

INTRODUCTION – CURRICULUM VISION AND INTENT

INTRODUCTION

Shaped by our ethos of 'Torah im Derech Eretz', our curriculum is:

- Broad and balanced in its secular and religious scope;
- Prepares students to navigate the modern world in a way that is faithful to Torah values.

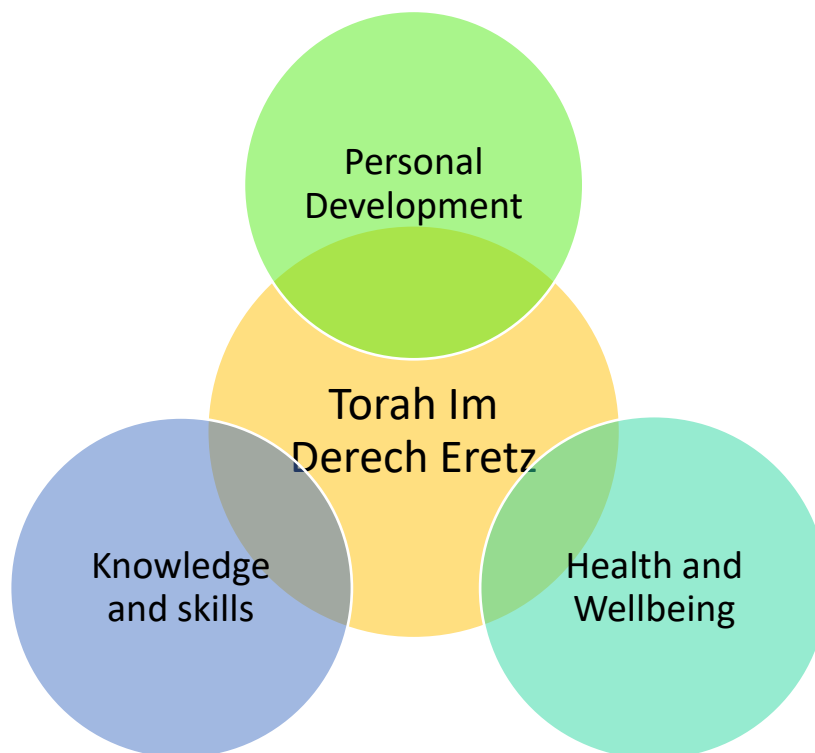
It is an ambitious curriculum that:

- Supports, challenges and stretches students of all abilities and backgrounds through mastery and depth, taking into account their particular vulnerabilities, challenges and talents;
- Arouses students' intellectual curiosity and inculcates a lifelong love of learning;
- Recognises the importance of all learning: academic, vocational, extra-curricular, reflective, spiritual, creative, communal and experiential;
- Blends the very best traditional and research-driven pedagogical methods to give students the best in-class and digital educational experiences;
- Ensures that students are able to make progress in their learning, year on year.

Taking a holistic view of each child, it is an extended curriculum that:

- Develops students' understanding of the world, its people, cultures and religions; as well as a growing awareness of their own physical, mental and emotional capacities;
- Builds an outward-facing character that is resilient, tolerant and kind-hearted;
- Imbues students with a sense of their limitless potential and actively encourages leadership, creating opportunities for them to develop their own interests and make their own mark on the world;
- Instils deep values and the desire to engage in social and moral action;
- Involves exposure to cultural and sporting activities, providing opportunities for personal enrichment.

Our intent can be summarised by the Venn diagram below:



How the pillars work together:

1. KNOWLEDGE

Knowledge empowers children and widens their horizons. Our teachers ensure that the students gain knowledge in their subjects during their lessons and homework. They use research based pedagogy such as interleaving, flipped learning and retrieval practice to ensure that knowledge moves from the short term to long term memory.

Our department and subject leads sequence their curriculum to ensure that schemata are in place. This is to ensure that students have the prior knowledge needed to decode new knowledge and embed it in their long term memory. Students accumulate the knowledge and skills needed to be successful in society and their world of work. This cultural capital is at the heart of the school and is enhanced by the curriculum and beyond. All teachers explicitly teach the skills needed within their disciplines. However, students also develop transferable skills across all subjects such as analysing, debating and problem solving.

2. PERSONAL DEVELOPMENT

At Hasmonean, we are committed to ensuring that our students grow as individuals who are able to make positive contributions at school and in the wider community. Our key aim is to nurture students who are committed to and ready to live a life of 'Torah im Derech Eretz' (to lead a life that is rooted in Torah values and practice while respectfully interacting in and contributing to the world at large).

As a faith school, we believe it is important our students are exposed to the broader community and offer them opportunities to share experiences with people of different faiths and none. Our students engage in various charity and volunteering activities, educational visits across London and the UK, joint projects with partner schools, sporting activities and through many other projects.

Social, moral, spiritual and cultural (SMSC) education is integral to our curriculum, helping students enhance their Jewish lives and develop an understanding and respect for people of other faiths and cultures. SMSC education and British Values (BV) are integral components of our school ethos, embedded across all subjects as part of the taught curriculum in an effort to ensure that these key messages permeate school life and reach all students.

Our PSHE curriculum encourages students to consider how they can make well-informed decisions, emphasising kindness, empathy and the importance of respecting the diverse society we live in.

At Hasmorean, we also aim to provide comprehensive careers support to guide students through each Key Stage. Our programme offers insights into various careers and vocations in Key Stage 3, detailed information of job opportunities aligned with student's interests and subject choices in Key Stage 4, and support for university applications and post-18 pathways in employment or apprenticeships in Key Stage 5.

3. HEALTH AND WELLBEING

Mental Health is extremely important to Hasmorean and this is shown in the frequent wellbeing sessions provided by the school. The schools' counselling and wellbeing advisers provide one-to-one sessions for students but also help to promote a variety of sessions both online and in school.

During PSHE sessions, students are taught about general health and wellbeing and we also provide age appropriate education about drugs, RSE and online safety. We also bring in external specialists to supplement the provision that we are able to provide internally.

Our pastoral team provide an excellent support for our students and this alongside the form time provision by the tutors, makes students feel cared for and supported.

CURRICULUM IMPLEMENTATION

SCHOOL WEEK

The school week at Hasmorean changes as the students mature and enter KS4. In KS3, there are 33 or 34 lessons a week whilst in KS4, there is a maximum of 36 lessons a week. KS5 students have a varied number of lessons depending on their choice of subjects. The curriculum at Hasmorean consists of both Jewish Studies and Secular Lessons with the school week being on average approximately 35% Jewish Studies.

The school day is as below:

MONDAY TO THURSDAY

LONG FRIDAY

A long Friday runs on the same schedule as Monday – Thursday, however school finishes at 13:05pm at the end of Period 5A.

SHORT FRIDAY

	Period
8.35 – 9.00	Form time
9.00 – 9.40	Period 1/Assembly
9.40 – 10.20	Period 2
10.20 – 11.00	Period 3
11.00 – 11.15	Break
11.15 – 12.00	Period 4
12.00 – 12.40	Period 5A

To ensure that we are constantly improving and reflecting upon our provision, staff training and meetings take place after school on Tuesdays during P8. As a result, there will be no P8 lessons scheduled on a Tuesday.

STRUCTURE OF HASMONEAN HIGH SCHOOL MAT'S CURRICULUM

KEY STAGE THREE

Pupils study a curriculum that is both broad and balanced in KS3, and one that is taught by subject specialists. Content is mapped backwards from A-Level and is, therefore, ambitious, challenging and inspiring. Our current KS3 provision is delivered in Years 7 to 9, although the core subjects may start to teach the KS4 curriculum at some point in Year 9.

	Period
8.35 – 8.40	Form time
8.40 – 9.00	Davening
9.00– 9.45	Period 1
9.45 – 10.30	Period 2
10.30 – 11.15	Period 3
11.15 – 11.35	Break
11.35 – 12.20	Period 4
12.20 – 13.05	Period 5A
13.00 – 13.50	Period 5B/Years 7-11 - Lunch
13.50 – 14.05	Mincha and Form Time
14.05 – 14.50	Period 6
14.50 – 15.35	Period 7
15.35 – 16.20	Period 8/After school co-curricular programme for Years 7-9

In Years 7 and 8, students are taught in mixed ability teaching groups for all subjects except Mathematics, Modern Hebrew and Jewish Studies. Student are offered the choice between studying French or Spanish when they enter the school in Year 7. In Mathematics and Jewish Studies, the students are streamed into 4 sets. In Modern Hebrew, students are split into an upper and lower group.

In Year 9, all students study English, Mathematics, Science, Kodesh, Geography, History, PSHE and PE. Students will need to choose 3 subjects, which include:

- A Jewish Studies option, either Biblical Hebrew and Religious Studies.
 - A modern foreign language, either French, Spanish or Modern Hebrew, though it must be a language that they have previously studied in Years 7 and 8.
- Two options from the following subjects; Art, Computer Science, Food and nutrition, Music, Sports Science and Textiles

This encourages students to have a broad and balanced curriculum for as long as possible. As with Years 7 and 8, Students are taught in sets for Mathematics and Jewish Studies.

YEAR 7 AND 8 CURRICULUM

Subject	Number of lessons per 2 weeks
English	6
Mathematics	6
Science	6
French or Spanish	3
Modern Hebrew	3
Creative Arts	5
History	3
Geography	3
Kodesh	22
PE	4
PSHE	1
Computer Science	2

YEAR 9 CURRICULUM

Subject	Number of lessons per fortnight
English	10
Mathematics	8
Science	8
Geography	3
History	3
Options	9
PE	3
BH/RS	4
Kodesh	16
PSHE	1

KEY STAGE FOUR

All students study English Literature and Language, Mathematics, Combined/Triple Science and RS or BH. PE alongside Jewish Studies are also compulsory courses, which are not examined. Students also take 3 option courses. In addition, the students in Mathematics Set 1 are offered the chance to take Further Mathematics GCSE.

GCSE options are chosen in the Spring term of Year 9 to start in the following September. All students need to take a minimum of 4 out of the 5 EBACC subject areas; which include English, Maths, Science, a Humanity and a Language which includes Biblical Hebrew. We encourage most students to take subjects in all 5 areas to complete the EBACC pathway.

We offer a wide range of GCSE options including both traditional GCSEs and BTECs. As the government has defunded the BTEC programs in a rolling program from 2025, this will shift and change on a yearly basis as to what is offered and able to be funded.

Students in Years 9-11 have PSHE/RSE timetabled in their provision once every two weeks.

OPTIONAL GCSEs AND BTECs

Art GCSE	Film Studies GCSE	Physical Education GCSE
Biblical Hebrew GCSE	Geography GCSE	Religions Studies IGCSE
Business Studies GCSE	Health and Social Care BTEC	Spanish GCSE
Computer Science GCSE	History GCSE	Textiles GCSE
Food and Nutrition GCSE	Modern Hebrew GCSE	
French GCSE	Music GCSE	

YEAR 10 CURRICULUM

Subject	Number of lessons per fortnight
English*	10
Mathematics	10
Science**	12
Options	18
Kodesh	10
BH/RS	6
PE	2
PHSE/RSE	1

YEAR 11 CURRICULUM

Subject	Number of lessons per fortnight
English*	8
Mathematics	8
Science**	12
Options	18
BH/RS	6
Kodesh	12
PE	2
PSHE/RSE	1

* English Literature and Language

** Biology, Chemistry, Physics

All option subjects are taught in mixed ability groups.

English and Maths are set in Years 10-11. In Maths, the bottom group will be taught foundation tier.

In Years 10 and 11, all students are set in Science. The top set studies for Triple Science, the rest of the sets study Combined Science with the bottom set taking the foundation tier. These sets are flexible and students move between sets accordingly.

KEY STAGE FIVE

We offer a range of A Levels and BTECs. Students can take the equivalent of 3 A Levels/BTECs or 4 including Further Mathematics. We also offer a Level 2 pathway for students who are not yet ready to embark on Level 3. Resit Mathematics and English GCSE is timetabled alongside Functional Skills for those students who have achieved a Grade 2 or below in GCSE Mathematics or English. Students also have a fortnightly session with the Head of Sixth Form in which they cover PSHE/RSE topics and careers development.

Students have 5.5 lessons per subject in Year 12 and 13.

The options offered are:

Art	Economics	History	Physics
Biblical Hebrew	Food and Nutrition Single WJEC	Mathematics	Resit GCSE/Functional Skills Maths and English
Biology	English Literature	Further Maths	Psychology
Business Studies	French	Level 2 Pathway (Events management and Financial planning)	RS
Chemistry	Geography	Media Single/1.5 BTEC	Textiles
Computer Science	Health and Social Care Single/Double and Triple BTEC	Modern Hebrew	

ACADEMIC KNOWLEDGE-RICH CURRICULUM

Each subject discipline has generated and devised the following to ensure rigour and academic richness:

- Curriculum Subject Intent – The identification of the nature of a subject, and the rationale for the design, scope, and sequencing of selected content, skills and concepts in that subject's curriculum.
- Curriculum Subject Implementation – a description of how the subject ensure that their intent is carried out in the classroom.
- An analysis of Curriculum Subject Impact.

Reviewed by: Anoushka Weider, Assistant Headteacher for Teaching Learning and Curriculum

Ratified by the Local Governors Standards Committee

Next Review 2026/2026