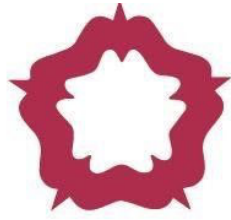


CURRICULUM 2025 – 2026



TPS | The
Petersfield
School

Exceptional student outcomes with an unrivalled student experience

Our Curriculum Ambition

Our curriculum vision is that ‘the highest expectations, a culture of Enjoy Respect Achieve, unparalleled opportunities and highly effective teaching combine to develop students who are game changers’.

We define curriculum as ‘the totality of student experiences that occur in the educational process’. Student experiences should reinforce and increase understanding and knowledge of what is taught formally within the timetable of lessons. Our curriculum, therefore, is far broader than the timetable, encompassing cocurricular clubs, the outdoor programme, and trips and visits programme together with all other aspects of delivery to students.

It is through this wider definition of curriculum that we deliver the broad, balanced, rigorous experiences required to develop the knowledge, skills, deep learning, attitudes and ambition needed to be a game changer.

More specifically, our curriculum aims to:

- Provide a broad range of subject choices that support students’ learning and progression through well-sequenced learning experiences. For each of those subjects we are clear on what knowledge and skills our students must be able to use/demonstrate in a variety of settings by the time they leave us
- Ensure we challenge students to take appropriately ambitious, academic routes
- Develop students’ literacy throughout their time with us
- Develop students’ other ‘literacies’: authentic literacy, numeracy (mathematical literacy), digital literacy, emotional literacy and STEM literacy

- Give students a chance to develop resilience, discover passions and ‘go deep’ through our extensive co-curricular and outdoor programmes
- Proactively plan for how our curriculum will flex for our disadvantaged students so that their current needs are met, without compromising their future success and social mobility
- Support students’ spiritual, moral, social and cultural development
- Support students’ physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude to learning and life

Experience a broad range of subject choices:

A broad range of subject choices are offered to all learners to support understanding and knowledge, allowing for progression and development through well-sequenced learning experiences and wider co-curricular opportunities. For each of the subjects we offer, we are clear on what knowledge and skills our students must be able to use/demonstrate in a variety of settings by the time they leave us.

Our curriculum is designed to enthuse and challenge learners and show our commitment to providing a rigorous curriculum that prepares students for life, not just an exam.

Rather than narrow, the curriculum broadens as students begin to select their pathways, whilst ensuring the vast majority experience the EBacc throughout their time at TPS. We offer added provision in the performing arts, which has long been a specialism of the school, as all KS3 students receive a lesson a week of Music, Drama and Dance. All students study a modern foreign language.

Our curriculum is exceptionally well planned, taught and understood. The sequencing and delivery of knowledge and skills is spaced and interleaved in order to ensure students can retrieve and apply what they have learnt over time. This approach is made explicit to the students so that they know how to learn for themselves, with confidence. Those who struggle with the ability to do this are well served by our staff to ensure they do not fall behind. Subject specific knowledge packages have been designed in every area of the school to enable students to embed (take ownership of) the core knowledge and skills as they progress into the upper school.

Develop a range of literacy and oracy skills

Literacy, and in particular, reading, are at the heart of our curriculum, and through our performing arts ethos we engender the importance of oracy and collaborative working. As a school we recognise literacy in various forms alongside the traditional development of a child’s reading and writing, and we also aim to develop authentic literacy, numeracy, digital literacy, emotional literacy and STEM literacy. Developing learner’s literacy and oracy skills are the forefront of our curriculum model as we understand the importance

of these skills in supporting learners to be able to communicate, articulate and interact effectively in a rich and diverse society.

Students who arrive below the expected level of literacy and numeracy are quickly identified and appropriate interventions and support are put into place to enable the student to develop their expertise and support access to all aspects of the curriculum.

Give students a chance to develop resilience, discover passions and ‘go deep’ through our extensive co-curricular and outdoor programmes

We provide an unrivalled experience that goes beyond the classroom in order to shape the character and values of our students. The values of enjoy respect and achieve pervade the educational experience at TPS as we seek to instil both the confidence and love of lifelong learning. We speak to our students about “game changers” in our fields of expertise and of how they too can become one. We deliberately plan for experiences which allow them to demonstrate creativity, leadership and the necessary resilience to succeed. TPS students grapple with ideas, take responsibility, demonstrate kindness and overcome.

Throughout a learner’s studies at TPS, they will be given the opportunity to participate in numerous cocurricular and outdoor programmes. These range in nature and depth of commitment from attending additional subject sessions to preparing and fundraising for a big expedition like our recent trip to Eswatini. Cocurricular activities support our learners in developing their resilience, problem solving and allowing for a greater level of learning to be undertaken providing students with the tool kit to face the challenges and rigour of education today.

Proactively plan for how our curriculum flexes for our disadvantaged students so that their current needs are met without compromising their future success and social mobility

Teachers have high expectations for all students and plan lessons and activities (both curricular and cocurricular) to reflect this. Teachers ensure that any potential barriers are removed and that all learners are supported to achieve their potential and enable them to have every opportunity to pursue their dreams and ambitions. Our specific pathways options in Key Stage 4 and the transition year in Year 9 allows learners to undertake studies that suit their individual needs.

Support students’ spiritual, moral, social and cultural development

Student spiritual, moral, social and cultural development underpins the curriculum as we recognise the need to develop each individual learner both academically and socially, enabling them to positively contribute to the wider society. Students are actively

encouraged to participate in charity events, in particular through our house charity system.

British Values are very important to the TPS community. We are dedicated to promoting them within our school in order to establish a strong sense of social and moral responsibility.

We see British Values as underpinning what it is to be a citizen in a modern and diverse Britain. They allow us to create environments free from discrimination, intolerance and hate. They help us to challenge prejudice and stereotyping, whilst strengthening relationships within the community.

As well as actively promoting these values to our students, we also work hard to embed them into student work across all curriculum areas. This ensures our students understand the importance of respect, so they can leave the school fully prepared to live and work in modern Britain as responsible citizens. British Values are defined as the following:

- **Democracy** A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.
- **The rule of law** The need for rules to make a happy, safe and secure environment to live and work.
- **Individual liberty** Protection of your rights and the rights of others around you.
- **Mutual respect & tolerance of different faiths and beliefs** Understanding that we all don't share the same beliefs and values. Respecting those values, ideas and beliefs of others whilst not imposing our own onto them.

Support students' physical development and responsibility for their own health and enable them to be active

All students in both Key Stage 3 and Key Stage 4 participate in physical education lessons at least twice per week. Throughout the curriculum, students are taught about specific sporting activities, but also the importance of a healthy and active lifestyle and the concept of lifelong participation. This ethos is reinforced via the vast array of co-curricular physical activities available for all students, including competitive and noncompetitive programmes. Alongside this, the tutorial programme supports learners in understanding the importance of lifestyle choices and the negative consequences of bad choices.

Promote a positive attitude to learning and life

The school ethos of ENJOY RESPECT ACHIEVE runs through everything that we do and offer at TPS. Such principles when learned and adhered to allow all students to develop a positive attitude to learning, their community and life. Recognition of

students' hard work and commitment occurs throughout the academic year, thus supporting the embodiment of our ethos and the potential to develop "game changers".

Curriculum Structure

Allocation of Curriculum Time

The Petersfield School operates a Key Stage 3 curriculum across Years 7 and 8 and a three-year Key Stage 4 curriculum across Years 9,10 and 11. The students make an initial choice of learning pathways at the end of Year 8, and these are further fine-tuned during Year 9.

The timetabled week consists of 26 fifty-five minute lessons and 2 sixty minute lessons per week. Alongside the formal timetabled day, learners are given a comprehensive programme of extra-curricular activities such as Wednesday's Key Stage 3 Extra.

The Key Stage 3 National Curriculum is covered in Years 7 and 8. The Key Stage 4 curriculum is covered during Years 9,10 and 11. All students follow a core curriculum of English, Mathematics, Science, PE and PSHRE. In addition, the students are able to follow one of four option subjects, which must include History or Geography. Year 9 is very much a bridge year, allowing students time and flexibility to explore pathways and make changes if necessary. PSHE, RE, Citizenship and Careers guidance are delivered as timetabled lessons and are also part of focused whole or half day activities (e.g. ERA Fortnight).

All students begin to personalise their curriculum in Year 9 after having an extensive pathways programme that includes a one to one careers advice session with a senior member of staff. We currently offer three languages (French, Spanish and Mandarin) and the number of students studying Triple Science is significantly above the national average. Our highest attaining students also have the opportunity to study Statistics.

The school also offers a comprehensive programme of vocational courses including Health and Social Care, Food & Nutrition, and Animal Care.

Students are set by ability in Maths, GCSE Science and in mixed ability groups for other subjects.

Our alternative curriculum is bespoke by nature and is personalised for the needs of the individual student. Intervention and support for SEND and disadvantaged students runs across all pathways through a process of intervention and withdrawal for small group work.

School Day 2025 - 2026

	M T TH	W F	Mon	Tue	Wed	Thu	Fr
Tutor	8.30 - 8.55	8.30 - 8.55	25	25	25	25	25
Period 1	8.55 - 9.50	8.55 - 9.50	55	55	55	55	55
Period 2	9.50 - 10.45	9.50 - 10.45	55	55	55	55	55
Break	10.45 - 11.05	10.45 - 11.05	20	20	20	20	20
Period 3	11.05 - 12:00	11.05 - 12:00	55	55	55	55	55
Period 4	12.00 - 12:55	12.00 - 12:55	55	55	55	55	55
Lunch	12.55 - 13.30	12.55 - 13.30	35	35	35	35	35
Period 5	13:30 - 14:25	13:30 - 14:30	55	55	60	55	60
Period 6 (Mo, Tu, Th)	14:25 - 15:20		55	55		55	

Key Stage 3 (Year 7 & 8) Curriculum Structure

All subjects except mathematics are taught in mixed ability classes in KS3.

All students study:

- English
- Mathematics
- Science
- Geography
- History
- Religious Studies
- One of: French, Spanish, Mandarin
- Design Technology
- Computing
- PSHE
- Art
- Drama
- Dance
- Core PE

Bespoke alternative provision involves the sustainability centre, the outdoor classroom, and additional support in numeracy and literacy.

Key Stage 4 (Year 9, 10 & 11) Curriculum Structure

All subjects except mathematics and science are taught in mixed ability classes in KS4

All students study:

- English Language
- English Literature
- Mathematics
- Double Award or Triple Science
- RE/PSHE
- Core PE

All students study either (although students can choose both):

- History
- Geography

Most of our students continue studying the language they learned in KS3:

- French
- Spanish
- Mandarin

Students normally choose a further two options (three if no language is chosen) from:

- Religious Studies
- Business Studies
- Health and Social Care
- Art
- Photography
- Dance
- Drama
- Music
- Media Studies
- Computer Science
- Creative iMedia
- Food Nutrition
- Design Technology
- Economics
- Sociology
- History or Geography to complement their earlier choice
- (Statistics and Further Maths are taught in extra-curricula sessions)

Bespoke alternative provision in KS4 includes Animal Care at a partner centre.