elements. The curriculum pathway followed depends on the individual student and could result in a different number of GCSE qualifications.

Compulsory:

GCSE courses:	English Language, English Literature, a Humanities subject (History or Geography), Mathematics, a Language Spanish, French, German or Latin), Biology, Chemistry and Physics.
Non-examination courses:	Careers Education, Health-related education, Physical Education and PSHCE (including citizenship education). The delivery of Computing takes place across the Curriculum and includes e-Safety.

Optional:

GCSE courses:	Art and Design: Fine Art, Art & Design: Graphic Communications, Computer Science, Drama, Music, Physical Education, Psychology and French, Geography, German, History, Latin, Religious Studies or Spanish.

Languages GCSE curriculum
Students must choose their GCSE language(s) from the languages they have studied in Years 7 & 8.

Year 9 – The Matrix
The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is "fluid" with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, Religion and Worldviews, healthy lives and Enterprise Education. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example selected students will also complete the AQA Level 2 Project Qualification

Years 12 and 13 (Key Stage 5)
All students follow non-examination PSHCE which includes elements of Creative and Critical Thinking and a P.E. course.

Some students will complete the AQA Level 3 Extended Project Qualification (EPQ) and/or the HSK Chinese qualification.

A Level subjects:
Art and Design, Biology, Chemistry, Classical Civilisation, Computer Science, Economics, English Language, English Literature, French, Further Mathematics, Geography, German, History, Latin, Law (as a distance learning course), Mathematics, Music, Physical Education, Physics, Psychology and Religious Studies are all offered.

Computing
All students, including students that have not opted to take GCSE and/or A Level in Computer Science, will in Years 10-13 have the opportunity to complete chosen elements of the IDEA Awards where they can explore different aspects of computing including continuing exposure to different computing languages such as Python, alongside elements such as computational thinking or cyber security.

All students in Year 10 continue with Computing via 2 curriculum break out days during which they will follow an Information Technology Specialist online programme that allows students to continue to develop their understanding of computing languages like Python and achieve a school based award in that language.

Curriculum Guidance
The school issues its own Key Stage 4 booklet of information and guidance, together with a prospectus for the Sixth Form. After consultation with parents and students, every effort is made to produce a timetable allowing each student the subjects of their choice. The school also employs an independent careers advisor who works with students to support curriculum choices.

Homework
Regular homework is an integral part of the school curriculum. Parents are provided with the homework timetable and are asked to inform the school if there is any concern about their child doing too little or too much homework.

Impact
Student progress is regularly assessed and the results recorded and reported to parents.

The School is committed to providing the fullest possible Careers Education, Information, Advice and Guidance (CEIAG) programme for all of our students. We believe CEIAG makes a vital contribution to preparing young people for the opportunities and responsibilities of adult life. Destinations of students at the end of KS4 and KS5 are monitored.

Students are independent, resilient and ambitious learners who develop the knowledge and skills to be life long learners, successful, enjoy life and able to compete in a sustainable global economy whilst making a positive contribution to society.

Students are successful in their examinations and therefore can access the next stage of their education and career.

Information availability
Parents who wish to do so may see copies of the documents mentioned in the Education (School Curriculum and Related Information) Regulations 1991: these include schemes of work, syllabuses and the prospectus.

In addition, information is available concerning the Governors' approved arrangements for the consideration of complaints about the curriculum and for parental appeals against non-admission.

Unless otherwise stated, the information given in this document relates to the school year 2026-27.

Every effort has been made to ensure that these particulars were correct in relation to that year at the date of publication.

Where future changes in the arrangements could be foreseen they have been mentioned in the document but it cannot be assumed that there will be no further changes before the start of, or during, the school year 2026-2027 or in relation to subsequent years.