

Curriculum Policy

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Freemen's Curriculum Policy

Aim

The City of London Freeman's School Curriculum aim is to ensure that all students should make progress and graduate having developed our nine Characteristics via what is known as the Freeman's Pathway. The Freeman's Pathway is a curriculum model that supports explicit development of Characteristics via the four pillars of our Academic, Co-Curriculum, Pastoral and House systems.

These Characteristics are:

- To **LEARN**: "I am a fulfilled, self-disciplined and resilient learner."
- To **LEAD**: "I am a principled, empathetic and self-confident leader."
- To **MAKE A DIFFERENCE**: "I am a respectful and kind, compassionate and environmentally aware citizen."

We do this for the following reasons:

Fulfilled: A love of learning drives someone to keep on learning when the going gets tough and no extrinsic rewards are available. It can also minimise performance anxiety.

Self-disciplined: Universities and employers need low-maintenance students and employees who will get on with the task in hand and be accountable to their own high standards.

Resilient: Because the challenges of the modern world are complex and unpredictable in equal measure, the most valuable learners will be those who "know what to do when they don't know what to do".

Principled: Intelligent and able leadership isn't enough to make the world a better place. Without a moral compass, the best leaders have the potential to become the worst.

Empathetic: Leaders are often different in outlook from those whom they lead; increasingly, their teams are on the other side of the world. Decisions uninformed by empathy are likely to alienate rather than motivate.

Self-confident: In a world of unprecedented complexity, leaders need to believe that they can indeed change things for the better and not be deflected by fear of failure.

Respectful and kind: In a global economy, relationships increasingly need to be built on mutual respect rather than on cultural similarities. In a digital world that

too often defaults to abuse and polarisation, respect and kindness have never been needed more.

Compassionate: A Freeman's education is a rare privilege: we believe that our pupils have a responsibility to use it for the general good as well as for personal benefit.

Environmentally aware: The Freeman's pupils of today need to work out how humankind- beginning with them as an individual- can continue to flourish in the face of climate change and diminishing resources.

The Academic Curriculum

All pupils of compulsory school age receive a full-time education which encompasses mathematical, linguistic, technological, human and social, physical and creative aspects as part of their academic curriculum. At all levels, the academic curriculum provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy; these are further developed in other subjects.

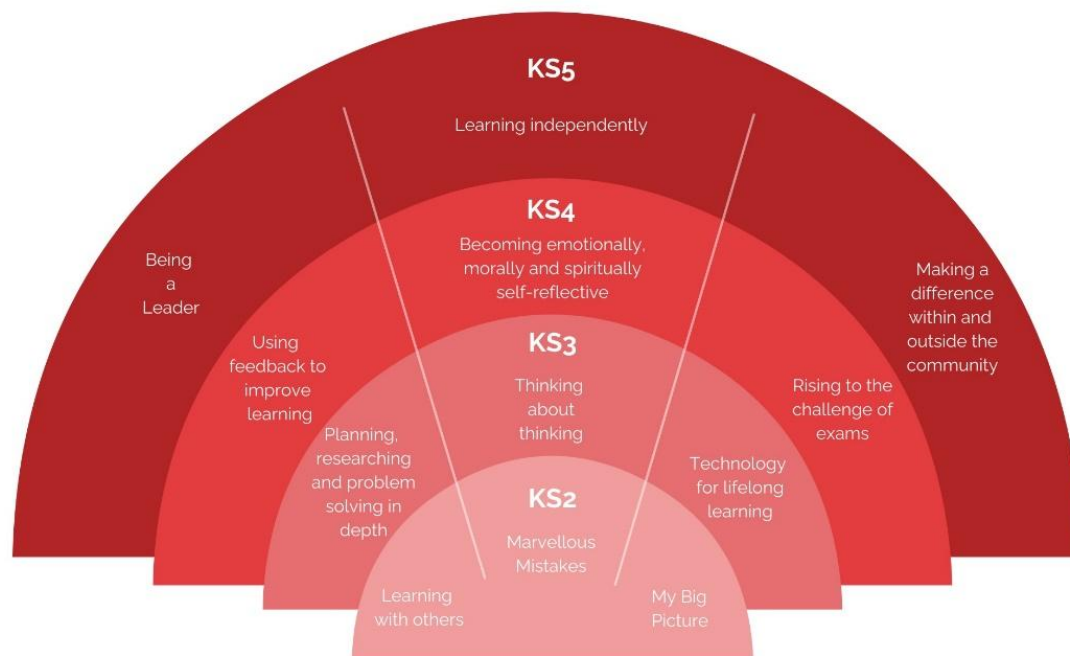
We reserve the right to organise the academic curriculum and its delivery in a way which, in the professional judgement of the Head, is most appropriate to the School community. The allocation of teachers to classes and the number of hours per class is at the School's discretion and is determined by a various factors including staff availability, pupil numbers and timetable logistics. Where an A Level subject is selected by very few students we may offer it in a tutorial style in fewer hours per week than other subjects.

Personal, Social and Health Education (PSHE), is part of the timetable in all years, promotes the development of healthy lifestyles and citizenship and encourages individual responsibility and informed decision-making.

Freemen's is an inclusive school which believes that our community is stronger because we welcome a diverse range of students; those students who have additional learning needs will be supported to ensure they receive an education that enables them to realise their potential [see Special Educational Needs and EAL Policy].

As well as subject content and skills teachers will weave the Freeman's Opportunities into the Academic Curriculum.

- We focus on three in each keystage
- They build on each other, with each complementing the other.
- The higher-level opportunities which require a composite of skills, experience and knowledge to access are reserved for the older year groups, although elements of these Opportunities may be experienced in young year groups.
- Experiencing Opportunities whilst learning subject skills and knowledge leads to the development of Freeman's Characteristics.



The Junior School Curriculum (Years 3-6)

In the Junior School years most lessons are taught by the Form Teacher. Some subjects, such as Religious Studies, Music and P.E./Games are taught by specialist staff. As the pupils progress through the Junior School more of the subjects are taught by specialists.

In the early years English and Mathematics account for around 40% of class time with time each week also devoted to subjects such as Science, History, Geography, Religious Studies, Design & Technology, Information Technology and Computing, Art and Music.

Languages

In KS2 (Years 3-6), Languages are taught using the WOLLOW (World of Languages, Languages of the World) model with students developing skills in linguistics and experiencing a range of languages.

P.E. and Games

These are an important part of every child's education. In addition to this, of course, many children will become part of at least one of the School's representative sports teams and/or will take part in House competitions.

Junior School Enrichment

This is timetabled for one afternoon each week; the pupils follow an exciting programme developing leadership, teamwork, community service and organisation led by their teachers.

Senior School Curriculum (Years 7–11)

Personal, Social and Health Education (PSHE)

PSHE is taught throughout the Senior School. Topics covered include self-discipline & decision making; study skills; self-awareness & awareness of others including the elderly and disability; awareness of drugs, smoking & alcohol and law & order. In addition, pupils are familiarised with the Careers Room and the advice available. They are then able to use this facility throughout the rest of their time at the School.

Keystage 3 (Years 7-9)

Keystage 3 is a time for students to find and follow their passions and interests, develop excellent learning habits and lay a strong foundation for further learning.

Linked to National Curriculum guidelines the subjects studied are Mathematics, English, Languages, the Sciences (Physics, Biology and Chemistry), Computing, Art, Drama, Geography, History, Music, RE, Design Technology and Food Technology.

Keystage 3 Enrichment is part of each student's timetable.

The students are set by ability in Mathematics, Science and Languages.

Year 7

Science is taught as a combined subject up to and through Year 7 after which it is taught separately as Biology, Chemistry and Physics.

Languages: From Year 7 students choose three languages from five options: Spanish, French, German, Mandarin and Latin.

Year 8

Languages: In Year 8 students reduce their three language specialisms from three to two. (They will be required to take at least one modern foreign language from Spanish, French, German or Mandarin at GCSE level.)

Students in Year 8 also study the **Foundation Projects Qualification** (a qualification overseen by AQA). This is a research course in which students are taught to dive deeply into a subject about which they are personally interested in finding out more. Their

teachers will help them to learn research skills in way which encourages them to become independent learners.

Year 9

Students continue with their subjects and are given guidance and support to help inform their decision making when it comes to which GCSEs they will choose to study.

Keystage 4 (Years 10-11).

Core subjects

Most students follow a two-year programme culminating in them sitting examinations for ten GCSEs. The core examinable subjects are: English Language, English Literature, Mathematics, the Sciences, and a Modern Foreign Language which all students are expected to study. The students are set by ability in Mathematics and Science.

Some students may take eleven GCSEs, if they are invited to take Additional Mathematics. Some students may take fewer than ten GCSEs but must do so by requesting an alternative programme of study. If an alternative programme of study is desired, please see Appendix 1.

Optional subjects - Students choose three options from the following subjects: A second Modern Foreign Language, (French, German or Spanish); Art & Design; Business Studies; Design Technology; Drama; Food Preparation and Nutrition; Geography; History; Computing; Latin; Music; Physical Education, Philosophy Ethics & Religion.

These optional subjects will be offered each year and will run at the Headmaster's discretion, providing enough choose the subject. Students are given a free choice and we will endeavour to satisfy all requests. Where it isn't possible to run all the requested classes we will inform the student and their parents and support them in making an alternative choice.

P.E. and Games as a whole year group continue to be delivered but are not examined.

From September 2026

Students who would like to choose **a fourth optional GCSE** may choose to take Double Award Science instead of taking studying Triple Award Science. This will mean their timetable can accommodate an additional optional GCSE subject.

The Sixth Form Curriculum (Years 12-13)

Students have four routes from which to choose:

Route 1: 4 A levels plus the Extended Project Qualification

Route 2: 4 A levels

Route 3: 3 A levels plus the Extended Project Qualification and Free Minds

Route 4: 3 A levels and Free Minds

For most, three A Levels, plus EPQ, Free Minds and the co-curriculum remains the best option. Depending on their choices, students on each pathway are likely to have some private study periods as well. Students will also be expected to take Enrichment, providing it can be accommodated into their timetable.

Taking AS exams in the L6 will not be an option, although a student who wishes to may elect to take them in the U6

Students and parents should be aware that 4 A Levels is a challenge and will require a strong GCSE profile, usually an average of 8 or above at GCSE.

If a student wishes to streamline from four A Levels to three A Levels in the U6 they need to inform us of this choice by half term 3 of the L6. They can continue to study the subject until the end of the L6 if they wish.

Subject options - Students will choose their A levels from the following options: Biology, Business Studies, Chemistry, Classical Civilisations, Computer Science, Drama & Theatre, Design & Technology, Economics, English Literature, Fine Art, Further Mathematics, Geography, History, Latin, Mathematics, French, German, Spanish, Music, Physical Education, Physics, Politics, Psychology, Religion, Ethics & Philosophy (PER).

These subjects will be offered each year and will run providing there are a minimum of three students enrolled or at the Headmaster's discretion.

Students are given a free choice of our options and we will endeavour to satisfy all requests. Where it isn't possible to run all the requested classes we will inform the student and their parents and support them in making an alternative choice.

Students with certain Higher Education goals, for example Medicine, Engineering, Dentistry, Oxbridge, Ivy League and other international universities will have dedicated sessions arranged to help support their applications. All students receive the support of the Freeman's UCAS and Future Pathways department.

The extended curriculum for students in the Lower 6

1. A course of Careers Education, and Personal, Social and Health Education
2. A programme of appropriate Games options on Wednesday afternoon
3. The **EPQ** is a taught course on project management culminating in an extended project (EPQ) and leads to an AS qualification awarded at the end of Upper Sixth. Those studying Further Mathematics may opt to do an EPQ, but it is not compulsory for those students.
4. The **Free Minds** programme is followed by all Sixth Formers on Pathways 2 and 3. Students will choose five courses from a broad selection of Science, Arts, Humanities and World topics. These courses consist of six weeks of one-hour seminars.
5. The **Supervised Study Period** is a bespoke weekly session where students receive coaching to enable them to develop positive study habits and/or work on subject specific concerns.

From September 2026

Students in the Sixth Form will not have Enrichment as part of their timetable.

Schemes of Work

There will be a scheme of work for every academic subject taught at Freeman's, from KS2 to KS5. There is no prescribed template for a SOW and each Curriculum Leader will decide how best to present theirs.

Schemes of work should clearly identify the intention of the programme of study, how the scheme work will be implemented and how the impact of the scheme of work will be measured.

It is assumed that teachers and Curriculum Leaders will be mindful of complementary policies, such as Diversity and Inclusion, Homework, Learning and Teaching and Behaviour for Learning and ensure that those policies inform the implementation of their curricula.

Intention: The intent of the curriculum is the content that we expect children to learn. The scheme of work must outline, as a minimum:

- The topics being studied
- The skills being learned - include those relevant to specific Keystages, such as literacy, numeracy and speaking in KS2.
- Opportunities for diversity and inclusion

Implementation: the implementation of the curriculum is concerned with the department go about the business of teaching the curriculum.

Some of the elements below can be covered with an overarching statement which encompasses the whole scheme of work. For example, an explanation of how SharePoint and OneNote are used to support learning might be covered in general, rather than noting

each specific use. Note should be made of the following, but Curriculum Leaders should use their discretion in deciding how to explain how they expect teaching and learning to occur:

How the department organises the delivery of lessons e.g. how multiple teachers divide up the SOW

- How different systems are used e.g. SharePoint and OneNote
- Departmental approaches to using feedback and assessment for learning to improve outcomes (including use of half term grades, reports and parents' evenings)
- Identify how the scheme of work employs the Six Classroom Principles and offers Opportunities to students.
- How the department will cater to those students with SEND and who have EAL needs – references here to the guidance from the SENCO are important, plus any subject specific planning that needs to be in place.
- How the department ensures each student is supported to achieve their potential and work is differentiated to meet their needs.
- Schemes of work may also contain links to resources and anything else the department deem useful.

These points may be covered by a statement at the beginning or end of the scheme of work.

Impact: the impact section explains how the department will know whether students know what we wish them to learn. This details how the department will check to ensure that the planned programme of study has been delivered so that the students have learned what was intended.

This section should outline how the assessment of learning and teaching is integral to the programme of study and note should be made of different types of assessments, when they occur and how they are recorded.

Each department should have a central markbook recording key assessment points sufficient for a cohort's progress to be tracked over time.

Some of the elements below can be covered with an overarching statement which encompasses the whole scheme of work. For example, an explanation of how teachers and students are expected to review 'landmark' assessments can be described once and does not need to be repeated for each subsequent assessment point.

Appendix 1

Requests to undertake an alternative programme of study.

Students are expected to study the School's Curriculum, as outlined in the Curriculum policy, unless there are exceptional circumstances. This appendix outlines the process for making a request to study an alternative programme and the guidelines which are to be followed in making that decision. It is normally expected that an alternative programme is one in which a student takes one or more fewer subjects than required by the School's Curriculum policy.

How can applications be made to consider an alternative programme of study?
Requests to undertake an alternative programme of study should be made in writing or via email to the student's Head of Section.

Who can make changes to a student's programme of study?

- Parents may request that an alternative programme of study be allowed. Such requests should be made in writing jointly to the student's Head of Section and Deputy Head Academic.
- The School may advise when they consider it is in the best interests of the student to make changes to their programme of study. Any decision to change the students programme of study will be discussed with the student, their parents, the Head of Section and the Deputy Head Academic.
- In cases where there is a SEND issue the Director of Inclusive Learning may initiate proceedings and will be consulted.
- The School reserves the right to make the final decision to grant any requests.

What guides the School's decision to grant a student an alternative programme of study?

- History of need – students who have a history of needing support from the School over and above normal levels of academic, SEND and pastoral support will have that history considered;
- Co-curricular commitment – where the students undertakes co-curricular commitments in excess of what is deemed within achievable norms that can be considered;

When students have elected to study additional subjects?

On occasion the School allows some students to study more subjects than the normal programme of study, for example when undertaking Further Maths at A Level. When a student commits to such a programme of study the decision, at a later date, to request to drop the additional subject may be made directly to the Head of Section and will not undergo the same assessment as would be levelled against a request to drop a subject from their core programme of study. If the additional subject has replaced a core subject, then the additional subject becomes a core component and any request to drop the subject needs to follow the process above.

What happens next for those who have changed to an alternative programme of study? Once the decision to change a student's programme of study is confirmed the student will normally be expected to use their gained time to concentrate on their other subjects, working and registering in the School's library. It is possible that some of the student's gained time may also be used to facilitate sessions delivered by the Learning Support Department.

Process

- Request directed to Head of Section and Deputy Head Academic, requests to drop a subject can come from staff, students or the family of the student.
- HOS and DHA arrange consultation with appropriate staff e.g. Director of Inclusive Learning (DIL), Assistant Head of Section, Head of Year, Head of Department
- Confirmation required from:
 - Parents
 - DHA
 - HoS,
 - CL of subject being dropped
- Staff approval possibly required from:
 - AHCC, DIL
- Approval granted by HoS/DHA.
- Once approved, the HoS (or other delegated member of staff), HOY and possibly DIL plan what will be done instead.
- HOS (or other delegated member of staff) to action the changes:
 - Inform and brief colleagues as required: Head of Year, AHoS, Data Manager, Tutor, subject teacher, Headmaster, Head Librarian, Senior School Receptionist, DIL.
 - Pass an adjusted timetable to the student.
- Librarians register attendance each period
- HOS ensures decision is added to a tracking spreadsheet