



**CHS South**

# **C006: Curriculum Policy**

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<b>Document Control</b>	
Title	C006 Curriculum Policy
Date	May 2020
Supersedes	C006 Curriculum Policy 2018
Amendments	Developed from the associated Chorlton High School policy document
Related Policies/Guidance	C011 Homework & IA policy C016 SEND Policy C017 Sex & Relationships Education Policy C019 Life Skills Policy C020 CEIAG Policy
Review	2 years
Author	S. Burke
Date consultation completed	
Date adopted by Trust Board	

Prosper Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612  
Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prosper Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation 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.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the 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 outstanding 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. Our Current Curriculum Offer:**

### **Key Stage 3 – Creative, Happy, Successful Foundations**

#### **Year 7 & 8 Academic Curriculum**

**In Year 7 & 8 all students follow a broad and balanced curriculum offering coverage of the National Curriculum and beyond.** 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. Students experience high quality provision in the subjects they study giving them a

varied and stimulating daily diet of lessons and experiences as they begin their journey in secondary education. All students follow the academic curriculum outlined below:

Subject	Number of lessons
English	5/4 lessons per week
Maths	4/5 lessons per week
Science	3 lessons per week
Modern Foreign Languages	2 lessons per week
Computing & Technology	2 lessons per week
Physical Education	2 lessons per week
Geography	1 lesson per week
History	1 lesson per week
Religious Education	1 lesson per week
Art	1 lesson per week
Dance	1 lesson per week
Drama	1 lesson per week
Music	1 lesson per week

### Year 9 Academic Curriculum

**Through Year 7 and 8 students at CHS South experience a phenomenal breadth in their curriculum. This breadth is maintained into Year 9; however, students begin to personalise their curriculum by selecting a number of curriculum pathways.** The additional concentrated time in these lessons will enable students to ‘master’ the subject, fostering deeper conceptual understanding. This will build powerful knowledge which ensures that all students are sufficiently challenged according to their starting points, and grasp the key concepts needed for high-level success at Key Stage 4 and beyond. Year 9 is a transitional year, preparing students for continuing success in their studies. This in turn enables our students to progress onto the most appropriate qualifications to ensure that they can move onto further education, employment or training and become creative, happy & successful. To allow this, students follow the curriculum offer outlined below:

### Compulsory Core

All students continue to follow a fortnightly compulsory core curriculum of:

Subject	Number of lessons
English	4 lessons per week
Maths	4 lessons per week
Science	3 lessons per week
Religious Education & Personal, Social, & Health Education	1 lesson per week
Physical Education	2 lessons per week

### Compulsory Foundation

To ensure all students are provided with a curriculum that offers the breadth and depth of the National Curriculum all students also follow a fortnightly compulsory foundation curriculum for the duration of Year 9 as follows:

Subject	Number of lessons
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Digital Technologies	2 lessons per fortnight
Humanities	1 lesson per week
Creative Arts	2 lessons per fortnight

### Curriculum Pathways

As students' progress through the CHS South curriculum we believe it is vital that students have the opportunity to hone their knowledge and understanding of the subjects that will underpin their future success, both at Key Stage 4 and beyond. To support this, we allow students to begin to personalise their curriculum by selecting 1 subject from each of the 4 pathways below:

Pathway	Subject	Number of lessons
1	History or Geography	2 lessons per week
2	French or Spanish	2 lessons per week
3	Art, Dance, Design Technology, Drama, Music, Music Technology, Photography	2 lessons per week
4	Computing, Food & Nutrition, Health & Social Care, Physical Education, Religious Studies, Statistics, <b>or any unselected subject from Pathway 1-3</b>	2 lessons per week

### 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 qualification:

Subject	Number of lessons
English	4 lessons per week
Maths	4 lessons per week
Science	5 lessons per week

All students will study GCSE Combined Science and some will be invited to study Separate Science. Students will also begin study GCSE or Technical Award qualifications as appropriate to their need in their selected curriculum pathway as outlined below:

Pathway 1 – Humanities	5 lessons per fortnight
Pathway 2 – MFL	5 lessons per fortnight
Pathway 3 – Arts	5 lessons per fortnight
Pathway 4 - Other	5 lessons per fortnight

They will also continue non-qualification study of:

Religious Education & Personal, Social, & Health Education	1 lesson per week
Physical Education	1 lesson per week

Our curriculum is rigorous and challenging; creative and inspiring; diverse and wide ranging; perfect for the vibrant and eclectic range of students we teach. This is reflected in the sharp and continuing rise in our examination results and other indicators over the last few years. We pride ourselves on meeting the needs of our students and motivating them to achieve through our rich and engaging curriculum.

#### **4. Equal opportunities:**

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

#### **5. 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.

#### **6. Differentiation:**

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

#### **7. 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.

#### **8. 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.

#### **9. 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.

#### **10. Religious Education:**

Religious Education (RE) is available to all students as a discrete lesson each week in Years 7 & 8 and through our weekly RESPECT lessons in Years 9-11; it is also available to study as a GCSE

option. 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.

## **11. 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 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.

**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 PSHE is delivered through English and Humanities lessons. In Year 9 and 10, students follow our RESPECT curriculum meaning that statutory Religious Education is taught alongside PSHE by experienced staff on a carousel. They have two terms for RE and a term of PSHE per year. In Year 11, PSHE is taught weekly in the Autumn Term; this allows the Year 11 team to deliver key college information, support college applications and careers education.

## **12. Sex Education:**

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. 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. 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.

## **13. Pastoral Curriculum:**

All students have a morning registration period from 8:30-8:45am. 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

#### **14. 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.

#### **15. 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 a number of courses and are presented in a balanced manner.

#### **16. 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 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.

#### **17. 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.

## **18. Home Learning**

### **Home learning Structure Years 7 & 8**

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

### **Home Learning Structure Years 9 - 11**

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

### **Doddle**

Doddle is an online teaching and learning resource for students at CHS South. Doddle allows students to access and complete their homework online and it also has a bank of learning and revision materials that students can access at any time. Doddle can be accessed at [www.doddlelearn.co.uk](http://www.doddlelearn.co.uk)

**Microsoft Teams**

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.

**19. 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.

**20. 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.