



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.

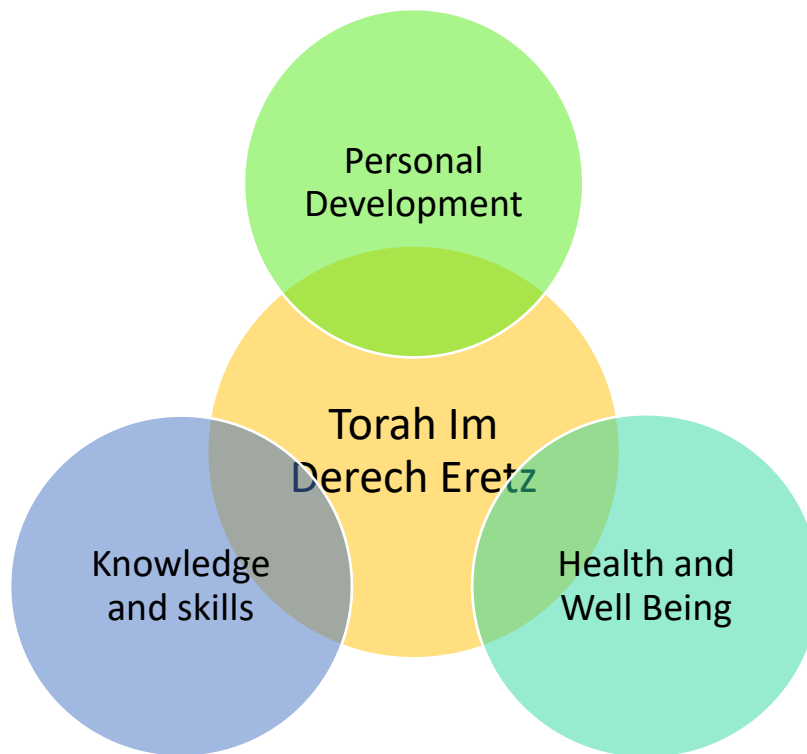
It is an ambitious curriculum that:

- 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 faculty and department leads have been sequencing 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. We ensure that students accumulate the knowledge and skills to draw upon 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 subjects, however, students are encouraged to learn the transferable skills in all subjects such as reading, debating and problem solving.

2. PERSONAL DEVELOPMENT

Our mission is to nurture students to become happy, confident and respectful adults committed to living a life of Torah im Derech Eretz – preparing the students to navigate the modern world in a way that is faithful to Torah values. We encourage the students to be fully rounded individuals and to follow their own interests and talents. We aim to maximise each student's potential within a caring, inspirational and professional environment. Our blended Secular and Jewish Studies provision is key to the development of our students towards becoming positive, successful citizens. Students are

taught to respect those with different beliefs, identities and values to their own. Students' emotional well-being and intellectual fulfilment are at the heart of what we do.

Our teachers are expected to deliver outstanding religious and secular education and a broad, enriched curriculum in which the values of chesed (kindness) and tzedokah (charity) strongly feature. We encourage students to do charity work to foster a sense of communal responsibility. We have a wide range of speakers for the students and these increase the students' awareness of the world around them and the careers that are open to them.

3. HEALTH AND WELLBEING

Mental Health is extremely important to Hasmonean 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.

Our PE department run clubs to ensure that our students to improve both fitness and the sense of wellbeing.

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 are very open to bringing in outside 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 form time provision by the tutors makes students feel cared for and supported.

CURRICULUM IMPLEMENTATION

SCHOOL WEEK

The school week at Hasmonean changes as the students mature and enter KS4. In KS3, there are 33 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 Hasmonean consists of both Jewish Studies and Secular Lessons with the school week being on average approximately 35% Jewish Studies.

The school day is shown below for the HENDON Site:

MONDAY TO THURSDAY

Monday to Thursday	Period
8.40- - 9.00	Form time
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/Year 8 and 9 - Lunch
13.05 – 13.50	Period 5B/Year10 & 11 - Lunch
13.50 – 14.05	Mincha
14.05 – 14.50	Period 6
14.50– 15.35	Period 7
15.40 – 16.25	Period 8/After school co-curricular programme for Years 7-9

SHORT FRIDAY

Long Friday	Period
8.40 – 9.00	Form time
9.00 – 9.40	Period 1
9.40 – 10.20	Period 2
10.20 – 11.00	Period 3
11.00 – 11.15	Break
11.15 – 11.55	Period 4
11.55 – 12.40	Period 5

LONG FRIDAY

	Period
8.40 – 9.00	Form time
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 5

The school day is shown below for the BELSIZE PARK Site:

MONDAY TO THURSDAY

Monday to Thursday	Period
8.50 – 9.10	Form time
9.10 – 9.55	Period 1
9.55 – 10.40	Period 2
10.40 – 11.25	Period 3
11.25 – 11.45	Break
11.45 – 12.30	Period 4
12.30 – 13.15	Period 5A/Year 8 and 9 - Lunch
13.15 – 14.00	Period 5B/Year 10 & 11 - Lunch
14.00 – 14.15	Mincha
14.15 – 15.00	Period 6
15.00 – 15.45	Period 7
15.50 – 16.30	After school co-curricular programme for Years 7-9

SHORT FRIDAY

Long Friday	Period
8.50 – 9.10	Form time
9.10 – 9.50	Period 1
9.50 – 10.30	Period 2
10.30 – 11.10	Period 3
11.10 – 11.25	Break

11.25 – 12.05	Period 4
12.05 – 12.50	Period 5

LONG FRIDAY

	Period
8.50 – 9.10	Form time
9.10 – 9.55	Period 1
9.55 – 10.40	Period 2
10.40 – 11.25	Period 3
11.25 – 11.45	Break
11.45 – 12.30	Period 4
12.30 – 13.15	Period 5

To ensure that we are constantly improving and reflecting upon our provision, staff training and meetings take place after school on Tuesdays and as a result there are no Period 8 lessons scheduled unless there is a timetable conflict from 3:40 onwards.

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 from day one. 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 core subjects may start some of the KS4 curriculum in from a point in Year 9.

In Years 7 and 8, most students are taught in mixed ability teaching groups for all subjects except Mathematics, Modern Hebrew and Jewish Studies. Student are allocated one of the two modern languages, French or Spanish when they enter the school in Year 7. In Mathematics, Modern Hebrew and Jewish Studies, the students are streamed into 4 or 5 sets, depending on the size of the year group. For English, Science and Humanities, there is a smaller nurture group as one of the four groups if and when there are five sets. When there are only four sets, then mixed ability classes are established and some students may work with the SSU. In Modern Hebrew, students are split into 2 or 3 sets depending on their choice of French or Spanish.

In Year 9, all students study Science, Mathematics, English, Geography, History, PSHE/RSE and Jewish Studies. They then have to choose 3 subjects from a pool of

- Creative art subjects such as Art, Textiles, Music, Food and Nutrition
- Modern Foreign Language – French/Spanish/Modern Hebrew
- Computer Science

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All students are required to choose on Modern Language unless they have specific educational needs. This encourages students to have a broad and balanced curriculum for as long as possible.

Students are taught in sets for Mathematics, Modern Hebrew and Jewish Studies.

YEAR 7 AND 8 CURRICULUM

Subject	Number of lessons per fortnight
English	6
Mathematics	6
Science	6
French or Spanish	3
Modern Hebrew	3
Creative Arts	4
Geography	3
History	3
Kodesh	26
PE	3
Computer Science	2
PSHE/RSE	1

YEAR 9 CURRICULUM

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

KEY STAGE FOUR

Current Year 10 students chose their GCSE subjects in the Spring term of Year 9 to start in the September of Year 10. All students need to complete the EBACC and as such need to choose a language, a humanity and another free option as their three options. Students who choose Biblical Hebrew as their Kodesh option are able to choose a humanity and two other free options.

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.

All students study English Literature and Language, Mathematics, Combined/Triple Science and PE alongside Jewish Studies.

Year 9 have PSHE/RSE delivered in dedicated lessons fortnightly. PSHE/RSE for Year 10 and 11 is delivered during dedicated Jewish studies lessons and in assemblies every fortnight.

In addition, the students in Maths Set 1 are offered the chance to take Further Maths GCSE.

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	
Computer Science GCSE	History GCSE	Spanish GCSE Textile GCSE
Food and Nutrition GCSE	Modern Hebrew GCSE	
French GCSE	Music GCSE	

YEAR 10 CURRICULUM

Subject	Number of lessons per fortnight
English*	10
Maths	10
Science**	12
Options	18
PE	2
BH/RS	6
Kodesh	14 (for Set 1 and 2) 12 (for Sets 3 – 5)

YEAR 11 CURRICULUM

Subject	Number of lessons per fortnight
English*	8
Maths	8
Science**	12
Options	18
PE	2
Kodesh	20

* English Literature and Language

** Biology, Chemistry, Physics

All option subjects are taught in mixed ability groups.

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

In Year 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 BTECs and A Levels. Students can take the equivalent of 3 A Levels/BTECs or 4 including Further Maths. 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	Politics
Biology	English Literature	Maths	Psychology
BH	Food and Nutrition Single WJEC	Further Maths	RS
Business Studies	French	Media Single/1.5 and Triple BTEC	Textiles
Chemistry	Geography	MH	
Computer Science	Health and Social Care Single BTEC	Physics	

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: Nathan Heddle, Assistant Headteacher for Teaching, Learning and Curriculum

Ratified by Local Governors Standards Committee

Next Review 2025/2026