

2022

# Curriculum Policy





## Review Framework

The policy should be reviewed annually

|   | Date          |
|---|---------------|
| This policy was created in:<br>Policy Prepared by: Mrs T Airoll, Deputy Headteacher | December 2022 |
| It was ratified by the Governing Body on:   | Pending       |
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## 1. Aims

Southchurch High School aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support.

Our curriculum also aims to:

- Support and enhance our core values of kindness, tolerance, respect and excellence
- Promote a positive attitude towards learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all students, including the arts, technology subjects, and modern languages at KS3 and 4
- Provide in-depth, stimulating learning experiences that engage each student and provide appropriate levels of stretch and challenge
- Support students' spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

## 2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## 3. Roles and responsibilities

### 3.1 The Local Governing Board

The Local Governing Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Sufficient teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students below the age of 16 that lead to qualifications, such as GCSEs, are approved by the Secretary of State
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced



These responsibilities are delegated by the Local Governing Board to the Curriculum Committee.

### 3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Local Governing Board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Local Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local Governing Board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's Senior Leadership Team, and in particular the Deputy Headteacher with responsibility for curriculum, is responsible for ensuring that all subject areas have appropriate subject schemes of learning in place, reflecting the aims of the school and indicate how the needs of individual students will be met
- Subject Area Leads are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

## 4. Curriculum Organisation

The curriculum is subject based, with all students studying the full range of subjects in each year group.

### Key Stage 3

- At Key Stage 3 (Years 7 to 9) students study the following subjects: English, Mathematics, Science, Classics, Technology, French, History, Geography, Art, Music, Drama, Physical Education, Computing as well as PHSE (a programme which delivers personal, social, health, citizenship, enterprise and careers education).
- Students complete their KS3 courses over three years and then embark upon GCSE courses in these subjects at the beginning of year 10.
- All students make a guided choice at the end of year 9.



## Key Stage 4

- At Key Stage 4 all students study the core curriculum of English, Mathematics, Science (double or triple GCSE), PE and PHSE.
- Students continue with the choice they made at the end of year 9. All students have access to the full range of choices, and there is no restriction on which subjects individual students may choose.
- The study of a modern foreign language and either Geography or History to GCSE is compulsory for the majority of students. This enables them to achieve the full range of English Baccalaureate qualifications.
- Most students will go to gain 9 or 10 GCSEs. Some students who have identified SEN or EAL needs will be given support through Quality First Teaching.

## Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught to all students in KS3 and KS4, as part of the PHSE programme
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.

## Careers Guidance

- Careers education, information, advice and guidance is provided through the tutor period and PHSE lessons.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

## British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

## Safeguarding

- The school teaches students through the curriculum, as part of PHSE programme, and through special events, how to keep themselves safe within school and in the wider world.

## 5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.



Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

## 6. Curriculum Documentation

The following documentation is available:

- The curriculum policy
- Curriculum Map for each year group with specific subject-by-subject information for students on what is taught and when
- The assessment frameworks for Key Stage 3 which detail how each subject assesses progress against their curriculum aims
- A Curriculum Pathway poster for each subject which shows how students' prior knowledge and skills are built on across the year groups

## 7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings of the Curriculum Committee
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to subject areas or covering specific areas of the School Development Plan

Leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Book monitoring
- Student voice exercises
- Data Meetings