



CURRICULUM POLICY

The Deanery Church of England High School

December 2024

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Curriculum Vision

Our vision for pupils, and students within our Sixth Form, is for them to experience a curriculum which promotes 'a delight in wisdom and a passionate pursuit of it', leading to an understanding of God's creation, and of human culture and history. We define the curriculum as everything pupils learn within their schooling.

The overarching aim of our curriculum is to provide an 'Education for Life', enabling all of our school community to flourish and experience 'life in all its fullness' (John 10:10).

This means:

- A curriculum that builds cultural capital, facilitates progression, broadens pupils' horizons and is ambitious, liberating and aspirational for **all** pupils
- A curriculum that is focused on the pursuit of powerful knowledge and understanding of academic disciplines
- Consistency in the quality of teaching of the curriculum across all subjects and year groups
- Meaningful assessment and reporting of pupils' progress through the curriculum

Curriculum intent: "An Excellent Curriculum for All"

Our Curriculum intent for all key stages is set out below and is underpinned by our vision statement and our core values of *Faith, Hope, Love, Wisdom, Courage and Integrity*. Within our curriculum design, consideration has been made to ensure progression routes from KS3 to KS4 and from KS4 to KS5.

Schemes of learning are a component part of an excellent curriculum and are the foundation upon which we deliver our subject visions. Strong schemes underpin the implementation of our curriculum, acting as the guide for pupil progression, consistency in the quality of teaching and the development of cultural capital for all our pupils. Our *visions* give the overall aims for each subject, with our *intent* giving the reasoning for what we teach, when we teach it and why, outlining what we want our pupils to know at each stage of the curriculum in order to master a subject. *Schemes of learning*, therefore, bring to life our vision and intent. At the Deanery, we celebrate the fact that each subject will have its own unique approach to pedagogy and will therefore have a distinctive approach to curriculum design. The "Excellence in Schemes of Learning" document is to be used as guidance when designing and updating schemes across the curriculum and provides the framework for quality assurance of schemes.

Curriculum organisation

Our curriculum is organised over a two-week timetable consisting of 50 periods. PSHE is delivered via an extended form time each Wednesday morning for KS3 and KS4 pupils. Additional curriculum activities are available during lunchtimes and after school.

Key Stage Three

At key stage 3 pupils study a broad and balanced curriculum, based on the National Curriculum, which builds upon their prior knowledge and skills gained at primary school. The further development of Maths and English is an important part of the curriculum, but during key stage 3 pupils also study Science, History, Geography, Religious Studies, Computing (including Digital Literacy and IT), 2 languages (Spanish and French), Physical Education, Technology, Drama, Music and Art. These subjects are complemented by the key stage 3 PSHE programme and the additional co-curricular opportunities on offer.

Key Stage 4

Pupils select GCSE subjects during Y9. Our core curriculum consists of a suite of GCSE subjects studied by all pupils. This includes Religious Studies in recognition of our Christian distinctiveness as a Church of England High School. Alongside core subjects, pupils choose 3 other 'option' subjects from a choice of GCSE subjects and vocational subjects. At least 1 of these choices is expected to be GCSE History, GCSE Geography or a Modern Foreign Language GCSE. Some vocational choices are only available for pupils on recommendation.

Our aim is for pupils to receive appropriate support and guidance whilst making these important decisions. Pupils are introduced to the options choices and the process during an assembly. Subject

presentations are delivered during assemblies. Information about the options process is communicated home and an Options Event allows pupils and their parents to speak to subject staff and senior leaders about their decisions. All pupils are interviewed by a Senior Leader or our SENDCO during the options process, to ensure pupils are guided and supported in making appropriate decisions about their subject choices. Parents are able to attend the interviews during the Options Event Evening.

Key Stage 5

Many of our pupils continue with their education post-16 within our Sixth Form. The Sixth Form curriculum is designed to offer progression from GCSE, with a breadth of subjects to suit a wide range of career choices. Students can choose from a broad range of A Level subjects and L3 BTECs, Technical Certificates or L3 Applied qualifications, following successful completion of their GCSEs. For students who have not achieved a grade 4 in Maths and/or English Language, there is a one-year L2 route that can be followed before enrolling fully on the L3 route.

Students choose 3 or 4 subjects within the Sixth Form. Subject choices are made in liaison with Sixth Form Staff and Senior Leaders during the application and enrolment processes. Prior attainment and career aspirations are carefully considered to give support and guidance to students as they make the transition into Key Stage 5. In addition to subject choices, students in the Lower Sixth have curriculum enhancement sessions each week where they study for an Extended Project Qualification, follow the Sixth Form Programme or undertake a Work Experience placement.

Religious Studies

Religious Education is highly valued and an important part of our Christian distinctiveness as a Church of England High School. At Key Stage 3, we have increased the curriculum time for Religious Studies, to ensure that pupils can gain a deeper understanding of Christian teachings and an appreciation of other religious viewpoints. All pupils study GCSE Religious Studies at Key Stage 4. At Key Stage 5, students continue to have opportunities to explore their spiritual, moral, social and cultural development, and knowledge of religion, via the college enhancement programme, tutorial sessions and assemblies. Students can also opt to study A Level Religious Studies.

EBacc

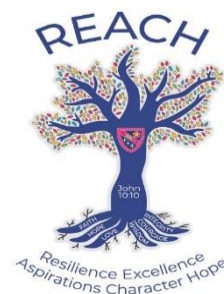
The full suite of EBacc subjects is available to the vast majority of our pupils as they make their option choices in Year 9. This suite of subjects is recognised by the Government as keeping options open for pupils in terms of further education and future careers. The EBacc suite of subjects is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

During the options process, pupils are expected to choose geography, history or a language for their first option choice. This ensures that, in addition to English, Maths, Science (and Religious Studies) qualifications, all pupils are following at least one other EBacc subject at KS4. Pupils are then able to choose their remaining two option choices from the wide range of subjects available at KS4. During the options guidance interviews, pupils are encouraged to consider the full EBacc suite of qualifications, but they are not enforced to do so. We believe that this allows pupils to choose subjects that align with their strengths and also equip them for a wide range of future education and career choices.

Personal Development

Personal Development of all pupils is an integral part of our curriculum and is delivered through our bespoke 'REACH Programme'. Through a combination of PSHE (including Citizenship and RSE), CAEIG, Character Development, Co-curricular and Well-being provision we aim to develop responsible, respectful, and active citizens, with an understanding of fundamental British Values. The curriculum and culture within school provide a vast range of experiences and opportunities for personal development, helping pupils to gain wisdom, integrity, and self-motivation. Equality of opportunity is promoted within an inclusive environment, and pupils are supported in recognising online and offline risks to their well-being and how to respond appropriately.



Personal, Social and Health Education across KS3-5 is delivered during a timetabled lesson each Wednesday morning, and occasional drop-down days. Personal Development is also incorporated into weekly form time REACH sessions and within relevant curriculum areas. Our PSHE programme contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum. Students are now exposed to issues in the wider world at a much younger age. We believe that it is vital to educate our students to become safe in the community and online, to instil Christian attitudes and beliefs and to guide pupils to become positive citizens. RSE is an important aspect of pupil personal development, and is fully incorporated into our PSHE program.

The spiritual, moral, social, and cultural development of pupils is prioritised, and features within many curriculum areas, including lessons, worship, assemblies, PSHE and co-curricular activities.

British Values

The Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for, and tolerance of those with different faiths and beliefs, and for those without faith

are incorporated within the curriculum experience of all pupils at relevant points in subject areas, during PSHE, assemblies and tutorials. Many of our co-curricular activities and our active school council also have links with these British Values.

Relationships and Sex Education (RSE)

RSE forms part of the PSHE curriculum and meets the DfE's statutory guidance for Relationships and Sex Education (RSE) and health education.

Alternative provision

Our vision is to offer a curriculum that 'is ambitious, liberating and aspirational for **all** pupils'. These principles underlie our approach to Alternative Provision. For a small cohort of pupils, where there are additional SEND or SEMH needs, a tailored curriculum for particular needs may be necessary. A variety of approaches are used to ensure the curriculum pupils study remains ambitious and aspirational, but also takes into account their individual needs. Examples of approaches at the different Key Stages are:

Key Stage 3

- Additional literacy and numeracy on a 1-1 or small group basis
- Paired reading with adults or Sixth Form Students
- Bespoke targeted interventions for High Needs pupils and pupils with SEMH
- Breakfast Club
- Mentoring
- Small group work with outside specialists e.g. TESS

Key Stage 4

- Alternative subject choices at the options process, including ASDAN and BTEC Home Cooking Skills

- Additional English and/or Maths sessions
- Reduction in the number of subjects studied to allow time for additional support
- An 'Alternative Provision' base at 'The Gatehouse' for small group support and catch-up sessions
- Off-site placements such as 'Fixit', 'BikeMech' and 'Hair and Beauty'
- The Prince's Trust Programme
- On-line providers to allow students to be educated at home e.g. where there is a health issue affecting attendance

Key Stage 5

- Support sessions within the Sixth Form Learning Zone
- Off-site placements

Co-curricular

In line with our vision for a curriculum that 'builds cultural capital, facilitates progression and broadens pupils' horizons', our curriculum is enriched with a wide variety of co-curricular activities across all key stages. These are highly valued and form an important part of character education and the spiritual, moral, cultural and social development of pupils. Pupils of all abilities and socio-economic backgrounds are encouraged to participate; financial support is available if necessary to allow pupils to access co-curricular experiences. Our co-curricular opportunities include:

- Duke of Edinburgh at the Gold, Silver and Bronze level
- Lunchtime and afterschool clubs
- Annual school production
- Sports Teams and clubs
- Cultural trips and visits, including European cities
- Entry into local and national competitions
- Theatre visits
- Museum Visits
- University Visits
- Careers events
- Guest speakers

Curriculum implementation

'Consistency in the quality of teaching of the curriculum across all subjects and year groups' is part of our curriculum vision. To achieve this vision, there are high expectations for teaching and learning in the classroom. The most effective approach to enabling all pupils to flourish and maximise their potential is by having high expectations for all. Our curriculum is therefore demanding and 'pitched to the top'. This is implemented through clear pathways for pupils, with challenging success criteria clearly set out so pupils are clear on what they are expected to know and be able to do at the end of each scheme of learning.

Staff are committed to providing a high-quality education that is rooted in evidence-based research to support student success and promote academic excellence. This is underpinned by our 'Teaching and Learning Handbook' and 'Excellent Teaching at The Deanery' strategy.

Literacy is the gateway to the curriculum; the Literacy Strategy provides guidance for teaching reading, writing, and vocabulary, which is implemented by each subject informed by disciplinary literacy need. Each subject area is unique, and it is expected that pupils will encounter a range of subject-specific teaching and learning opportunities as they experience the curriculum at the Deanery. Teachers use on-going formative and summative assessment to evaluate student progress and to allow for gaps in pupils' understanding to be identified and addressed.

The quality of curriculum implementation is monitored within faculties via work scrutiny, lesson observations, pupil voice, lesson drop-ins and assessment data.

Professional development is continuous to ensure that all staff are supported to develop their skills, knowledge, and practice in alignment with both individual career goals and improving student outcomes.

Legislation and Guidance

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](#).

An Education for Life