



Curriculum Policy

Adopted by Governors:	June 2013
Committee Link:	Quality and Curriculum
Review Timetable:	3 Years
Renewal Date:	June 2016

CURRICULUM POLICY

Principles of the Policy

The school's curriculum follows both statutory requirements and those of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and of society, preparing our students for the opportunities, responsibilities and experiences of adult life.

Aims

The school intends to:

- help students use language and number effectively;
- help students acquire understanding, knowledge and skills relevant to adult life and employment in a fast changing world;
- help students develop lively, enquiring minds, the ability to question and argue rationally, apply themselves to tasks and physical skills, foster creativity and develop essential skills;
- inspire students to a commitment to lifelong learning and promote a healthy lifestyle;
- help students develop personal moral values, respect for each other's values and tolerance of other races, religions and ways of life, by recognising what we have in common and celebrating our differences;
- help students enjoy lessons and fulfil their potential;
- be at the heart of our wider community seeking opportunities to collaborate in order to enrich the learning of students.
- offer students the opportunity to acquire a range of qualifications that allow them to achieve the other aims of this policy as set out above and demonstrate the skills and knowledge they have acquired

Implementation

The curriculum will meet the requirements of the National Curriculum; it will:

- be broad - so that it provides a wide range of knowledge, skills and learning opportunities;
- be balanced - so that each element is given sufficient time to contribute effectively;
- be coherent - so that each element is linked to make the learning experience more meaningful;
- be relevant - so that it is related to the learner's interests, needs and experience wherever possible;
- be differentiated - so that what is taught and how it is taught is matched to the students' needs, aptitudes, abilities and achievements;
- be inclusive – allowing, as far as is possible, all students access to the full curriculum;
- be flexible - allow opportunities for extracurricular and enrichment activities;
- be relevant - meet the requirements of other relevant school policies.

Key Stage 3

The Curriculum for Key Stage 3 is as follows. This is based on a two week timetable with 50 one hour long lessons, five hours per day.

Subject	Year 7 (hours)	Year 8 (hours)	Year 9 (hours)
English	7	5	5
Mathematics	6	6	6
Science	6	6	6
Modern Foreign Languages	6 ¹	8 ²	8 ²
Art	2	2	2
Design Technology ³	4	4	4
History	3	3	3
Geography	3	3	3
Information Technology	2	2	2
Music	2	2	2
Physical Education	4	4	4
Religious Education	2	2	2
Drama	1	1	1
Citizenship	2	2	2

Notes

¹ All Students study French until Easter then both French and German till the end of Year 7.

² The majority of students continue to study French and German in Years 8 and 9. A small number of students will study only one language. Some students will be invited to study Spanish after school.

³ Design Technology consists of Food Technology, Graphics, Resistant Materials and Textiles.

Key Stage 4

In Years 10 and 11 all students have a core curriculum of;

- English Language and English Literature
- Mathematics
- Science
- Religious Education
- Physical Education

Most students will study a language, either French or German, with some students studying both languages. Some students will also continue with Spanish.

Qualifications

All students will take

- GCSE English Language
- GCSE Mathematics

All students will take a qualification in Science either

- Triple Science; separate GCSEs in Biology, Chemistry and Physics
- Double Science; GCSE Core Science and GCSE Additional Science
- BTEC Applied Science

The majority of students will take

- GCSE English Literature
- GCSE Religious Studies
- GCSE French or German

Students will then choose three option subjects. Below is a list of subjects offered to students starting courses in September 2014.

- GCSE Art and Design (Fine Art)
- GCSE Computer Studies
- GCSE ICT
- GCSE Child Development
- GCSE Dance
- GCSE Drama
- GCSE Engineering
- Level 2 in Engineering Technology (Askham Bryan College)
- GCSE Food Technology
- GCSE French
- BTEC Hospitality

- GCSE PE
- GCSE Geography
- GCSE German
- GCSE Graphics
- GCSE Health and Social Care
- GCSE History
- GCSE Music
- GCSE Resistant Materials
- GCSE Spanish
- BTEC Sport
- GCSE Textile Technology

English Baccalaureate

The Government believes that schools should offer pupils a broad range of academic subjects to age 16, and the English Baccalaureate (EBacc) promotes that aspiration. The EBacc is not a new qualification in itself. It recognises students' achievements across a core of selected academic subjects in getting good passes (A*-C) in rigorous GCSEs or iGCSEs (international GCSEs). The EBacc will cover achievement in English, Mathematics, Sciences, a Language and a Humanities subject (History or Geography).

The school aims to give students an informed choice regarding the EBacc. It advises all students and their parents of its status and the advantages it provides as a solid academic foundation for further study. The school recognises that there are other routes into Higher Education, particularly for those talented in creative or performing arts and that, for a minority of students, other options may be more appropriate; nevertheless, students are advised to give careful consideration before deciding not to follow the Ebacc.

Linked Policies

This policy links with the following:

- Equality Policy
- Accessibility Plan
- Sex and Relationship Education
- Examinations