



Trinity Academy Cathedral

Policy:	Curriculum Policy
Date of review:	July 2026
Date of next review:	July 2027
Lead professional:	S. Pinder
Status:	Non-Statutory

1. Curriculum Intent

1.1 At Trinity Academy Cathedral we aim to offer an inclusive, purposeful, academically rich and coherent curriculum which leads to a deep subject knowledge in a broad range of subjects. Our core values of empathy, honesty, respect and responsibility are integral to our day-to-day workings, ensuring that students have a deep sense of belonging, and are aware of the basic moral codes of modern life in Britain and the wider world. The broad and balanced curriculum offer ensures that the needs of all students are met, both inside and outside of the classroom and that they are given a variety of opportunities to expand on their cultural capital. We have the highest of standards for students academically and this, coupled with the emphasis placed on developing young people who are confident, resilient, work ready and culturally aware, ensures that students leave us with many opportunities open to them. Our curriculum aspiration is grounded in our vision that *'Everything is possible for one who believes'* (Mark 9:23).

The curriculum design and delivery take into account the organisation's duties under the Equality Act 2010 and the SEND Regulations 2014.

Our Curriculum at Trinity Academy Cathedral:

- Is aspirational and inclusive, reflecting our academy values
- Provides a wealth of academic and co-curricular opportunities
- Leads to in depth knowledge and skill development of a broad range of subjects
- Expands on cultural capital
- Ensures students are confident, resilient and prepared for life beyond TAC

1.2 Aims:

- To provide a varied curriculum offer to students which ensures deep understanding of individual subjects, leading to a rich body of knowledge.
- To ensure the best possible progress and highest academic achievement for all by tailoring the curriculum to individual needs, ensuring flexibility and responding to change where necessary.
- To nurture high aspirations and prepare students for the opportunities and challenges of the rapidly changing world
- To ensure that students have appropriate careers information, advice and guidance at all stages, and that options are open to students through their academic achievement and experiences gained at Trinity Academy Cathedral.
- To promote students' spiritual, moral and social understanding through our Cathedral Character Journey which responds to the needs of Cathedral students, developing them as rounded global citizens.

2. Objectives

2.1 For students

- To be fully engaged and involved in their learning at all times, always striving to be the best they can be and completing all class and homework tasks set for them.

2.2 For parents and carers

- To support their child's academic progress and curriculum experience by working with the academy through regular communication, attendance at parent consultation evenings and support of the 'Involve', 'Cathedral Odyssey' and 'Graduation' and 'The Edge' programmes.

2.3 For teachers

- To provide quality first teaching for all students, allowing for the full range of learning needs of different students. Ensuring that a deep body of knowledge is given to students to enable them to make the highest possible progress.

2.4 For Curriculum Leaders

- To ensure curriculum coherence via regular review of schemes of work in line with national and local requirements.
- To monitor the academic progress of students across the curriculum and ensure any potential barriers to learning are recognised and strategies are put in place to remove them. To lead CPD within departments to ensure students are receiving quality first teaching with a focus on deep understanding of knowledge and acquisition of relevant skills.

2.5 For the Senior Leadership Team

- To ensure that a broad and balanced curriculum is offered which is appropriate to student's needs.
- To ensure statutory requirements are met by the curriculum offer and that national changes are monitored and acted on within appropriate timescales.
- To be responsible for the management of change in curriculum content over time.
- To ensure that Quality Assurance is consistent across the Academy and that the process is effective in raising achievement through sustained and continuous improvement in teaching and learning.
- To offer a programme of professional development that will ensure quality first teaching for all students.

2.6 For the CEO

- To review and agree the curriculum policy for approval by the Board of Directors.

3. Curriculum Delivery

3.1 Classroom policy

- All students will follow a broad and balanced curriculum offer within individual curriculum areas which aims to not only prepare students for national exams but that also deepens their understanding of the subject and builds the skills needed for success academically and in the future workforce.
- All students will be expected to complete all tasks set in lessons, and in addition complete weekly homework for each subject.
- If a student is absent, it is their responsibility to catch up on missed class work / homework. The class teacher will support the student to ensure they are provided with all relevant resources.

3.2 The Trinity Experience policy

- In addition to timetabled academic subjects, all students are engaged in our Cathedral Character Journey which aims to develop their spiritual, moral, social and cultural understanding.
- Our unique Character Journey encompasses the clearly planned defining experiences that every student at Cathedral will take part in from when they join the community to when they leave in Year 11. The content of the curriculum for life programme will be decided via analysis of a range of data available which gives evidence as to the education gaps students may have and is tailored to the specific needs of different age groups. Data will be taken from avenues such as the yearly bullying survey, analysis of the types of referrals made to the safeguarding team and pupil voice.
- All students in Years 7-9 (and Y10 from September 2026) have a core PSHE lesson programme will be delivered. For Year 11 (and Y10 until July 2026) it is delivered through a rolling programme in lesson time, assemblies, Morning Prep time and collective worship.
- Sex and relationships education, drugs and alcohol education and careers education will be provided through a variety of drop down days, assemblies and smaller group sessions where needed in addition to PSHE.
- As part of the Character Journey, students will have the opportunity to partake in cultural trips, visits and residential trips, based on their interests and needs.
- The academy values of Empathy, Honesty, Respect and Responsibility play an integral part in the Character Journey and all students and staff take part in a daily two minute silent reflection, aimed to provide space and time for thinking and reflecting on a world event.
- These values are underpinned by annual whole school events such as the whole school act of remembrance, Harvest, Easter and Christmas services. These events also reflect the academy's religious ethos.

3.3 Religious Education policy

- All students study a core RE programme. The programme comprises the teachings of a variety of religions and links to wider topics which broaden students' spiritual and moral education.
- Parents/carers have the right to withdraw their children from RE. Should a parent wish to withdraw their child from RE, they should contact the academy to discuss the request. If a pupil is withdrawn, the parent/carers shall provide work for their child. When a parent has requested to withdraw their child from RE, this request will be ongoing until the parent contacts the academy.

3.4 Involve

- Education outside of the classroom is integral to the Trinity Experience, and all Y7-9 students will take part in a minimum of one extra-curricular 'Involve' club each week. Involve is compulsory in

Year 7, 8 and 9 (Year 9 from September 2026) with all students staying together for an hour until 3.45pm on their dedicated 'Involve' day. Attendance at this club will form an integral part of the Y7 Odyssey programme and Y8-9 Graduation programme.

- As part of the Y7 Odyssey programme and Y8-9 Graduation programme, students are encouraged to take part in a wide range of sporting activities, music, drama and dance classes, computer clubs, lego, STEM, memory club, debating events and film clubs.

3.5 Literacy

- We aim for all of our students to become literate and articulate communicators. In all subjects, literacy and oracy are integral, and disciplinary reading skills are taught explicitly. This is reinforced through our bookletised curriculum, in which text is the key vehicle for the delivery of new information.
- The importance of vocabulary is valued by the academy. All students are exposed to new vocabulary through the 'word of the lesson' and through the reading of challenging and varied texts.
- Students who need literacy support are offered a tailored literacy programme to meet their individual needs. For more information please see the separate SEN and Literacy policies.

4. Curriculum Organisation

4.1 Year 7, 8 and 9

- Students have a 25 hour week and study a mixture of Maths, English, Science, MFL (French), Geography, History, RS, PSHE, Computing, Art, Design Technology, Drama, Music and PE.

Year 7-9 curriculum

	Maths	English	Science	French	Geography and History	RS	PSHE	Computing	Art	Design Technology	Pe	Music	Drama
Year 7 CA	4	4	3	2	4	1	1	1	1	1	2	1	0
Year 8 CA	4	4	3	2	3	1	1	1	1	1	2	1	1
Year 9 CA	4	4	3	2	3	1	1	1	1	1	2	1	1

- Students in our Nurture pathway have a slightly adapted curriculum to allow for extra support for English. This means they do not study French in Year 7 and only have one hour of French in Years 8 and 9.
- There is an alternative pathway for students following the CAPA Juniors provision. This is a pathway that is available for one class in each year group. This curriculum has a greater focus on performing arts and has a 28 hour week. Student can apply to join this pathway during the admissions process. If they successfully gain a place, they will be in this pathway from Year 7-11 (but they can apply to move to the Cathedral pathway at the end of Year 9)

	Maths	English	Science	French	Geography and History	RS	PSHE	Computing	Art	Design Technology	Drama/PW	Dance	Music
Year 7 CJ	4	4	3	2	4	1	1	1	0	0	3	3	2
Year 8 CJ	4	4	3	2	3	1	1	0	1	0	3	3	3
Year 9 CJ	4	4	3	2	3	1	1	0	0	1	3	3	3

4.2 Year 10 and 11 (students starting on or before September 2025)

- Students have a 25 hour week and study a core programme of English, Maths, combined or triple Science, core RS and core PE.

- Students make their phase 2 option choices at the end of Year 9 and choose from a range of subjects from four different option blocks.
- All students choose between History and Geography in the Humanities option block.
- In option block 1 and 2 students have the choice of a range of creative qualifications. Both GCSE and vocational courses are available to students.
- Students on the Red band pathway also student French in option block 3.
- Students on the Blue band pathway choose an additional vocational qualification or are targeted for extra English and maths.
- Students in CAPA Juniors continue to have 3 additional lessons a week in Year 10
- The school day is extended for Year 11 students every day of the week, providing an additional five hours of teaching time.

Trinity Academy Cathedral (Non-CAPA Juniors)

	Maths	English	Science	RS	PE	Ebacc Option	Option A	Option B	Option C/Ebacc option/ Extra core	Total
Year 10 CA	4	4	5	1	1	3	2	2	3	25
Year 11 CA	5	5	6	1	1	3	3	3	3	30

(Period 6 will be each night of the week in Year 11)

Trinity Academy Cathedral (CAPA Juniors)

	Maths	English	Science	RS	Ebacc Option	Option A	Dance	Drama	Music	Total
Year 10 CJ	4	4	5	1	3	2	3	3	2	28
Year 11 CJ	5	5	6	1	3	3	2	3	3	30

(Period 6 will be each night of the week in Year 11)

- A small number of students in Y10 and 11 follow a Nurture pathway. This involves studying 2 different options (instead of 3) in depth over 2 years, completing them as appropriate based on lesson allocations. These subjects are tailored to this group and can vary year on year.

Year 10 (students starting in September 2026)

- Students have a 25 hour week and study a core programme of English, Maths, combined or triple Science, GCSE RS, PSHE and core PE.
- Students make their phase 2 option choices at the end of Year 9 and choose from a range of subjects from four different option blocks.
- All students will do French, History or Geography. Students on the Red band pathway will study French. Blue band pathway students will choose between Geography and History.

- In option block 1 and 2 students have the choice of a range of creative qualifications. Both GCSE and vocational courses are available to students.
- Students in CAPA Juniors continue to have 3 additional lessons a week in Year 10. They will choose between French, Geography and History alongside studying Dance, Drama and Music. They will have one additional option choice.
- The school day is extended for Year 11 students every day of the week, providing an additional five hours of teaching time.

Trinity Academy Cathedral (Non-CAPA Juniors)

	Maths	English	Science	RS	PE	PSHE	French/Geog/History	Option A	Option B	Total
Year 10 CA	4	4	5	2	1	1	3	3	2	25
Year 11 CA	5	5	6	3	1	1	3	3	3	30

(Period 6 will be each night of the week in Year 11)

Trinity Academy Cathedral (CAPA Juniors)

	Maths	English	Science	RS	French/Geog/History	Option B	Dance	Drama	Music	Total
Year 10 CJ	4	4	5	1	3	2	4	3	2	28
Year 11 CJ	5	5	6	1	3	3	2	2	3	30

(Period 6 will be each night of the week in Year 11)

4.3 There will be a new key stage 4 curriculum starting in September 2027 as a result of the proposed curriculum reforms. When this is formalised in Summer 2026 our curriculum will be finalised and all stakeholders informed of the changes and the impact it may have (students currently in Year 8 in 25/26 and below)

5. Grouping of students

5.1 Year 7-9

- Student are set in Core groups based on a combination of their Key Stage 2 assessments from Primary school, baseline assessments taken at the start of Year 7 and CATs tests. Lessons in these subjects are 'blocked', so as to allow for set changes if the need for individual students arises. Decisions on set changes will be made between the curriculum leaders, year leaders and SLT where appropriate. For the foundation subjects students are in groups using the same principles as above and are in the same class for all of these lessons, but with CAPA Juniors taught together as a class for all these subjects. In Year 9 students are set in Maths based on KS2 and internal assessments.

5.2 Year 10 and 11

- Students choose three option choice subjects as detailed above at the end of Year 9. In the core subjects of English, Maths, Science and Humanities students will be set based on prior attainment. Where timetabling allows, students may also be set in MFL. All options subjects and core PE are taught in mixed ability groups (with the exception of nurture groups where the timetable allows, such as in option subjects).

6. Monitoring and review of the curriculum

Monitoring of standards, systems and teaching and learning across the Academy is the responsibility of the Senior Leadership Group. Monitoring of the quality of lessons on a daily basis is the responsibility of the Curriculum Leadership Team. Each subject has ongoing Quality Assurance throughout the year via learning walks, lesson observations, work scrutinies, student voice and weekly SLG link meetings. Overall curriculum is reviewed yearly.