

## **Mission Statement**

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Examination Policy
- Careers Policy
- Homework Policy
- PSHE Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy

## **Roles & Responsibilities**

The governing body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, senior leaders, subject leaders, and teachers with regard to pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Deputy Headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with subject leaders, teachers, and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an **annual** basis.
- Producing an **annual** report for the governing board advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.

- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Subject Leaders are responsible for:

- The overall provision of the curriculum at the school
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets, and practices within the context of the school's aims and policies
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice, and information as necessary
- Designing & implementing the school's schemes of work
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area including pedagogical choices
- Monitoring pupil progress within the department and reporting on this to the Deputy Headteacher & Headteacher
- Providing efficient resource management for their department
- Ensuring the curriculum is inclusive and accessible to all
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Subject Leader and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.

- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

The SENDCO is responsible for:

- Collaborating with the Headteacher, Deputy Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teachers are able to select teaching materials that do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## **The Curriculum**

Our intention is that the curriculum at Our Lady Queen of Peace is more than a collection of subjects, instead it is the totality of the learning experiences that we offer our students. These include academic subjects, personal development and behaviour & character development all supported by well planned enrichment opportunities to make these learning experiences truly memorable.

## **Curriculum Intent**

The curriculum at Our Lady Queen of Peace is broad and balanced and provides an inclusive education for all. It is designed to inspire, engage, and challenge students to fulfil their unique potential so that they become successful learners, confident individuals, and responsible citizens in our local and wider community. Our 'Curriculum for Life' programme develops our young people academically, socially, morally, spiritually, and culturally so that they are prepared for life in Modern Britain and apply the Gospel values that underpin our Mission Statement 'In Christ we grow.'

Our curriculum develops our students' aspirations and builds up knowledge and skills incrementally. It is coherently planned and sequenced so that it is flexible and ambitious for all students from different starting points. Our curriculum encourages breadth of study at Key Stage 3 (Years 7-9) leading to a deeper study of a variety of academic and vocational options at Key Stage 4 (Years 10 & 11). It enables those not achieving age-related expectations to close the gap and catch up with their peers. It also develops students' key skills in literacy and numeracy and fosters their ability to work both independently and collaboratively.

Our curriculum develops empathy, tolerance, and respect for other people's point of view as well as a sense of social responsibility. It extends students' knowledge and understanding in a range of extra-curricular opportunities supporting artistic, creative & sporting activities and ensures progression to further education, training & employment through a range of transferable employability skills developed across the subject disciplines.

Our curriculum is planned to build on the experiences, knowledge, and skills that students should know from primary school and prepares them to take the next steps to a meaningful destination on the journey to university or another high-quality pathway.

## Curriculum Implementation

The implementation of the curriculum is the responsibility of all leaders and teachers at Our Lady Queen of Peace.

Subject Leaders, as the subject expert, are empowered to design and implement high-quality curriculums in the areas they are responsible for. These subject leaders are expected to understand how they have designed their curriculum to meet the needs of students within school and how well it is being implemented across all year groups. All leaders, including governors, quality assure the curriculum offer to ensure it is implemented well and has a positive impact on the knowledge and understanding of our students.

Subject Leaders, as the subject expert, support staff within their teams to ensure that high quality resources, including textbooks, are used to deliver the schools intent and ensure that the subject curriculum is delivered well. Subject Leaders are ultimately responsible for ensuring that teachers can and do make effective pedagogical decisions which positively impact on what students know and can remember.

The whole school curriculum is delivered to all students with the curriculum and lessons planned and adapted to meet the needs of all students. The effective delivery of the curriculum is equitable for all groups.

Assessment, both formative and summative, is used to effectively identify gaps in learning and is used to inform future teaching.

## Curriculum Organisation

The school timetable consists of 50 hours of learning over a two-week timetable. All lessons are 1 hour long.

### Key Stage 3

	Year 7	Year 8	Year 9
Subject	Lessons	Lessons	Lessons
English	7	7	7
Maths	7	7	7
Science	6	6	6
RE	5	5	5
History	4	4	3
Geography	3	4	4
MFL	4	3	4
Computing	2	2	2
Art	2	2	2
Music	1	1	1
Drama	1	1	1
Technology	2	2	2
PE	4	4	4
Curriculum for Life	1	1	1
Bedrock Learning (Literacy)	1	1	1
<b>Total</b>	<b>50</b>	<b>50</b>	<b>50</b>

## Key Stage 4

	Year 10	Year 11
Subject	Lessons	Lessons
English	7	8
Maths	7	7
Science	9	9
RE	6	6
History or Geography	6	6
MFL or Alternative	6	6
Option Subject	6	6
PE	2	1
Curriculum for Life	1	1
<b>Total</b>	<b>50</b>	<b>50</b>

### Curriculum for Life

Curriculum for Life aims to develop the whole student and their awareness of key concepts in UK society, to be fully prepared for their next step beyond Our Lady Queen of Peace. It covers the national curriculum for Citizenship and statutory guidelines for PSHE, RSE, Healthy Lifestyles and Careers Education. It also considers the wider context of our school and embraces student voice in its delivery.

### Careers

The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, including by inviting visiting speakers with whom pupils can relate.

The school will also host an annual careers fayre during which students can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring, including online mentoring.
- Employer-delivered employability workshops.
- Business games and enterprise competitions.

Careers Education supports students to make informed choices about their future

- Students will be able to identify talents and interests and apply them to certain sectors of the world of work.
- Students will have improved knowledge of labour market information.
- Students will be aware of a range of destinations available to them post-16.

## Health & Wellbeing

The health and well-being area of the programme aims to support students develop a healthy lifestyle and to think about the decisions they make and how they will affect their life. It encompasses

- how to maintain physical, mental and emotional health and wellbeing
- how to manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- managing change, including puberty, transition and loss
- how to make informed choices about health and wellbeing and to recognise sources of help with this
- how to respond in an emergency
- how to identify different influences on health and wellbeing

## Healthy Relationships (Including RSE)

The Healthy Relationships area of the programme seeks to offer students the knowledge and life skills that will prepare them for the various relationship issues they will face as they grow, or that they may face in the future.

Over the 5-year programme the age-appropriate lessons will focus on:

- different types of relationships, including friendships, family relationships, intimate relationships and dealing with strangers
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries, and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online; and
- factual knowledge, at secondary school, around sex, sexual health, and sexuality, set firmly within the context of relationships.

All lessons have been designed to include Catholic teaching on relationships.

## Curriculum Documentation

### Curriculum Overviews

For all subjects and year groups we publish an annual curriculum overview which contains:

- The key knowledge and skills (subject content) which will be taught, and when, throughout the year
- The key vocabulary that students will be expected to become familiar with during each unit of work
- The specific focus for their reading development each half term
- All planned curriculum enrichment opportunities to support learning

These curriculum overviews allow Subject & Senior Leaders to:

- Ensure the curriculum offered at Our Lady Queen of Peace is **at least** as ambitious as the National Curriculum
- Ensure teachers are following the same curriculum for all students
- Are underpinned in each subject by more detailed curriculum plans
- Identify key assessments

## Curriculum Plans

As all subjects are inherently different, the Subject Leader, as the subject expert, is responsible for ensuring that detailed curriculum plans are available for teachers to use for each year group.

These curriculum plans should:

- Be seen as a working document and adapted throughout the year
- Map out the sequencing of component knowledge to build up to composite tasks
- Include reference to high quality resources, including textbooks where appropriate

## **Extra-Curricular Activities**

The school will offer pupils a wide range of extracurricular trips and activities to enhance their academic learning and personal development. Extracurricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

The school will ensure that all pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

The full program of activities is updated regularly and the current version is available on the school website.

## **Curriculum Impact**

The impact of the curriculum is more than just the academic outcomes that students achieve in each subject, although this is a significant element as this gives students “academic currency” for their next steps of education

The impact of the curriculum is constantly measured through:

- Student Destinations
- Reading Ability
- Academic Outcomes
- Options take up rate at Key Stage 4

To ensure that the impact of the curriculum is positive the school regularly monitors

## **Equal Opportunities**

There are nine protected characteristics within the Equality Act 2010, which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

When planning and implementing the curriculum, the school will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

### **Supporting students with SEND**

The curriculum is designed to provide access and opportunity for all pupils who attend the school.

Where required, pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

This may include:

- Working with TAs in smaller groups to work on topics covered in lessons to ensure they do not fall behind their peers.
- Taking measures to ensure pupils with SEND are not discriminated against in any way.
- Teachers monitoring the progress of pupils with SEND and reporting this to the SENCO.
- Adopting a close working relationship between the SENCO and teachers to help them break down any barriers pupils with SEND have to education.

### **Monitoring and Review**

This policy will be reviewed on an annual basis.