

St Richard's Catholic College

Curriculum Policy 2018-2019



The Policy was approved by the Governing Body: September 2018

Chair of Governors: _____

The Governing Body will review the policy in September 2019

The Curriculum Policy of St Richard's Catholic College has grown out of the College's Mission Statement working in tandem with the various statutory obligations that have been placed on us since the 1988 Education Reform Act. The Curriculum referred to in this statement is in line with the revised National Curriculum for 2010 and the Wolf Report of 2012.

This policy needs to be read alongside the separate Teaching and Learning policy which focuses on expectations for planning, pedagogy and learning.

Through our teaching and teaching preparation we promote learning as an experience that is enjoyable, engaging, fulfilling, stretching and enabling the growth of self-esteem.

In order to live up to these expectations, as teachers, we should assess our teaching and be monitored. In turn, the work of our pupils will be assessed, recorded, reported and it will reflect diagnosis, target-setting and progress.

CURRICULUM POLICY STATEMENT

The school's Mission Statement is central to the design, implementation and delivery of our curriculum. We value all our pupils equally. All pupils at St Richard's Catholic College have an equal right to an appropriate first class and worthwhile education which broadens their minds, enriches their communities and advances civilisation.

At St Richard's Catholic College, we define the curriculum as:

"The transmission of values, knowledge and skills through a variety of methodology in the setting of our formal and informal contacts with our pupils".

In designing and implementing courses all staff should be fully aware that curriculum development and implementation at St Richard's Catholic College is informed by the following key statements:

- The core purpose of St Richard's Catholic College is to provide the tools appropriate for all aspects of learning so that both education and faith development can continue outside of school and throughout the lifetime of each individual pupil;
- True education is concerned with the whole person;
- In developing the whole person learning activities are offered in a challenging way so as to encourage pupils always to give of their very best academically, actively and practically.
- The network of personal relationships within the school community form an integral part of the curriculum and an important context for learning and faith sharing.
- The curriculum has a concern for nurturing pupils' self-esteem and self-respect regarding their ability and achievements. This should be reflected in a growing confidence about what they can achieve and a growing ability to achieve excellence across a range of educational activities.
- In achieving this, an emphasis is placed on both personal achievements and on comparative achievement, as the yardsticks of success in order to eliminate within-school variation.
- Members of staff have a positive attitude towards all pupils and their education and seek to facilitate pupils' individual development.

- Pupils are encouraged to be actively involved in their education, both in terms of being engaged in personalised learning and in terms of negotiating their curriculum and discussing their attainment.
- The curriculum is a holistic feature. The religious and secular curriculum are inseparable. Every human experience provides us with the opportunity to deepen our knowledge and love of God.

Through these principles, for the pupils in our care, the curriculum at St Richard's Catholic College will:

- provide pupils with knowledge, practical, creative and social skills and a continuing desire to learn.
- promote in an individual pupil a sense of their own personal worth and of their active mission as Christians/Catholics within the community. The love of Our Lord Jesus Christ underpins every aspect of the school's work.
- promote the full academic and personal and social development of each individual pupil.
- encourage independence in the work and judgement of our pupils.
- enable pupils to understand how they learn and the importance of developing skills to aid learning
- help our pupils to make decisions within an accepted moral code.
- enable pupils to process knowledge and be able to present information in a variety of ways.
- encourage pupils to identify and solve problems independently.
- enable pupils to work well with others showing skills of co-operation and leadership.
- foster a sense of motivation and an ability to build on failure and to learn from mistakes.

The features of our curriculum in the development of the whole person are:

- Facilitating high levels of academic attainment.
- A respect for the individual and the meeting of his/her needs.
- Inclusivity, a personalised approach to learning using outstanding teaching and learning and a range of extra-curricular opportunities.
- A flexibility in attitude and willingness to learn to enable the individual to cope with a rapidly changing and technological society.
- A focus on personal values in a community which respects the other person and their property.
- An appreciation of a spiritual awareness through all aspects of the curriculum.
- A preparation for a multi-faith and a multi-cultural society.
- An understanding of Equal Opportunities and to prevent discrimination.
- A preparation for choices through Careers Education, Information, Advice and Guidance and Vocations Experiences.

i Our Key Stage 3 Curriculum Model

The curriculum model has been developed and refined to reflect national and local demands. The inclusive nature of the model provides access to learning, teaching and assessment for all our pupils to all areas of the curriculum.

In Key Stage 3 at St Richard's, pupils follow a common course in religious education, English, maths, science, MFL, history, geography, physical education (PE), computing, product design, art and the performing arts subjects: drama, music and dance. In MFL pupils will study either French, Spanish or German. Pupils in Year 7

and 8 have planning, personal organisation and learning skills delivered in PSHEE and subjects.

Dedicated pastoral time is set aside each week for Personal, Social, Health and Economic Education. Pupils with Additional Learning Needs are assisted by members of the Learning Support Team in the classroom or are withdrawn to be involved in special programmes that include specialised one to one teaching and Sound Training.

The nature of the KS3 curriculum is fluid to meet the needs of each subject, with MFL and science GCSEs commencing in Year 9 and Astronomy GCSE examined in Year 9. Modifications in the KS3 curriculum will take into account the core principles laid out above.

Year 8 pupils choose 2 subjects to study in year 9 from the following options: Drama, Music, Performing Arts, Computing, ICT, and Art. This allows them to pursue their interests in more depth through the provision of extra curriculum time and creates the opportunity for pupils to complete vocational qualifications such as the Arts Award and a Functional skills qualification in ICT.

ii **Key Stage 4**

In Years 10 and 11 the pupils are offered an entitlement curriculum. This curriculum embraces the key themes of opportunity and excellence. All pupils follow a common core of subjects which include:

- Religious Education
- English Language and English Literature
- Mathematics
- Science as separate subjects or as balanced science.
- Physical Education
- Personal, Social Health and Economic Education (PSHEE) including Citizenship and Work Related Learning.

For some pupils, a bespoke curriculum and modified timetable will be provided where appropriate.

The remaining option subjects present an element of choice within that curriculum area. Below is the table for 2018-2019

Pathway 1 (from 2018)

Pupils continue with the Modern Foreign Language option either French, German or Spanish.

A	B
Geography	Art (Design)
History	Art (Fine)
	Business Studies
	Computer Science
	Drama
	Food Preparation & Nutrition
	IT
	Music
	Resistant Materials
	Sports Studies
	Textiles

Pathway 2 (from 2018)

A	B	C
Geography	Art (Design)	IT
History	Art (Fine)	Resistant Materials
	Business Studies	Performing Arts
	Computer Science	ASDAN
	Drama	
	Food Preparation & Nutrition	
	IT	
	Music	
	Resistant Materials	
	Sports Studies	
	Textiles	

This framework enables pupils to study a combination of subjects that include Work Related Learning. The Key Stage 4 curriculum is shaped in such a manner to reflect challenge, breadth, balance, coherence, relevance and differentiation, leading to a GCSE qualification.

Careers Education, Information Advice and Guidance

Although at the age of 14, pupils are not expected to have any definite career ideas, they have at this stage received some careers guidance.

Working with their Personal tutor, all Year 9 pupils have completed activities in making decisions and choices reflecting on their positive attributes and have been shown how to access information from the Careers Resource Centre.

Careers advice is available to pupils from the Careers Lead and Careers Personal Advisers contracted to St Richard's Catholic College.

Year 10 Groupings

English, maths, science and RE are taught across the year in set groups, each having their own setting arrangements. A Modern Foreign Language is studied by 65-70% of Year 10 pupils. Pupils are able to select a subject from each of the two option blocks in Pathway 1 and three Option Blocks in Pathway 2. Pupils will be studying either GCSEs or BTEC Technical Awards.

Some pupils may be offered a modified timetable to reflect their individual needs. Some pupils may use Plumpton College or Sussex Coast College for specialist courses.

There is an opportunity for all Year 10 pupils to participate in a week's work experience placement in local industry and business. Our work experience preparation programme aims to equip our pupils with the essential skills and knowledge to benefit fully from their individual work experience placements. The structured preparation (including interviews with employers) and debriefing for pupils following work experience, provides a valuable forum for pupils to share their experiences and the new skills which they acquired.

Year 11 Groupings

English, maths and science are taught across the year group, each having their own setting arrangements. Modern Foreign Languages follow the same pattern as in Year 10.

All year 11 pupils complete their college applications online with UCAS. This application contains a personal statement, grades and details on their work experience.

All pupils continue in education post-16. All the local colleges, the Free School and Independent Sixth Forms give presentations to the pupils on the courses on offer post-16. Pupils with SEN are taken on regular visits to the colleges so that their transition is smooth.

Curriculum Model 2018-2019

	Year 7	Year 8	Year 9	Year 10	Year 11
English	5	5	4	5	5
Maths	5	5	4	5	5
Science	4	4	4	6	6
RE	2	2	2	3	3
PE	2	2	2	1	1
PSHEe	1	1	1	1	1
MFL	2	3	3	4	4
Humanities	3	3	4	3	3
Product Design	2	2	2	Option 3	Option 3
Art	1	1	Expressive Arts, IT and computing option 4	Option 3	Option 3
Music	1	1		Option 3	Option 3
Dance	} 1 period	} 1 period			
Drama	} a week in a termly carousel	} a week in a termly carousel		Option 3	Option 3
Computing	2	1		Option 3	Option 3
IT			1	Option 3	Option 3
Business Studies				Option 3	Option 3
Media Studies				Option 3	Option 3
Sports Studies				Option 3	Option 3
Performing Arts				Option 3	

In Years 10 and 11, pupils following pathway 1 have 1 option choice of 3 periods and those following pathway 2 have 2 option choices.

		Year 10	Year 11
Core Curriculum:	English	5	5
	Maths	5	5
	Science	6	6
	MFL / Option	4	4
	Humanities	3	3
	RE	3	3
	PE	1	1
	PSHEe	1	1
	Option	3	3
	Total	31	31