



CHS South

C006: Curriculum Policy

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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. Our Current Curriculum Offer from September 2021:

The School operates a fortnightly timetable of 50 hours per fortnight.

Subject	Y7	Y8	Y9	Y10	
English	10	8	8	10	
Maths	8	10	8	10	
Science	6	6	6	10	
Art	2	2	1	-	
Dance	2	2	-	-	
Drama	2	2	-	-	
Music	2	2	1	-	
French	2	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)	-	
Spanish	2	-	-	-	
Geography	2	2	4 hours of Gg or Hi. 2 hours of the other	-	
History	2	2	-	-	
RE/RESPECT	2	2	2	2	
Computing & Technology	4	4	2	-	
PE	4	4	4	2	
MFL	-	-	-	4	
Humanities	-	-	-	4	
Pathway A	-	-	4	4	
Pathway B	-	-	4	4	

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	10/8 lessons per fortnight
Maths	8/10 lessons per fortnight
Science	6 lessons per fortnight
Modern Foreign Languages	4 lessons per fortnight
Computing & Technology	4 lessons per fortnight
Physical Education	4 lessons per fortnight
Geography	2 lesson per fortnight
History	2 lesson per fortnight
Religious Education	2 lesson per fortnight

Art	2 lesson per fortnight
Dance	2 lesson per fortnight
Drama	2 lesson per fortnight
Music	2 lesson per fortnight

Year 9 Academic Curriculum:

The breadth of curriculum study 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 enables 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 in Key Stage 4 to ensure that they can move onto further education, employment or training and become creative, happy & successful. All 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	10 lessons per fortnight
Maths	10 lessons per fortnight
Science	6 lessons per fortnight
Religious Education & Personal, Social, & Health Education	2 lesson per fortnight
Physical Education	4 lessons per fortnight

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
Digital Technologies	2 lessons per fortnight
Art	1 lesson per fortnight
Music	1 lesson per fortnight

Curriculum Pathways

As students’ progress through the CHS South curriculum we believe it is vital that students can 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 / Geography	4 lessons of one / 2 of the other per fortnight

2	French or Spanish	4 lessons per fortnight
3	One of: Art, Dance, Design Technology, Drama, Music, Music Technology, Photography	4 lessons per fortnight
4	One of: Computing, Food & Nutrition, Health & Social Care, Physical Education, Religious Studies, Statistics, or any unselected subject from Pathway 1-3	4 lessons per fortnight

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	10 lessons per fortnight
Maths	10 lessons per fortnight
Science	10 lessons per fortnight

Additional time has been provided in Y10 and 11 to support curriculum recovery in English and Maths. This will be gradually reduced over the next two years. 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	4 lessons per fortnight
Pathway 2 – MFL	4 lessons per fortnight
Pathway 3 – Arts	4 lessons per fortnight
Pathway 4 - Other	4 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.

4. Our Curriculum Offer for September 2022:

The School operates a fortnightly timetable of 50 hours per fortnight.

Subject	Y7	Y8	Y9	Y10	Y11
English	8	8	8	10	10
Maths	8	8	8	10	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	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)	-	-
Spanish (Sp)	2	-	-	-	-
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)	-	-	-	4	4
Humanities (Either Hi or Gg)	-	-	-	4	4
Pathway A	-	-	-	4	4
Pathway B	-	-	-	4	4

We will see our curriculum offer at KS3 strengthened by creating additional opportunities to support the delivery of the KS3 National Curriculum.

Year 7 & 8 Academic Curriculum:

In Year 7 & 8 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, RE, MFL, Art Drama, Dance, Music and PE as they have done previously but Computing will now be delivered as a discrete lesson, with additional curriculum time being allocated to Technology (both Food Tech and Design Tech). 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.

Year 9 Academic Curriculum:

The breadth of curriculum study delivered across Y7 and Y8 is maintained into Year 9 with further opportunity to cover the KS3 National Curriculum at greater depth. Students will study English, Maths, Science, RE, MFL, Art, Music and PE as they previously have in Year 7 and 8. Technology and Computing will be delivered on a carousel programme. Students will have the opportunity to develop strengths within the Arts through the Arts elective. History and Geography will have an increase in curriculum time from 2 hours per fortnight to 4 hours per fortnight. This additional concentrated time in these lessons enables students to 'master' the subject, fostering deeper conceptual understanding and creating a strong platform for future EBACC study at Key Stage 4.

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	10 lessons per fortnight
Maths	10 lessons per fortnight
Science	10 lessons per fortnight

Additional time has been provided in Y10 and 11 to support curriculum recovery in English and Maths. This will be gradually reduced over the next two years. 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:

Humanities (History or Geography)	4 lessons per fortnight
MFL (French or Spanish)	4 lessons per fortnight
Pathway 3 – Arts	4 lessons per fortnight
Pathway 4 - Other	4 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.

5. 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	(4 hours of Fr or Sp)	(4 hours of Fr or Sp)	-	-
Spanish (Sp)	2			-	-
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	4
Humanities (Either Hi or Gg)	-	-		5	4
Pathway A	-	-	-	5	4
Pathway B	-	-	-	5	4

This model is as outlined in the Curriculum Offer for September 2022, with the exception that in Y10 students will reduce their English and maths curriculum time by 2 periods a fortnight and will have their pathway subjects increased to 5 periods per fortnight to support the delivery of examination course in Year 10 and 11.

6. 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			-	-
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
Pathway A	-	-	-	5	5
Pathway B	-	-	-	5	5

This model is as outlined in the Curriculum Offer for September 2022, with the exception that in Y11 students will reduce their English and maths curriculum time by 2 periods a fortnight and will have their pathway subjects increased to 5 periods per fortnight as the Y10 curriculum rolls forward into Year 11.

7. Equal opportunities:

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

8. 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.

9. Differentiation:

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

10. 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.

11. 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.

12. 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.

13. 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.

14. 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 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.

15. 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 considers 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.

16. 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

17. 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.

18. 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.

19. 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.

20. 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.

21. 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

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.

22. 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.

23. 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.