

St Richard's Catholic College

Curriculum Policy 2020-2021



The Policy was approved by the Governing Body: September 2020

Chair of Governors: _____

The Governing Body will review the policy in September 2021

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 Wolf Report of 2012 National Curriculum for 2014.

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 learning practices at St. Richard's, we work to provide outstanding experiences that are enjoyable, engaging, fulfilling, stretching and enabling the growth of self-esteem as well as progress.

In order to live up to these expectations, as teachers, we reflect upon our teaching and learning practices developing this through our own CPD practices as well as through the monitoring and professional development processes. In turn, pupil work will also be assessed, recorded, reported and will reflect diagnosis, target-setting and progress as per the assessment cycles.

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.

Curriculum Intent

Our Curriculum is ambitious for all learners. It is thoughtfully developed and scaffolded for pupils who need this, so that we support any pupil and especially those who have been identified as vulnerable or disadvantage. Our curriculum is coherently planned and sequenced so that all pupils can strive for excellence and supports staff to develop their pedagogy and practice to become outstanding practitioners. Pupils flourish and develop into resilient learners through the high standards in teaching and learning.

St Richard's pupils are motivated pupils with high aspirations. They experience a broad, balanced and ambitious curriculum with many opportunities to experience extra-curricular and enrichment activities that are available in school.

The rich opportunities the pupils experience encourage them to continue their education and faith development outside of school and throughout their lifetime. They show empathy for their peers and the wider community and a deeper cultural awareness and they are ready to meet the requirements of college and the workplace.

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, maths and science GCSEs commencing in Year 9. During year 9 pupils have the opportunity to start to specialize in Design and Technology subjects and also Expressive Arts including Art, Computing, Drama, IT, Music and Performing Arts.

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
- Modern Foreign Language: French, German and Spanish
- 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 tables below demonstrate the option choices in the two curriculum pathways for 2020 - 2021.

Pathway 1 (from 2020)

Pupils who are continuing with the Modern Foreign Language option studying either French, German or Spanish follow Pathway 1.

A	B
Geography	Art (Design)
History	Art (Fine)
	Business Studies
	Computer Science
	Cambridge National Creative iMedia
	Design & Technology - Resistant Materials
	Drama
	Food Preparation & Nutrition
	Media
	Music
	PE

Pathway 2 (from 2020)

Pupils who are not continuing with a Modern Foreign Language follow Pathway 2.

A	B	C
Geography	Art (Design)	Cambridge National Creative iMedia
History	Art (Fine)	BTEC Performing Arts
	Business Studies	BTEC Sport
	Computer Science	BTEC Travel & Tourism
	Cambridge National Creative iMedia	BTEC Health and Social Care
	Design & Technology - Resistant Materials	
	Drama	
	Food Preparation & Nutrition	
	Media	
	Music	
	PE	

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, and science 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 The Workplace, Plumpton College, Sussex Coast College or Futures Education Trust 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 Eprospectus. 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 2020-20201

	Year 7	Year 8	Year 9	Year 10	Year 11
English	5	4.5	4	5	5
Maths	5	4.5	4	5	5
Science	4	4	4	6	6
RE	2	3	2	3	3
PE	2	2	2	1	1
PSHEe	1	1	1	1	1
MFL	2	3	3	4	4
History and Geography	3	3	4	3	3
Design & Technology	2	2	Art, computing, Design and Technology, drama, IT, music and performing arts options 6	Option 3	Option 3
Art	1	1		Option 3	Option 3
Music	1	1		Option 3	Option 3
Dance	} 1 period a week in a termly carousel	} 1 period a week in a termly carousel			
Drama				Option 3	Option 3
Computing	2	1		1	Option 3
Creative iMedia				Option 3	Option 3
Business Studies				Option 3	Option 3
Health & Social Care				Option 3	
Media Studies				Option 3	Option 3
PE / Sport				Option 3	Option 3
Performing Arts				Option 3	Option 3
Travel & Tourism				Option 3	Option 3

		Year 10	Year 11
KS4 Curriculum:	English	5	5
	Maths	5	5
	Science	6	6
	MFL / Option	4	4
	History or Geography	3	3
	RE	3	3
	PE	1	1
	PSHEe	1	1
	Option	3	3
	Total	31	31