



St. Cuthbert's
Roman Catholic High School

WHOLE SCHOOL POLICY & PROCEDURES

CURRICULUM POLICY



Mission Statement

*'The Lord God requires of us that we should help others whenever we can,
always make the right choices and be the best that we can be in everything that we do'.*

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ST. CUTHBERT’S CURRICULUM POLICY

CONTENTS

1. Introduction	3
2. Curriculum Vision	3
3. Curriculum Design	4
4. Curriculum Organisation.....	5
5. Equality and Inclusion.....	5
6. SMSC and British Values	6
7. Relationship, Sex and Health Education (RSHE).....	6
8. Careers Information, Education, Advice and Guidance (CIEAG).....	6
9. Roles and Responsibilities.....	7
10. Monitoring	7

1.0 INTRODUCTION

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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 bodies set out in the Department for Education’s Governance Handbook.

2.0 CURRICULUM VISION STATEMENT

The curriculum at St. Cuthbert’s provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil our Catholic Mission to bring about the Common Good.

Our holistic curriculum enables us to be the best that we can be. Our curriculum is underpinned by the belief that “Quality First” is the most important driver in prompting social mobility and improving the life chances of all our students. A high quality, knowledge rich curriculum, delivered by a team of high quality and continually improving teachers allows us to achieve this vision.

2.1 To enable our students to be the best that they can be, our curriculum intends to:

- Provide a breadth and depth of learning experiences, skills and knowledge, which promotes character, personal, social, physical, moral, cultural and spiritual development preparing students for the opportunities, responsibilities and experiences of adult life.
- Ensure students develop the essential skills in reading, writing, oracy and numeracy to succeed in life.
- Develop successful students who make good progress and achieve beyond their expectations.
- Develop responsible citizens who can make a positive contribution to society and promote British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

- Promote an inclusive environment that meets the needs of all students and celebrates equality and diversity.
- Develop confident individuals who are able to live safe, healthy and fulfilling lives.
- Develop independent and resilient learners who aspire to achieve and have a lifelong love of learning and a curiosity about the world.
- Instil in students the core values of Service, Respect, Compassion, Love & Stewardship.

3.0 CURRICULUM DESIGN

To enable students to flourish at St. Cuthbert’s, their learning journey has been planned and sequenced to best prepare them for the next stage of their education and to build upon their previous learning experiences.

3.1 Academic Curriculum

Each subject area develops a curriculum map which outlines the ambitious and coherently planned and sequenced curriculum. 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 7-11.

Medium term plans detail the knowledge and skills students must acquire and how assessment is used to help students embed and use knowledge fluently. Curriculum enrichment opportunities are planned through the schemes of learning for each curriculum area alongside personal development and cultural capital development opportunities.

3.2 Personal Development Curriculum – “Skills for Life.”

The curriculum at St. Cuthbert’s extends beyond the academic. It is intended to provide opportunities and experiences for students which enables them to develop and discover a variety of interests and talents. St. Cuthbert’s Skills for Life curriculum will build independence, resilience and confidence in students. It will also equip them to be responsible, active citizens with a fully developed sense of fundamental British values.

Each year group has a personal development curriculum which enhances students’ spiritual, moral, social and cultural development. Included in this curriculum there is a focus on wellbeing which runs strategically throughout the year and is explored in assemblies, acts of collective worship, form tutor time and enrichment opportunities.

Enrichment Curriculum

The purpose of the Enrichment Curriculum is to nurture and develop every student. It is intended to provide a wide range of experiences and opportunities for cultural capital for all of our students. This is delivered in a variety of ways including extra-curricular opportunities, trips, visits, workshops, visiting speakers and curriculum enrichment experiences.

4.0 CURRICULUM ORGANISATION

Our five-year curriculum is designed to meet the academic, personal and wider needs of all students, providing learning opportunities both inside and outside of the classroom. It is built around the needs, aspirations and abilities of our students, reflecting our local context and allowing our students to develop and enrich their personal and social capital.

The curriculum is 'clutter free', allowing for a depth that focuses on key concepts and knowledge. This equips students with a wealth of knowledge to go beyond exam success and to relate to the bigger picture, ensuring students see how their learning relates to a bigger story and the relevance of it. Our curriculum content is delivered in a logical progression, systematically and explicitly enough for all students to acquire the knowledge and skills required in each subject area.

4.1 Key Stage Three

The Key Stage Three curriculum (Years 7-9) is designed in line with "The National Curriculum". This ensures students study a broad and balanced curriculum that builds on students' learning in Key Stage Two. The curriculum is knowledge rich and supports students to remember the core knowledge required to progress to the next stage of their learning.

4.2 Key Stage Four

Key Stage 4 provides the opportunity for all students to study a strong academic core of subjects.

All students study Religious Education which develop religiously literate, engaged and spiritual young people with the knowledge, understanding and skills to positively contribute to the world in which they live.

The majority of students at Key Stage 4 will study the full English Baccalaureate range of subjects, which includes English Language, English Literature, Mathematics, Science, Humanities (Geography or History) and a Modern Foreign Language (French or Spanish). This core curriculum will provide a solid basis for further and higher education.

Students in Year 10 have the opportunity to personalise their own curriculum pathway and specialise in subject areas most appropriate to their needs, interests or future career paths. The additional time dedicated to these specialism subjects enables students to master the subject, fostering deeper conceptual understanding. This will build powerful knowledge which ensures students are sufficiently challenged and grasp the key concepts needed for success in Year 11 and beyond.

4.3 New Curriculum Model

	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	8	10	10
Mathematics	8	8	8	8	8
Science	8	8	8	9	9
RE	6	6	6	7	7
Humanities	8	8	10	7	7
MFL	5	5	5	7	7
Core PE	4	4	3	3	3
Art	2	2	2 majors at 3 periods. 3 minors at 1 period, 10 periods	1 GCSE Option 7	1 GCSE Option 7
Computer Science	2	2			
Drama	2	2			
Music	2	2			
Technology	3	3			
'Personal Development'	2	2	2	2	2
Total	60	60	60	60	60

September 2021 sees a phase 1 implementation of the new curriculum model. Music and technology will not be fully implemented until September 2021 in Years 7 and 8. These periods have been allocated to English and Maths for this academic year to support rapid progress in these areas following the pandemic.

4.4 Curriculum Implementation

To support the delivery of our whole school curriculum, subject areas provide a series of supporting documentation to ensure students have the same equality of opportunity to access and learn the same coherently sequenced, progressively challenging core knowledge and skills.

4.4.1 Curriculum Map

Each subject area has a curriculum map which describes the content intended to be delivered for a theme over topic within a year group (as part of a Key Stage). This defines the subject intent, i.e. the knowledge and skills intended for students to learn.

4.4.2 Learning Journey

The learning journey provides an outline of the themes and core knowledge that will be delivered in a particular subject. This is helpful for students and their parents to "see" how their learning is linked.

4.4.3 Knowledge Organisers

It is essential that our students are supported in their ability to recall and apply knowledge. To enable this, all students are provided with high quality knowledge organisers that are used to support self-quizzing and recall the core knowledge that students must know.

4.4.4 KS3 Subject Standards

Key Stage 3 subject standards are derived from the curriculum intent of a subject area. They represent the core knowledge and skills that students must know and apply and will be assessed on these throughout their formative and summative assessments.

5.0 BANDING

In Years 7-10, students are allocated a place in one of three bands. They are then set into classes within the band.

- St. Teresa of Calcutta
- St. Maximillian Kolbe
- St. Edith Stein

St. Teresa of Calcutta
T1
T2
60 Students

St. Maximillian Kolbe
M1
M2
*M3
*M4
*M5
Number of classes dependent upon NOR.

St. Edith Stein
E1
E2
E3
60 Students

Students in E3 follow an amended curriculum in Key Stage 3 to allow for interventions in English, Maths and Science. Some students also receive bespoke interventions dependent upon individualised learning needs. St. Teresa of Calcutta and St. Edith Stein are taught together in 1 band for Specialism subjects and PE.

In Year 11*, students are split into two parallel bands: 'H band' and 'S band'. This is a legacy banding system that the legacy curriculum was delivered through.

Year 11	
H Band	S Band
H1	S1
H2	S2
H3	S3
H4	S4
H5**	S5**

*2021/22 only.

**H5 and S5 exist in MFL and PE only.

All students are set targets (GCSE) based on their prior attainment data. This is generated using FFT targets that take KS2 performance and generate individual pupil targets across each of their subjects. Where this is unavailable targets are generated through CATs. All students have FFT20 targets/CAT Challenge targets.

Progress data is collected every term, which enables flexibility and responsiveness in terms of setting and banding students.

Our in-school monitoring and analysis has demonstrated that if the ability range within a teaching class is similar, all students make more progress as the teacher is able to deliver activities which enable stretch and challenge and also accessibility for all. At termly intervals (allows adequate time to consistently demonstrate attainment), the placement of students may be reviewed and sets changed when required.

6.0 EQUALITY AND INCLUSION

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

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

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Students with higher prior attainment
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN(D)
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their ability to communicate in English.

7.0 SMSC AND BRITISH VALUES

7.1 At St. Cuthbert's R.C. High School we recognise the need to develop not just young people who are academically successful, but young people who are well equipped to successfully apply their ability to the world in which they live.

7.2 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 the academic personal development and enrichment curriculum.

8.0 RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE)

- 8.1** RSHE is part of the mission of Catholic schools to educate the whole person. At St. Cuthbert's R.C. High School, this is carried out as part of the holistic education which seeks to form as well as inform young people in preparation for adult life.

Full details of our RSHE curriculum can be found in our RSHE policy.

9.0 CAREERS, INFORMATION, EDUCATION, ADVICE AND GUIDANCE (CIEAG)

- 9.1** There is a strong careers education, information, advice and guidance offer that runs through the curriculum and beyond. The CIEAG Policy outlines the schools aims and explains how the school has mapped out the CIEAG provision in line with the Gatsby benchmarks.

- 9.2** We ensure that all students engage in at least one meaningful encounter with employers, at least once a year.

- 9.3** CIEAG occurs through the academic curriculum, the skills for life curriculum and the enrichment curriculum.

Full details of our careers provision can be found in our CIEAG policy.

10.0 ROLES AND RESPONSIBILITIES

10.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Good provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

10.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- Managing requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Good provision is in place for students with different abilities and needs, including children with SEND

11.0 MONITORING

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.

This policy will be reviewed annually by the Deputy Headteacher for Curriculum. At every review, the policy will be shared with the full governing board.

12.0 LINKED POLICIES

- Assessment Policy
- Teaching and Learning Policy (and Teaching and Learning Handbook)
- Personal Development Policy
- RSE Policy
- Equality Policy
- CIEAG Policy