

# Curriculum Policy

## 1. The aims of our curriculum (intent)

At Saint George, we ASPIRE to become all that God has created us to be. We intend for all our students to develop into well-rounded individuals and fulfil their potential to follow their own vocation.

In order to achieve this, we provide them with high quality experiences and opportunities both within and outside lessons. Our carefully designed curriculum is enriched and enhanced for their benefit, and rooted in the principles of Catholic Social Teaching.

We believe the best way to achieve the personal potential of each of our students is through an accelerated Key Stage 3 and an enhanced Key Stage 4, enriched by an excellent extra-curricular programme. We are a diverse and inclusive faith community and our curriculum needs to be able to meet the needs of all students and ensure that they ASPIRE to be all that they can be.

Our intention is to have a curriculum which:

- a. Supports a Catholic, aspirational ethos across the college
- b. Takes into account individual needs, motivations, interests and abilities
- c. Provides a broad and balanced experience for all students
- d. Develops relevant knowledge and skills for all students

## 2. How the curriculum is organised (implementation)

### i. Key Stage 3

In order to provide time for an enhanced Key Stage 4, and reflecting the aspirations we have for all our students, we will provide an accelerated Key Stage 3 which:

- Meets the requirements set out in the National Curriculum programme of study
- Embeds the knowledge, skills and understanding in the subject to enable the pupil to progress into Key Stage 4 and beyond
- Allows students to develop the ASPIRE values of the college, as well as to understand how their learning feeds into principles of CST, such as dignity, solidarity, the common good and care for creation.
- Provides opportunities for students to develop their cross-curricular skills in areas such as literacy and numeracy.

Therefore, all students have covered the required content from the Key Stage 3 National Curriculum by the end of year 8.

Having met these requirements, we begin the options process at the end of year 8. The rationale for this is that students are given more time to study the subjects which they will benefit the most from, without narrowing the curriculum too early. For example, all students will continue to study a humanity until the end of year 9 and the majority continue to study a foreign language.

During years 7 and 8, all students follow a common curriculum which encompasses:

- English
- Mathematics
- Science
- Religious Education
- Humanities (history and geography)
- Modern Foreign Languages (French or Spanish)
- Creative Arts (art and design & technology)
- Performing Arts (music, drama and dance)
- ICT
- PSHE
- PE

The proportion of curriculum teaching time allocated to each of these areas is shown in the annual curriculum report.

## **ii. Enhanced Key Stage 4 curriculum**

Each subject goes beyond the requirements of the Key Stage 4 National Curriculum, or Programme of Study, and students therefore have an enhanced experience of those subjects they continue to study in Key Stage 4.

Each Head of Department has the flexibility to do this in the way they feel will benefit the students the most, but examples of how this might look are:

- Additional time examining careers opportunities within the curriculum
- Wider experience of practical elements beyond the course requirement
- Studying topics that are not part of the course requirements but support a wider appreciation and understanding of the subject
- Studying topics in more depth than is outlined in course requirements

## **iii. Key Stage 4 opportunities**

Through the options process between Key Stages 3 and 4, students are supported with making appropriate choices based on their prior performance and attainment so that they are following a curriculum that meets their needs, interests and allows them maximum opportunity to succeed.

All students follow a common core curriculum of:

- English Language and English Literature
- Mathematics
- Combined Science or three separate Sciences
- Religious Education
- Core PE (non-examination)

Depending on the choices students make, they will take one of these combinations of subjects:

- Opportunity One
  - A modern foreign language (French or Spanish)
  - A minimum of one humanity (History or Geography)
  - Two other options
- Opportunity Two
  - A minimum of one humanity or a modern foreign language
  - Three other options
- Opportunity Three
  - A minimum of one humanity or a modern foreign language
  - Two options
  - Additional literacy or numeracy (in Year 9)

At the end of Year 9, students drop one option subject to devote extra curriculum time for their remaining options and for core subjects.

For a small number of students, when appropriate, the college will work with Southampton City College to provide off-site vocational courses to meet their demands.

While there is an aspiration to be in line with the Government's aim for the proportion of students studying EBACC, decisions on a suitable curriculum route will be decided on a student by student basis, for what is in the best interests of that student.

#### **iv. Involvement of parents, carers and students**

The college will work alongside parents and carers throughout the options process. This is achieved by:

- Regular written communication including invitations to events listed below, and the publication of an options information booklet
- Annual curriculum information evenings in year 8 and year 9
- Termly Mentoring Day appointments with the student's tutor
- Options assembly for year 8 to explain the options process to all students
- Options consultations in Year 8 and Year 9 on Mentoring Day with a member of the Senior Leadership Team
- Careers events and evenings run in conjunction with EBP
- Extra support for SEND students is given through the termly SEND Review Days, which include discussions around options in Years 8 and 9.

#### **v. Consideration of disadvantaged students**

It is known that, nationally, disadvantaged students often end up with restricted curriculums compared to their peers, for example with fewer students studying EBACC subjects. We are committed to ensuring these students have the same access to a broad, balanced and aspirational curriculum as their peers. As for all students, we will support students to make choices that reflect their interests, motivations and abilities.

### **3. How does the curriculum promote the spiritual, moral, cultural, mental and physical development of pupils, and support the development of British values?**

The principles of Catholic Social Teaching continue to be embedded into the curriculum, and students' spiritual, moral, cultural, physical and mental development is enhanced through these principles.

Spirituality is one of the ASPIRE values that runs through the life of the college. It reflects the Catholic ethos of the college, whilst being inclusive for students of other faiths and none. As a Voluntary Aided Catholic College, Saint George is subject to Section 48 inspections to judge the effectiveness of this provision.

For all year groups, PSHE is delivered by tutors for one hour per week.

British values are encouraged through the strong ethos of the college. The school council functions as a democratic, representative body. The rule of law is modelled through effective discipline and a clear behaviour policy. Individual liberty, respect and tolerance is developed by celebrating the diversity within the college and effectively dealing with instances of bullying.

### **4. Enrichment**

We offer an excellent range of extra-curricular activities that are open to all students, regardless of the subjects they are studying. These include visits, speakers, engagement with external projects and student leader opportunities.

There is also a termly programme of clubs, which is regularly reviewed and evaluated to ensure it meets the needs and interests of our students. These clubs take place at lunchtime and after school, with a diverse range available across all year groups. They are clearly and regularly publicised to students. Attendance is recorded to recognise students' commitment, is frequently celebrated through our rewards system.

### **5. How has legislation and guidance informed the curriculum?**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

### **6. Measuring the effectiveness of the curriculum (impact)**

## **i. Responsibilities**

### **a. Governors**

The governing body will monitor the effectiveness of this policy and hold the Headteacher and Executive 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils that lead to qualifications 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **b. Headteacher and Executive Headteacher**

The Headteacher, in conjunction with the Executive 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **c. Heads of Department**

Heads of Department are responsible for ensuring the National Curriculum requirements for their subjects are covered.

Heads of Department produce and keep up to date an overview showing how their Key Stage 4 curriculum is enhanced beyond the requirements of the specification or National Curriculum.

Heads of Department are also responsible for keeping up to date a 'Quality of Education' document for their curriculum area, which shows how curriculum design, assessment and pedagogy support the intentions set out in this document.

## **ii. Annual Curriculum Report**

As part of the curriculum development process, and in order to keep the Governing Body fully informed, a curriculum report will be produced annually to assess the effectiveness of the curriculum. This will be presented to the Senior Leadership Team and Governing Body, before any future adjustments are agreed for subsequent years.