



ST PETER'S SCHOOL CURRICULUM POLICY

Date Reviewed: November 2023

Date of Next Review: November 2025

Reviewer: Assistant Head Teacher - Curriculum (Emily Bowater)

Date of ratification by Governing Body (C & S): 7th December 2023

Document Control		
Edition	Issued	Changes from previous
1	Nov 2019	New policy
2	Jun 2020	Change of PDLs to Personal Development
3	Nov 2021	Paragraph 3.2 Addition of British Values Paragraph 4.2 Addition of Compulsory KS4 Computer Science, Religious Education and Personal Development.
4	May 2023	Addition to 1.3 and 2.1 to improve inclusivity
5	Oct 2023	Addition to 2.1 of Citizenship and Online Safety Change in 3.1 from Deputy Head to Assistant Head, addition of teaching and learning scheme of work reviews 4.3 – addition of Religious Education as included in the KS5 agreed curriculum for 2023/28 Additional section of 4.4 4.4 Behaviour Curriculum

Policies/Documents referred to in this policy	Post holders/Persons named in this policy
<p>This policy links to other school policies on: Teaching & Learning Assessment</p> <p>Legislation relating to this policy: Our policy reflects the requirements for:</p> <ul style="list-style-type: none"> academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum framework document (December 2014) 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 (March 2019) 	<p>Subject leaders Head Teacher SLT Governors</p>

1 INTRODUCTION

- 1.1 Our aim is to provide an excellent education for all our students. Our ethos of 'Learn, Aspire, Exceed' is rooted in a desire to bring out the best in all students and prepare them for success in life. Our curriculum provides students with the knowledge and experiences required to demonstrate positive academic progress, with a growing emphasis on developing the whole child to be successful, not only in their examinations, but developing the skills and attributes needed to be a successful adult. Our aim is to exceed the national curriculum requirements.
- 1.2 The breadth of the curriculum expands as students' progress through the school in order to address our schools and the Trust's value that we must provide a suitable curriculum for all students. During this, they experience the highest possible quality of education, highlighted by our Trust's value of excellence for all.
- 1.3 Every young person deserves to see themselves, their family, and the full diversity of the world reflected in the curriculum. This extends to young people with LGBTQ+ family members and indeed LGBTQ+ staff.

2 PRINCIPLES OF OVERALL CURRICULUM DESIGN

2.1 Curriculum aims/intentions

- Provide a broad, balanced and inclusive education for all students that's coherently planned and sequenced towards sufficient knowledge for skills and future learning and employment
- Our intention is that we deliver at least the National Curriculum and implement a curriculum to have maximum impact
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the Ebacc. We aim for 90% of students to be studying French by 2025
- Have a high academic and vocational ambition for all students
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Develop the character of our learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community
- Equip students with the knowledge and cultural capital they need to succeed in life
- Support students' spiritual, moral, social and cultural development
- Support students' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning through focusing on teaching positive behaviours that promote learning
- The curriculum covers the following throughout KS3-KS5
 - PD (Personal Development)

- Relationships and Sex Education (if applicable)
- Citizenship
- Spiritual, Moral, Social and Cultural development
- British values
- Religious Education
- Careers guidance (CEIAG)
- LGBTQ+
- Online Safety

2.2 Curriculum Outcomes

St Peter's School's curriculum will:

- Lead to qualifications that are valued by employers and for entry to A-Levels and vocational courses and progression onto University or Apprenticeships
- Fulfil statutory requirements
- Support students to fulfil their potential, whatever their abilities
- Provide equal access for all students to a range of learning experiences.
- Prepare students to make informed and appropriate choices at the end of KS3, KS4, KS5 and beyond
- Help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- Include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence
- Help students develop personal moral values, respect for religious values and tolerance other races' beliefs and ways of life

3 ROLES AND RESPONSIBILITIES

3.1 The Assistant Headteacher assumes responsibility for the design of a curriculum that matches the school aims. Heads of Departments assume responsibility for selecting the best specifications to offer in their subject and regularly review the success and appropriateness of existing courses to ensure the most positive academic outcomes for our students.

The Assistant Headteacher will ensure that:

- All statutory 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 curriculum is adequate and is reviewed annually
- They have an oversight of curriculum structure and delivery within each link department detailed and up-to-date schemes of learning are in place for the delivery of courses within each key stage
- Detailed and up-to-date schemes of work are in place for the delivery of courses from Years 7 – 13
- Schemes of work are monitored and reviewed on a regular basis, with the teaching and learning team completing scheme of work reviews for each faculty

3.2 **Heads of Department will ensure:**

- Long term planning is in place for all courses. Schemes of work will contain curriculum detail on: context, expectations, learning objectives, differentiation, literacy, numeracy, SMSC, British Values, Careers Education Information Advice and Guidance (CEIAG) and resources
- Schemes of work encourage progression. There is consistency in terms of curriculum delivery. Schemes of work should be in place and be used by all staff delivering a particular course
- Appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students
- Quality assurance of the curriculum and its delivery by staff
- Keep line managers informed of proposed changes to curriculum delivery
- Changes in terms of curriculum delivery are planned and carried out in a timely fashion
- They share best practice with other colleagues in terms of curriculum design and delivery
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility

3.3 Teaching staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects
- Proactively access and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students
- Share and exchange information about best practice amongst their colleagues in different schools across the Trust and through external networks
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them

4 PRINCIPLES OF CURRICULUM DELIVERY

- The school day is arranged into five 65-minute lessons and is timetabled over a week. Subject specialists are deployed in all areas wherever possible and are supported.

4.1 KS3 Curriculum

- In KS3, students study a range of subjects, including English, Mathematics, Science, French, History, Geography, Art, Music, Physical Education, Computing, Personal Development, D&T and Drama. All lessons are taught by a series of subject specialists. Year 7 take part in Learn Aspire Exceed programme.

4.2 KS4 Curriculum

- In KS4, students study at least 8 subjects in preparation for General Certificate of Secondary Education (GCSE) examinations. Compulsory subjects include English, English Literature Mathematics, Science, Physical Education, Compulsory KS4 Computer Science, Religious Education and Personal Development.
- Students choose three additional 'option' subjects to supplement their programme. These include Art and Design, Computer Science, Sport Science, Ancient History, History, Product Design, Food Technology, Photography, French, Drama, Geography, Music, Child

Development, Hair and Beauty, Business Studies, Film Studies. Most teaching is in mixed-ability groups.

- Students all study Personal Development, Relationships and Sex Education and Compulsory Computer Science.

Our KS3 and KS4 curriculum provision also includes The Nurture Curriculum, The Cabin, The Hub and STRIVE for students requiring extra support to access mainstream education.

4.3 KS5 Curriculum

In KS5, students normally study 3 subjects. Subjects include, including English, Mathematics, Core Maths, Photography, Biology, Chemistry, Physics, History, Geography, Sociology, Psychology, Art, Sport Studies, Computing, Applied Science, Personal Development, Relationships and Sex Education and Religious Education.

4.4 Behaviour Curriculum KS3-KS5

St Peter's School ensures that a positive behaviour environment is promoted throughout the curriculum.

- Tutor time activities and whole school assemblies develop pro-social behaviours with a focus on St Peter's expectations to establish a positive environment across the school.
- The school's ethos of Learn, Aspire, Exceed is embedded within the curriculum and staff use positive reinforcement of behaviour across the school.
- Curriculum leads ensure that staff have clear routines and expectations in lessons
- Staff use positive language with a focus on restorative conversations within the classroom.

5 MONITORING, EVALUATION AND REVIEW

The governing body will receive an annual report from Headteacher on:

- The standards reached in each subject compared with national benchmarks at the end of KS4 and KS5
- The standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national benchmarks
- The number of students for whom the curriculum was disapplied and the arrangements which were made
- The quality of the curriculum and its delivery.

The governing body will review this policy every two years assessing its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

6 LEGISLATION AND GUIDANCE

Our policy reflects the requirements for:

- Academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum framework document (December 2014)
- 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 (March 2019)