



Curriculum Policy

Ref: C006

Contents:

Document Control	
Title	G006 Curriculum Policy
Date	October 2022
Supersedes	G006 Curriculum Policy adopted September 2021
Amendments	Policy updated with: Changes to personal development curriculum KS3 and KS4 Curricula changes CEIAG offer
Related Policies/Guidance	Teaching & Learning Policy Assessment Policy SEN Policy High Achievers Policy CEIAG Policy Collective Worship Policy Equality Policy Independent Assessment & Home Learning Policy Sex & Relationship Education Policy Visiting Speakers Policy
Review	1 year
Author	J. Dawson
Date consultation completed	
Date adopted by Governors	18 th October 2022

Prosper Learning Trust is a Multi Academy Trust
Registered in England and Wales number 10872612
Registered Office: Firbank Road, Manchester, M23 2YS

1. Introduction

- 1.1 This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and the requirement of the National Curriculum programmes of study, which the school has chosen to follow.
- 1.2 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.
- 1.3 Our curriculum policy complies with our funding agreement and articles of association. The policy and our approach reflects the needs of our community, our aspirations for the young people and our ambition to provide an outstanding quality of education.

2. Curriculum Intent

- 2.1 A broad and balanced curriculum is a vital component of lifelong learning. Our aim is to enable academic success alongside creativity and inventiveness throughout the school curriculum by securing powerful knowledge, personal qualities and key skill to support future success.
- 2.2 Chorlton High School is built on and driven by our core values and we are committed to enabling all our students to become:

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

Learners will:

- Achieve academic standards of excellence enabling them to excel against any competition nationally.
- Experience a rich, exciting curriculum that leaves them able to make powerful choices about their future ambitions.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability.

Learners will:

- Experience creative teaching that makes learning engaging and allows them to think independently and be confident citizens.
- Be expected to embrace a diverse and cutting edge range of creative opportunities both inside and outside the classroom.

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

Learners will:

- Be proud of their achievements and for the progress they make, and have these achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.

- 2.3 Our curriculum is designed to meet the academic, personal and wider needs of all students, providing developing opportunities both inside and outside of the classroom, and by enabling a variety of opportunities to expand on their cultural capital. It is designed to be **rigorous and challenging; creative and inspiring; diverse and wide ranging; well-matched for the vibrant and eclectic range of students we teach.**
- 2.4 Our curriculum aims to:
- provide **academically rich** and coherent learning which leads to deep subject knowledge
 - have **breadth and balance**; which promotes character and the personal, social, physical, spiritual, moral, and cultural development of our students place an emphasis on developing young people who are confident, resilient, work ready and prepares them for the opportunities, responsibilities and experiences of adult life.
 - ensure that students develop the essential skills in reading, writing, communication and numeracy;
 - foster students' creativity and develop essential skills and qualities, including independent learning skills;
 - inspire students to a commitment to learning which will last a lifetime;
 - promote a healthy lifestyle;
 - promote high standards in all learning and teaching; and
 - promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Curriculum Implementation: Design

- 3.1 To enable them to flourish, a learner's time at Chorlton High School is 'mapped' out as a journey from Year 5, through a transition programme through to Year 12, with the securing of an appropriate college or apprenticeship route. This journey is mapped out through a number of overarching curricula which are intrinsically linked:
- **The Academic Curriculum**
 - **The Personal Development Curriculum**
 - **The Extended Curriculum**

3.2 The Academic Curriculum

- 3.2.1 Each subject area outlines its subject intent which guides them through the rationale and subject pedagogy. We believe that students study each subject to not only access courses and careers but also to develop passion and love of learning, specifically in their areas of interest.
- 3.2.2 Subject specific knowledge is planned out and documented within their **Framework for Learning**. This is designed around building a deep body of knowledge in each subject area, with a focus on substance, depth and richness. The mapping in each subject area focuses on this as a learning journey which is a coherent sequence, to facilitate progress, fluency and the development of learning capacity across Years 7 to 11.

- 3.2.3 Each curriculum areas builds their own subject journeys, with an understanding of the contextual elements that we need to address for our Manchester children, considering our local context.
- 3.2.4 Strands of the spiritual, moral, social and cultural (SMSC) education are explicitly threaded through the curriculum frameworks of each subject area, alongside learning for personal and physical development and British Values.
- 3.2.5 Home learning, home study and home reading are Chorlton High's 'homework' offer. These support the Academic Curriculum and allow our learners to develop healthy learning habits and independence

3.3 The Personal Development Curriculum:

- 3.3.1 The Chorlton High School **Personal Development Learning Journey** is a **progression model** for building the development of our learners and prepares them for the opportunities, responsibilities and experiences of adult life.
- 3.3.2 In addition to ensuring that students personal, physical, spiritual, moral, social and cultural development are mapped throughout all curriculum areas we explicitly build this development through the Personal Learning Journey. One of the ways that the school enables this through tutor time. Form Tutors work closely with their tutees and have an overview of academic progress and their personal development.
- 3.3.3 Students' progress and personal development are tracked on an individual and cohort level, to maximise their achievements, and ultimately their life chances. Heads of Year and Progression Leads regularly monitor and review the performance of individuals and groups of students to 'Join the Dots' and ensure they are provided with the optimum conditions for success. Effective impact driven progress tracking, intervention processes and student support services ensure that the curriculum, extended learning experiences and pastoral care have a very positive impact on students' outcomes.
- 3.3.4 All staff have a role to play in delivering the **Personal Development Learning Journey**. This shapes our **tutor curriculum**, enabling each group to follow a programme of study with their form tutors that focuses on their broader development. In such a manner we are building a coherent route for character development and the development of the CHS qualities of success,
- 3.3.5 A students' journey is mapped from Year 5, through the transition programme, all the way into the start of Year 12 as students secure their college placements or apprenticeship routes post GCSE results.
 - Transition Phase: From the Spring term of Year 5 students take part in a series of experiences that are designed to be 'the launch pad, the preparation for take-off', which enables us to work with students as they build the knowledge, experience and confidence ready to start Chorlton High School.
 - Year 7 Future Foundation focuses on developing our knowledge and understanding of the CHS Qualities of Success, supporting students to become confident, engaged and inspired learners who regularly reflect on their own progress.
 - Year 8 students complete the Chorlton Edge challenges each half term, that focuses on the opportunity to develop certain skills through personal challenges that build up throughout the year.

- Year 9 and Year 10 both follow the comprehensive SSAT leadership programme which equips students with key leadership skills outside the classroom. The three themes are 'developing myself', 'working with others' and 'contributing to my community'. Students work on this qualification over 2 years with a view to achieving a Bronze, Silver or Gold award.
- Year 11: Your Future Self programme which consists of preparing the students for life beyond High School. Students will have a range of CEIAG support through careers advice, visitors, college experiences and targeted career sessions. This will enable them to apply for the next step in their futures beyond CHS

3.3.6 Tutors and all teachers also play a role in securing student understanding of the **Chorlton 'Qualities of Success'**, a set of key attributes that we have identified as being important to the personal development of students. The development of these characteristics allows them to be successful, creative and happy in their futures regardless of the challenges and changes they face. Over the course of their time at Chorlton High School students will be provided opportunities to develop an understanding and appreciation of the key skills of **optimism, empathy, motivation, creativity, curiosity, responsibility, resiliency, reflection, and practice** and of how to apply them successfully.

3.4 The Enrichment Curriculum

- 3.4.1 Our aim is to nurture and develop each student. We therefore build into our curriculum an entitlement of enriching and extension experiences to enable all children to experience enrichment. This is delivered through a variety of ways.
- **Extended Learning Experiences (ELE Days):** Full days where the regular timetable is collapsed to enable a range of creative and exciting learning opportunities.
 - **Workshops and visiting** speakers to school.
 - **Trips and Visits** that are specifically linked into the curriculum.
 - **Extra-curricular** opportunities and activities.
- 3.4.2 **Cultural capital** is addressed through all areas of the school. At Chorlton High School, we recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. This is addressed through each subject area, as we build in an entitlement to cultural capital that is:
- fully integrated into the 5-year CHS curriculum,
 - signposted on the school website,
 - targeted. Where students may be identified for a specific intervention linked to developing the cultural or school capital to ensure they are not disadvantaged educationally or experientially.

4. Curriculum Organisation

- 4.1 All students follow a broad, balanced curriculum throughout Key Stage 3 in Years 7, 8 and 9. This stretches and challenges but also provides the scaffolding to ensure that students reach their potential. The curriculum at Key Stage 3 is underpinned by high quality provision in the core subjects: English, Mathematics and Science. Throughout Year 7 and 8 students study; Modern Foreign Languages, Computing, History, Geography, RE, a range of Technology subjects, Art, Drama, Dance, Music and PE giving them a varied and stimulating daily diet of lessons and experiences.
- 4.2 In Year 9 students continue their studies on the Key Stage 3 Curriculum and follow the full range of National Curriculum subjects. This consists of English, Maths, Science, History, Geography, RE, French/Spanish, PE, Art, Music, Technology and Computing. Students also continue to study RESPECT which covers the PSHE curriculum content whilst also enabling students to engage in topics linked to social responsibility. In addition, we will also ask all students to take an 'Arts Elective'. This enables Year 9 students the chance to start to shape their curriculum by allowing them to choose an area of study to explore and work in a way that builds their 'CHS Qualities of Success' (see section 3.3.6). The Arts Elective allows students to focus on one of four subject areas; Dance, Drama, Music or Visual Art. Students study a course that will enrich their knowledge and learning whilst also promoting skills of independence and self-regulation which will prepare them well for Key Stage 4, whatever their subject choices then.
- 4.3 In Year 9 students will embark on a Pathway Process which enables them to select their Level 2 options for Year 10 and Key Stage 4. All students will study 'The Compulsory Core' which is English, Mathematics, Science, RE and PE and in addition to this, students choose 4 subjects from a range of grouped pathways. Using prior and current attainment data alongside one to one conversations, students are guided to follow either a GCSE rich EBACC pathway or a pathway which will include study of GCSEs and Technical Awards. A range of GCSE and Technical Awards qualifications are available to students across Key Stage 4. The vast majority of students have the opportunity to study Combined Science. Approximately a third of students are directed to Triple (Separate) GCSE Science. A small minority of students are directed onto a range of GCSEs and Technical Awards more appropriate to their needs.
- 4.4 In order to provide a solid basis for Further and Higher education the majority of students will be directed to select at least one subject within the following groups: Arts, Humanities (Geography or History), a Language and 1 other subject.
- 4.5 The School operates a fortnightly timetable of 50 hours per fortnight.

Subject	Y7	Y8	Y9	Y10	Y11
English	8	8	8	8	8
Maths	8	8	8	8	8
Science	6	6	6	10	10
Art	2	2	1	-	-
Dance	2	2	-	-	-
Drama	2	2	-	-	-
Music	2	2	1	-	-

French	2	4 hrs of French and/or Spanish	4 hrs of French and/or Spanish	5 hrs: Choice of French or Spanish*	-
Spanish	2				-
Geography	2	2	4	5 hrs: Choice of Geography or History	-
History	2	2	4		-
RE/RESPECT	4	4	2	2	2
Computing & Technology	4	4	4 Technology 2 Computing	-	-
PE	4	4	2	2	2
Arts Elective	-	-	4	-	-
Option A	-	-		5	5
Option B	-	-		5	5
Option C	-	-	-		5
Option D	-	-	-		5

*students identified as not being able to access a language at KS4 study an appropriate vocational course

5. Seven Curriculum Strands: SMSC; Personal and Physical Education; British Values

5.1 At Chorlton High School we recognise the need to develop not just young people who are academically successful, but young people who are equipped to successfully apply their ability to the ever-changing landscape they are part of. To allow for this, strands of the **spiritual, moral, social and cultural (SMSC) education** are explicitly threaded through the curriculum frameworks of each subject area, alongside learning for **personal and physical development** and **British Values**.

- **Personal:** Personal effectiveness, confidence and employability.
- **Social:** Social awareness, empathy and interpersonal skills.
- **Physical:** Physical wellbeing, sporting participation and healthy living.
- **Spiritual:** Spiritual awareness and belief.
- **Moral:** Moral literacy and values.
- **Cultural:** Cultural Awareness.
- **British Values:** Democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

5.2 To ensure our provision is consistent and comprehensive we have mapped our current offer across our curriculum; the definitions are informed by the September 2014 Ofsted guidance on SMSC and the 2014 RSA 'Schools with Soul' publication. These seven strands are plotted and audited in **The Chorlton Curriculum: PSMSCP and British Values Provision Map**.

5.3 The promotion of **the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance** of those with different faiths and beliefs is mapped across all aspects of the academic, RESPECT (PHSE)/Life Skills, enrichment and pastoral curriculum ensuring our students have the opportunity to

develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.

- 5.4 **Community of Belonging (CoB):** Through the curriculum the school works towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. This work is stranded all the curricula area, with a focus on social responsibility and leadership through the **Chorlton Community Pledge** within the pastoral curriculum. This work ties in with the **Race and Conscious Equality (RACE)** drive which sets standards for provision within the areas of diversity and equality.

6. RESPECT and PSHE

- 6.1 Our RESPECT (PSHE) and Life Skills curriculum challenges students to become creative, happy and successful individuals. By focusing on three key strands, which include 'Health and Well-Being', 'Living in the Wider World' and 'Relationships', we aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world. In Year 7 students encounter PHSE through Oracy RESPECT lessons in English, Year 8, and Year 10 receive a weekly RESPECT lesson and Year 9 have RESPECT within their RE lessons. The RSE framework is embedded throughout the years. In Year 11, Life Skills is taught weekly. The curriculum is mapped across the years and identifies links to whole school initiatives.

7. Equality and Inclusion

- 7.1 **Equal opportunities:** Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.
- 7.2 **Disabilities:** In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan, which is available to parents on request.
- 7.3 **Special Educational Needs:** The school has a special educational needs policy for statemented and non-statemented students. The school will determine the appropriate courses and required support in consultation with the parents
- 7.4 **Differentiation:** A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

8 Physical Education

- 8.1 All students are expected to take part in the school's Physical Education programme, which is delivered to all Year groups. Students can only be excused from PE lessons for

medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

9 Religious Education

- 9.1 Religious education is available to all students. Chorlton High School follows the Locally Agreed Syllabus as outlined by Manchester Local Education Authority. Parents have the right to withdraw their children from religious education.
- 9.2 The school has a programme of collective worship involving Year Group assemblies and Tutor Group led assemblies. The worship is not of any particular denominational characteristic, it is based on sound moral principles and recognises the rich diversity of the schools' cultural make up. Due to the limiting nature of the school's building we are unable to offer a formal daily collective act of worship for all students.
- 9.3 Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Headteacher in writing if they wish to withdraw their child from collective worship.

10 Sex Education

- 10.1 The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's Sex and Relationship Education Guidance.
- 10.2 In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

11 Careers, advice and guidance

- 11.1 Chorlton High School is committed to ensuring all students have access to a range of impartial careers education, information, advice and guidance; the aim is that all students transition onto suitable positive Post 16 destinations on academic, apprenticeship or training pathways that support their individual ambitions and will lead them onto successful futures. The structured CEIAG provision is based on the recommended 8 Gatsby Principles and is delivered to students from Year 7 through to Year 11 to ensure progression (although there is a clearer focus at key transitional points.) This is achieved by giving each year group a particular focus and drive. CEIAG is driven through the Academic curriculum, Life Skills curriculum, ELE days and the Enrichment curriculum all of which add to every student's personal development journey
- 11.2 In addition to subject focused meaningful encounters our Achievement Team organise a range of careers events to inspire our young people to consider the career opportunities available to them in subjects they feel passionate about. These experiences result in

students feeling that they have a clear understanding of the different pathways open to them and the opportunities working in specific professions can provide them. Our careers events are supported by professionals from our local community and whet young people's appetites for professional life.

12 Political Education

12.1 The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

13 Home Learning

13.1 Home learning is a key factor in supporting the 5-year learning journey for our students. Excellent learning habits such as organisation, prioritisation and practice enable students to be independent learners equipped for success in all they do. At Chorlton High School there are three key parts to 'home learning':

13.1.1 **Home Learning:** Home learning is homework that is set by a class teacher and requires submission. Home Learning tasks through an online platform which is available to all students and parents.

13.1.2 **Home Study** is preparation for tests and reflection and gap filling after progress tests. In the build up to our progress tests, non-examined assessments (NEAs) or any examinations, home learning becomes home study which is independent enquiry. This takes place during the second half term of each term.

13.1.3 **Home reading:** We also encourage our students to devote time to home reading as this will give students a wider knowledge base and understanding of the world. We expect all of our students to read at least three times a week at home, however we would like to encourage them to read daily.

13.2 Home learning tasks are shared with students and parents via an online package. Teachers report on effort level in respect of homework to parents on a termly basis

14. The roles of the Governing Body

14.1 The governing board will monitor the effectiveness of this policy. It will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for students to cover the requirements of the funding agreement.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN).

- All courses provided for students 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.
- Students from Year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

14 Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Form Tutor, Head of Year or the Curriculum Leader for a particular subject area.

If the issue is not resolved parents are able to make an official complaint in writing to the Headteacher.

15 Monitoring and Review

The Deputy Headteacher for Curriculum is responsible for ensuring the day-to-day implementation of this policy. A representative from the school's Governing Body, who will report on a half termly basis to the full Governing Body, will monitor the implementation and effectiveness of this policy.

Appendix

