



CHS South

C006: Curriculum Policy

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<p style="text-align: center;">Prospere Learning Trust is a Multi Academy Trust Registered in England and Wales number 10872612 Registered Office: Firbank Road, Manchester, M23 2YS</p> <p>The Prospere Learning Trust has several Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.</p> <p>The Trust Board has responsibility for the operational of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.</p> <p>Within our policies reference to:</p> <ul style="list-style-type: none"> Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board. School includes a reference to school, academy or free school unless otherwise stated. Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy, or free school. 	

1. Introduction:

At CHS South we are committed to providing high quality educational opportunities for our community. Our vision is based on the belief that a broad and balanced curriculum is a vital component of lifelong learning. We nurture academic success alongside creativity and imagination throughout the school curriculum to help students to secure the knowledge and skills they will need for future success.

The delivery model at CHS South is based upon the structures and processes that have successfully delivered strong outcomes at Chorlton High School. We use our curricular strength to ensure that we support & challenge so that all students can achieve success; we use our operational strength to ensure that our provision is efficient and effective, accurately targeting resource to need and delivering a creative, happy & successful experience for all young people.

CHS South is built on and driven by our core values and we are committed to enabling all our students to become:

Creative: An education where imagination, curiosity & resilience enable us to ignite our learning

Happy: A shared belief that optimism, empathy & responsibility are the foundations for a respectful, safe & inclusive community

Successful: Individuals who are ready to learn, practice being reflective, and are motivated to become champions

2. Aims:

The school will strive to:

- provide a curriculum that is broad, balanced, promotes character and the personal, social, physical, spiritual, moral, and cultural development of our students preparing 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, including independent learning skills.
- promote a healthy lifestyle.
- inspire students to a commitment to learning which will last a lifetime.
- 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, mutual respect and tolerance of those with different faiths and beliefs.

3. Curriculum Implementation

To enable students to flourish, our Curriculum is 'mapped' out as a five-year journey, so that students can secure a breadth of knowledge of skills that builds over time and is ambitious for all.

- Each subject area outlines its subject intent which guides students 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.

- 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. 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.
- 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.
- Home learning is set to help secure the learning of the Curriculum and allow our learners to develop healthy learning habits and independence.

4. Our Curriculum Offer for September 2023:

The school operates a fortnightly timetable of 50 hours **per fortnight**.

Subject	Y7	Y8	Y9	Y10	Y11
English	8	8	8	8	10
Maths	8	8	8	8	10
Science	6	6	6	10	10
Art	2	2	1	-	-
Dance	2	2	-	-	-
Drama	2	2	-	-	-
Music	2	2	1	-	-
Arts Elective	-	-	4	-	-
French (Fr)	2 until Dec then 4 hours if chosen	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)		
Spanish (Sp)	2 until Dec then 4 hours if chosen	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)		
Geography (Gg)	2	2	4	-	-
History (Hi)	2	2	4	-	-
RE/RESPECT	2	2	2	2	2
Computing	2	2	-	-	-
Computing & Technology	-	-	4	-	-
Technology	4	4	-		
PE	4	4	4	2	2
MFL (French or Spanish)				5	5
Humanities (Either Hi or Gg)	-	-		5	4
Option A	-	-	-	5	4
Option B	-	-	-	5	4

Key Stage 3 – Creative, Happy, Successful Foundations

Year 7, 8 and 9 Academic Curriculum:

In Year 7, 8 and 9 all students will continue to follow a broad and balanced curriculum offering full coverage of the National Curriculum and beyond. Students will study English, Maths, Science, History, Geography, EPR (Ethics, Philosophy and Religion) Computing, MFL, Art, Drama, Dance, Music, Technology and PE. This curriculum is intended to not only stretch and challenge but also provide the scaffolding necessary to ensure that students achieve and exceed their potential. In Year 9 pupils study an arts elective of Art, Music, Music technology, Drama, Dance or Photography to complement their national curriculum study of Art and Music.

Key Stage 4 – Creative, Happy, Successful Futures

Year 10 & 11 Academic Curriculum:

As students' move into Year 10, they begin study of GCSE or Technical Award qualifications. In the subjects outlined below students will study GCSE or Technical Award qualifications:

Humanities (History or Geography)	5 lessons per fortnight
MFL (French or Spanish)	5 lessons per fortnight
Option 3 – Arts	5 lessons per fortnight
Option 4 – General	5 lessons per fortnight

They will also continue non-qualification study of:

Religious Education & Personal, Social, & Health Education	2 lessons per fortnight
Physical Education	2 lessons per fortnight

A small number of students each year do not follow Modern Languages to GCSE level. These students follow an additional Technical Award to complement their existing pathway choices.

Our curriculum is rigorous and challenging; creative and inspiring; diverse and wide ranging; perfect for the vibrant and eclectic range of students we teach. We pride ourselves on meeting the needs of our students and motivating them to achieve through our rich and engaging curriculum.

5. Our Curriculum Offer for September 2024:

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	-	-
Arts Elective	-	-	4	-	-
French (Fr)	2	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)		
Spanish (Sp)	2	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)		
Geography (Gg)	2	2	4	-	-
History (Hi)	2	2	4	-	-
RE/RESPECT	2	2	2	2	2
Computing	2	2	-	-	-
Computing & Technology	-	-	4	-	-
Technology	4	4	-		
PE	4	4	4	2	2
MFL (Either Fr or Sp)	-	-		5	5
Humanities (Either Hi or Gg)	-	-		5	5
Option A	-	-	-	5	5
Option B	-	-	-	5	5

6. Equal opportunities:

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

7. 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.

8. Differentiation:

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

9. Special Educational Needs:

The school has a special educational needs policy. The school will determine the appropriate courses for students and required support in consultation with parents and any other appropriate agencies.

10. The CHS South 'Qualities of Success':

At CHS South we recognise the value of developing the characteristics in our students that will allow them to be creative, happy and successful in their futures regardless of the challenges and changes they face. Over the course of their time at CHS South students will be provided with 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.

11. Physical Education:

All students are expected to take part in the school's Physical Education (PE) 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.

12. Religious Education:

Religious Education (EPR) is available to all students as a discrete lesson each week in Years 7, 8 and 9 and through our weekly RESPECT lessons in Years 10-11; it is also available to study as a GCSE option Religious Studies. CHS South follows the Locally Agreed Syllabus as outlined by Manchester Local Education Authority. Parents have the right to withdraw their children from religious education.

13. Personal, Social, Health, Spiritual, Moral, Cultural Education Curriculum & British Values

At CHS South 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. 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 curriculum ensuring our students can develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.

PSHSMC education makes an integral contribution to the curriculum our students follow.

Alongside a comprehensively mapped offer across our academic curriculum, we explicitly cover these areas in PSHE & RE lessons. Our Personal, Social & Health curriculum challenges pupils 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, 8 and 9 PSHE is delivered through EPR lessons. In Year 10, students follow our RESPECT curriculum and in Year 11 lessons are used to deliver key college information,

support college applications and careers education before bespoke academic interventions are introduced in the Spring Term.

14. Relationships and Sex Education:

From September 2020, it is a statutory requirement that all schools in England and Wales are teaching Relationship and Sex Education as a fundamental part of the curriculum. It involves teaching children about reproduction, sexuality and sexual health. A full statement of the school's relationship and sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and considers the views of representatives from the community. It has regard for the government's Relationship and Sex Education Guidance. 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. Life lessons are taught weekly in tutor time to support the provision of compulsory RSE education.

15. Pastoral Curriculum:

All students have a morning registration period from 8:30-9am. Each student at CHS South is in a Tutor Group with a Tutor who acts as the first point of contact for parents and staff for all matters relating to the students in that tutor group.

Our Form Tutors work closely with their tutees and have an overview of academic progress and emotional well-being. Each Year group is led by a Pastoral Leader and has an attached member of SLT. These Teams have overall responsibility for the progress, monitoring, safety and welfare of students in the Year Group, offering day to day support to students, as well as offering a further point of contact for parents.

Students' progress and personal development are tracked on an individual and cohort level, to maximise their achievements, and ultimately their life chances. All Pastoral Team members have a role to play in delivering the **Pastoral Curriculum**. The content varies from Year to Year but centres around our weekly foci of:

- The CHS South Qualities of Success
- Happy foundations, Creative foundations, Successful foundations
- Academic Progress
- Attendance
- Reading, Writing, Communication & Numeracy
- Leadership & Community
- Safety & Wellbeing
- Rewards & Celebrating Success
- Life Lessons

16. Collective Worship:

The school has a programme of collective worship involving Year Group assemblies. The worship is not of any particular denominational characteristic, it is based on sound moral principles and recognises the rich diversity of the school's 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.

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.

17. Political Education:

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

18. Community cohesion & 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:

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.

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, PSHE/Life Skills, enrichment & pastoral curriculum ensuring our students can develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.

19. Enrichment Curriculum and Careers and Guidance

At CHS South we offer high quality opportunities and activities outside the academic curriculum. These activities can range from extra-curricular activities through to intervention classes and are an important feature of school life and contribute enormously to our students' social and academic development.

Our aim is to nurture and develop each student. We therefore ensure all students take part in a range of **Extended Learning Experiences** (ELE Days) throughout the year where we collapse the regular timetable and offer a range of creative and exciting opportunities for our students. These innovative and exciting days not only develop learning and foster creativity, but also widen students' experiences and open up new horizons and opportunities to discover talents, passions and hobbies that they may never have considered before. We also aim to give the students real life experiences and foster opportunities for them to work with a range of experts and practitioners from the local community and beyond.

Careers, education, information, advice and guidance is abundant at our school. We 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.

At CHS South we work to identify individual student needs and to provide a **specialised and targeted support curriculum** to ensure that *all* students fulfil their potential. Whether a student has a Special Educational Need or has English as an Additional Language, we endeavour to ensure that appropriate support and provision is in place to ensure that students can access the curriculum and achieve their very best. This support can take many forms: Literacy & Numeracy tuition; small group work; one to one sessions for Dyslexia with a specialist teacher; one to one support for other learning difficulties; or work with our Counsellor or Educational Psychologist. Specific interventions and bespoke programmes are carefully orchestrated and closely monitored. At CHS South we will develop a range of high-quality opportunities and activities outside the academic curriculum. These activities will range from extra-curricular through to intervention classes and will be an important feature of school life and contribute enormously to our students' social and academic development.

20.Home Learning

Home learning Structure Years 7, 8 and 9

- English & Maths: Weekly
- Science, French & Spanish: 3 times a half term
- All other subjects: Half termly

Home Learning Structure Years 10 - 11

- English & Maths: Weekly
- Science and Options subjects: every two weeks

Online Platforms

Microsoft 365 is an online teaching and learning resource that engages students with virtual face-to-face connections and activities to keep classrooms connected. It's free for students with a valid school email address. It is a platform in which independent assignments are set and that holds subject resources for students to access. Sparks Maths, Educake, Seneca and Bedrock are all free apps that support home learning.

21.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.

22.Monitoring and Review:

The Senior Leader for the 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.