

MOULSHAM HIGH SCHOOL



CURRICULUM INTENT 2026-7

Our curriculum is designed to give all learners, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, the knowledge and skills they need to take full advantage of opportunities, responsibilities and experiences in later life. It draws explicitly on the best available evidence, including high-quality research.

Our Key Stage 3 curriculum is broad. It covers the statutory requirements set out in the basic curriculum (which includes the national curriculum, and relationships, sex and health education, and religious education). Its breadth enables all learners to develop personally, socially, linguistically, mathematically, technologically, physically and creatively before they begin to build mastery in specific subjects at Key Stage 4. In Years 10 and 11 all learners work towards qualifications in nine G.C.S.E or equivalent qualifications.

Our curriculum is balanced. Each subject has the time to deliver its distinctive contribution. It is equally as ambitious for all and is designed to stretch, challenge and motivate the most able while providing additional support where needed, including in securing language, communication, reading and compositional skills, accurate spelling, legible and fluent handwriting and mathematical knowledge.

Our curriculum is knowledge engaged. All learners learn skills hand in hand with knowledge so that the two are explicitly developed. Our curriculum has subject-specific rigour, so that all learners gain disciplinary knowledge and can answer subject-specific questions.

Our curriculum is coherently planned so that all learners build knowledge and skills sequentially and cumulatively. Time is included for revisiting content and embedding learning into long-term memory. This provides all learners with a wide range of rich, diverse experiences designed to instil a love of learning, make questioning the norm and foster a willingness to listen to and act on advice. In addition, all learners can develop the skills required for effective collaboration, problem solving and leadership.

The curriculum is designed to extend learners' language and vocabulary, both spoken and written, and increase their reading competency across all subjects. All learners have opportunities to develop as fluent, confident, active readers who also enjoy reading for pleasure. All learners are taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication.

Our curriculum links learning with careers; it highlights progression routes and how the knowledge and skills it develops are relevant to a wide range of career pathways and the national and local labour markets.

Our curriculum enables all learners to make high rates of progress from their different starting points. A strong element of personal challenge promotes the development of resilience, self-regulation and self-confidence. Our objective is for all learners to have pride in their achievements and for a culture of excellence to exist across the school.

We strive to make our curriculum enjoyable for all learners. Educational research clearly shows that enjoyment enhances personal development, curiosity and well-being as well as academic progress.

All learners also have equal access to the purposeful, varied enrichment programme we offer within and outside of our curriculum. Participation enhances the development of their characters, social skills, interests and talents.

Finally, we also highly value the 'hidden curriculum.' Our intent is for all learners to learn from the positive, fair and honest way in which they are treated within our community so that they act safely and responsibly, showing understanding and respect for others and their lifestyles regardless of their identity and individuality.

September 2026.