

St Mary's Catholic High School, Leyland

Curriculum Policy



Created: September 2019

Review By: Summer 2021



This document should be read in conjunction with the School Curriculum Organisation and the Options Course Guide.

Beliefs and Philosophy

The foundation and special character of St Mary's Catholic High School is due to the Archdiocese of Liverpool belief in God and its commitment to that belief. Our life as a Catholic and educating community is therefore governed by the teachings of Christ and nourished each day by the Holy Spirit. Each of our pupils is entitled to be a part of a school community that is committed to promoting:

The search for excellence

As Christians, we are called to seek perfection in all aspects of our lives. As a Catholic school, our pupils are given every opportunity to develop their talents to the full and to 'Let Their Light Shine'.

The uniqueness of the individual

Each individual pupil is seen as being made in God's image and loved by God. All our young people are therefore to be valued and respected as individuals so that they may be helped to fulfil their unique role in creation.

The education of the whole person

Our belief is that the human and divine are inseparable. As a Catholic school, our aim is for academic and pastoral work, prayer and worship, management and organisation to help prepare young people for their life in the wider community.

The education of all

The School's belief in the value of each individual leads to our duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged.

Aims, good practice and strategies

It is our intention to secure these entitlements for all our pupils by seeking to achieve four broad aims through the curriculum. These aims recognise the values and purposes that arise

from our Christian heritage and so underpin our curriculum whilst responding positively to the opportunities and challenges of the rapidly changing world in which we live and work.

Each aim is supported by statements of the good practices that we would wish to be evident in the curriculum and the strategies which provide for their implementation. It would be a natural development for each aim to be reviewed in turn as a part of the schools cycle of self-evaluation.

Aim 1: To foster a growth of commitment to the love and service of Christ through the teachings and practices of the Catholic Church

As a Catholic school, St Mary's wishes to assist our young people in their journey of faith. We wish to share with all our pupils the Catholic vision of life through a structured programme of Religious Education. The aim is to help pupils know and understand this tradition in a clear and comprehensive way. But the Catholicism of the school is more than a scheme of religious education. The whole curriculum must be rooted in a religious understanding of life and our life should be based on the gospels.

Good Practice	Strategies
<ul style="list-style-type: none"> • Development of a sense of wonder, mystery and joy in learning about God's activity in creation, the world and its people 	<ul style="list-style-type: none"> • The evident presence of teachers' knowledge, expertise and enthusiasm in the classroom • Recognition by each department of its ability to implement this
<ul style="list-style-type: none"> • The regular participation in private, groups and liturgical prayer 	<ul style="list-style-type: none"> • Daily prayers in class and assembly • A resource of prayers appropriate to a wide variety of occasions • Opportunity for private reflection and prayer through use of the school chapel
<ul style="list-style-type: none"> • The opportunity to celebrate and receive the sacraments 	<ul style="list-style-type: none"> • Active encouragement for clergy to be present in school • Participation in parish masses in the community
<ul style="list-style-type: none"> • The use of appropriate themes in the liturgy that are alive and relevant to the school's needs 	<ul style="list-style-type: none"> • The active involvement of pupils in the preparation of the liturgy, in reading and performing in assemblies, services and masses
<ul style="list-style-type: none"> • The organisation of opportunities for spiritual formation and reflection 	<ul style="list-style-type: none"> • Commitment to deanery and diocesan courses and events
<ul style="list-style-type: none"> • Pupils develop a secure knowledge and understanding of the Catholic faith 	<ul style="list-style-type: none"> • An RE curriculum of substance that achieves standards of excellence • A department of high standing and academic parity with other core subjects

<ul style="list-style-type: none"> • The care of all members of the school community and especially those in need 	<ul style="list-style-type: none"> • An organised system of pastoral care and support • Involvement of all staff in an explicit anti-bullying policy • Child protection and safeguarding policies and practices that all staff are knowledgeable about
<ul style="list-style-type: none"> • The example and development of Christian Leadership 	<ul style="list-style-type: none"> • Development of pupils' self-esteem and confidence • Pupil mentoring schemes such as Guardian Angels • Opportunities for pupils to contribute their views to the policies and running of the school e.g. Form Reps/School Council • Access to positions of pupil leadership responsibility in the school

Aim 2: To provide opportunities for all pupils to learn and achieve

All pupils should enjoy, and become committed to, learning so that they make the best possible progress and strive for the highest possible levels of attainment. Such achievements occur when pupils' strengths, interests and experiences are recognised and built upon. In this way, they develop confidence in their capacity to learn and work independently and collaboratively.

Good Practice	Strategies
<ul style="list-style-type: none"> • Close liaison with contributory primary schools 	<ul style="list-style-type: none"> • Termly meetings with partner primary Catholic Headteachers • Visits by subject specialists to deliver in local primary schools • Transition days for Year 6 pupils, as well as subject specific workshops for other year groups • SSCO work • Visits by Headteacher, Year 7 Progress Leader & Year 7 Pastoral Assistant on Primary Roadshows
<ul style="list-style-type: none"> • Effective transfer of pupil information 	<ul style="list-style-type: none"> • Individual pupil profiles shared promptly and effectively for new starters in all year groups • Year 7 Progress Leader and SENDCO visit primary schools in summer term for new starters.

	<ul style="list-style-type: none"> •Links forged with local primary schools to focus on academic transition of new Year 7 starters
<ul style="list-style-type: none"> • New pupils feel welcome and included 	<ul style="list-style-type: none"> •Structured induction programme for new members of the school in all year groups •Sports Partnership Link days
<ul style="list-style-type: none"> • Language, content, method and process are matched to pupils' needs and stages of development 	<ul style="list-style-type: none"> •Scheme of work provide for a differentiated curriculum
<ul style="list-style-type: none"> • Pupils' special learning needs are identified by assessment and resources allocated according to need 	<ul style="list-style-type: none"> •The use of Cognitive Ability Tests, school assessments and teachers' knowledge •Reading / Spelling age tests •Provision of individual and in-class support •Use of Individual Education Plans
<ul style="list-style-type: none"> • The regular assessment and reporting on pupils' progress 	<ul style="list-style-type: none"> •School policy on 'Assessment, Recording and Reporting'
<ul style="list-style-type: none"> • The recording of assessment results to demonstrate progression and inform target setting 	<ul style="list-style-type: none"> •A whole-school data base to support departmental records
<ul style="list-style-type: none"> • All pupils have equal access to common curriculum at Key Stage 3 	<ul style="list-style-type: none"> •Study of all NC subjects, RE and PSCHEE in Years 7, 8 and 9.
<ul style="list-style-type: none"> • All pupils have equal access to a balanced curriculum at Key Stage 4 	<ul style="list-style-type: none"> •Continued study of RE, English, Maths, Science and PE. •Option choices in Year 9 that allow for career aspirations and personal interests to be followed •KS4 offer broadened to allow both GCSE and BTEC courses to be offered
<ul style="list-style-type: none"> • The classroom provides an attractive, stimulating environment where displays celebrate pupils' work and are used to support lessons. 	<ul style="list-style-type: none"> •Displays of pupils' work in classrooms •School and departmental displays on corridors •A commitment to interactive ICT facilities in classrooms which enhance learning •Corridor display screens highlight opportunities for pupils
<ul style="list-style-type: none"> • The recognition and reward of achievement 	<ul style="list-style-type: none"> •Pupils involvement in developing a reward system that recognises the excellent contribution to school life of the vast majority •Whole school recognition of personal and team success through full school assemblies, reward occasions and trips

Aim 3: To promote pupils' spiritual, moral, social and cultural development

Our aim is for young people to experience life in a community founded on Gospel values and where relationships initiate Christ's example in love, forgiveness and the service of others. In this way, it is our hope that our pupils are prepared to serve as witnesses to these values in the wider world.

Good Practice	Strategies
<ul style="list-style-type: none"> • The demonstration of genuine forgiveness and the practice of a spirit of reconciliation 	<ul style="list-style-type: none"> • Christian example of adult members of the school community
<ul style="list-style-type: none"> • An ethos based on equal opportunity 	<ul style="list-style-type: none"> • Equal Opportunities policy • All pupils have equal access to and opportunities in all curriculum areas
<ul style="list-style-type: none"> • The creation of a sense of order and self-discipline characterised by fairness and justice 	<ul style="list-style-type: none"> • Behaviour and discipline policies that are founded on Gospel values of respect, honesty and forgiveness, operating a system of rewards and appropriate sanctions
<ul style="list-style-type: none"> • The development of attitudes towards oneself of: <ul style="list-style-type: none"> • self-awareness and self-acceptance • recognition of individuality • self-respect & self confidence • self-discipline & independence • personal responsibility 	<ul style="list-style-type: none"> • An organised and formal programme of Personal, Social, Health, Citizenship and Economic Education, delivered weekly to all pupils in Years 7, 8 & 9 as part of their standard curriculum offer. For pupils in Years 10 & 11, this is delivered through 'Super Learning Days'
<ul style="list-style-type: none"> • Pupils are able to identify prejudice and limited vision and to develop an awareness of the social effects of injustice 	<ul style="list-style-type: none"> • Schemes of work include opportunities that match pupils' needs and maturity
<ul style="list-style-type: none"> • Pupils are able to combat materialism and consumerism 	<ul style="list-style-type: none"> • Curriculum opportunities to understand the use of images and symbols of mass communication and visual persuasion
<ul style="list-style-type: none"> • A knowledge and understanding of environmental issues 	<ul style="list-style-type: none"> • Understanding an understanding of the message of Pope Francis's encyclical Laudato Si and the interconnectedness of social, economic and environmental justice in building and protecting Our Common Home • The creation of a school environment that stimulates learning a sense of pride and responsibility • Promotion of recycling opportunities • Formation of Eco ambassadors and Eco council

Aim 4: To prepare pupils for the opportunities, responsibilities and experience of life

The challenge for each of us is to engage with a world where there is social, cultural and economic change on a global scale, new work and leisure patterns and the rapid expansion of communication technologies. This requires us to prepare pupils for the next steps in their education, training and employment. They need to be equipped to make informed choices at school and throughout their lives, enabling them to appreciate the relevance of their achievements to life and society outside of school, including leisure, community involvement and employment.

Good Practice	Strategies
<ul style="list-style-type: none"> • All pupils experience a balanced range of learning activities so as to become capable of independent study 	<ul style="list-style-type: none"> • Subjects provide opportunities for small group and whole class discussion planning and problem solving • An approach to homework which encourages and rewards independent study • Whole school access to library resources and ICT facilities, during formal curriculum time and at non-lesson time before, during and after the school day
<ul style="list-style-type: none"> • The planned development of key skills 	<ul style="list-style-type: none"> • Delivery through all curriculum areas and Learning Support
<ul style="list-style-type: none"> • Teaching pupils 'how to learn' by the development of thinking skills 	<ul style="list-style-type: none"> • All departments to provide experience of: information processing, reasoning, enquiry, creativity and evaluation. • Study skills and revision sessions provided for KS4 pupils
<ul style="list-style-type: none"> • The relation of school work to the skills required in employment and later life 	<ul style="list-style-type: none"> • Careers guidance that starts in Year 8 through, amongst other things, a selection of PSCHEE, Super Learning Days, assemblies, subject-specific career encounters, careers fairs, visits to colleges and universities • An organised programme of Careers Education and Guidance through the use of Post 16 providers • Developing opportunities for experience of the work place for KS4 pupils • Extended work placement provided for identified KS4 pupils
<ul style="list-style-type: none"> • Curriculum development to ensure continuity and progression 	<ul style="list-style-type: none"> • Options guidance in Year 9 considers career choices of pupils • Liaison with post-16 institutions

<ul style="list-style-type: none"> • Recognised forms of accreditation of outcomes of pupils' learning, achievement and activities 	<ul style="list-style-type: none"> • Full range of GCSE & BTEC courses to provide challenging but realistic targets for all pupils
<ul style="list-style-type: none"> • Develop a positive attitude to a healthy life style supported by sound knowledge and understanding 	<ul style="list-style-type: none"> • Programme of health education delivered through PSHCEE, RE, PE & Science schemes of work
<ul style="list-style-type: none"> • Pupils have positive attitudes that increase awareness and tolerance of others, recognize social and community responsibilities 	<ul style="list-style-type: none"> • Programme of assemblies, PSCHEE and Super Learning Days promote positive attitudes and awareness of social responsibilities • Work of the chaplain and chaplaincy team raise consciousness of the need for charitable works and to be responsible citizens to the local community and beyond • Organisation of activities to promote involvement in the community and a sense of personal challenge • Fundraising in support of local, national and international charities • Work of School Council
<ul style="list-style-type: none"> • Provision of good quality extra-curricular activities 	<ul style="list-style-type: none"> • Encouragement of all staff to give of their talents and time
<ul style="list-style-type: none"> • Ensuring that Every Child Matters; the concepts enshrined in the Every Child Matters Agenda still hold true and so we continue to use them as a guide 	<p>Outcome 1: BE HEALTHY</p> <ul style="list-style-type: none"> • Classroom environment must be helpful to learning. • Barriers to learning (poor line of view, lighting, heating) must be addressed. Activities to promote healthy lifestyles <p>Outcome 2: STAY SAFE</p> <ul style="list-style-type: none"> • Health and Safety issues are checked before the lesson • Safeguarding: Each member of the teaching and support staff is made aware of school's Safeguarding Policy, in line with Keeping Children Safe in Education Sept 2019. Staff access safeguarding training online • Safer Recruitment procedures are actively pursued at times of recruitment to school positions

Outcome 3: ENJOY AND ACHIEVE

- Attendance of pupils is monitored with close Parent/Carer communication in place to ensure excellent attendance is achieved
- Sporting and cultural opportunities are sought both through the formal curriculum and through extra-curricular clubs in school and visits in the UK and abroad
- Emphasis on recognising and rewarding positive behaviour and offering opportunities to celebrate success

Outcome 4: MAKE A POSITIVE CONTRIBUTION

- Encourage decision making by allowing children to exercise their right to 'pupil voice'
- Support social and emotional development by ensuring subject schemes of work encourage children to think positively on issues around them

Outcome 5: ACHIEVING ECONOMIC WELL BEING

- Ensure that pupils are aware of the economic implications of moving into adulthood and the positive implications of a culture of hard work and enterprise