



Broughton Hall Catholic High School

CURRICULUM POLICY

Introduction

The curriculum at Broughton Hall encompasses all the experiences which take place both within and outside of the classroom, which promote learning, personal growth and development. The school aims to develop its pupils as autonomous learners and to allow them to fulfil their potential within a caring Catholic community.

The school's curriculum will be creative and responsive to the needs of individuals. It will pay due regard to national legislation and local educational policy, while being guided by the school's Mission Statement and the Mercy values on which the school was founded.

Aims

The school will provide a balanced and broadly based curriculum, which:

- Promotes the spiritual, moral, cultural ,intellectual and physical development of all its pupils;
- Prepares all pupils for the opportunities and experiences of adult life, the world of work and lifelong learning;
- Promotes an understanding and knowledge of Britain's national heritage and culture, together with the responsibilities that come with citizenship;
- Seeks to build on prior learning and experience;
- Offers equality of opportunity regardless of ability, gender, race, religion or disability, while seeking to personalise the curriculum to best meet the needs, aptitude and ability of pupils;
- Ensures all pupils enjoy learning, experience success and, have their achievements recognised and celebrated;
- Provides a balance between the acquisition of knowledge, the development of skills, underpinned by the promotion of Christian values and principles;
- Develops pupils as creative, independent thinkers who are able to live safe, healthy and fulfilled lives;
- Promotes the development of a range of effective teaching and learning styles; recognises the role of both the pastoral and departmental systems within the learning process.
- Promotes the use of technology as a tool for learning and personal development
- Develops pupils understanding and safe use of technology in particular in relation to the safe use of social media.

Curriculum Delivery

The school operates a 25 hour teaching week. Additional learning opportunities are provided after school at KS4 and 5 primarily. After school study support is offered across all the years after school. PHSE is supported across the curriculum including health education, economic awareness, citizenship and careers education. In addition a rolling lesson once per fortnight is part of the curriculum offer for all pupils.

- **Key Stage 3**

In years 7, 8 and 9 pupils are taught in both sets and mixed ability groups, organised across two bands. Setting is in place in a number of subjects: mathematics, Science, English, Modern Foreign Languages, History, Geography, PHSE and Religious Studies to ensure that content, approach and pace are appropriate. The curriculum is delivered through discrete subjects and by subject specialists in the vast majority of lessons.

Year 7

English, History, Geography, RE, ICT, Technology. Mathematics, Science, Languages, Music, Art and PE are taught by subject specialists. The subjects are set during the autumn term within bands. Three blocks exist within each band. A Maths/Computing/Science block, an English/Religious Education block and a Geography/History/Modern Foreign Languages/Design block. The form block, which is mixed ability teaching contains Physical Education/Music/Drama/Art.

Year 8

Classes are taught by specialist subject staff. The blocking of the subjects is identical to those in year 7 except there is no Drama within the curriculum.

Year 9

Classes are taught by specialist subject staff working in a setting structure very similar to Year 7 & 8. The year has an overarching graduation theme that pupils gain credits for throughout the year in subject areas. Pupils are expected to undertake community service as part of the Year 9 programme of study. For the most able they have the opportunity to study a second foreign language - French. Year 9 pupils will graduate at the end of Year 9 in a formal school graduation.

- **Key Stage 4**

All pupils follow a core curriculum made up of:

RE, English, Mathematics, Science, PE and PSHE.

Four pathways are available; Separate Science, Traditional, Core and Applied. A range of GCSEs, BTECs, OCR, and Applied GCSEs are available

ICT, French, Spanish, History, Geography, PE, Sports and Fitness, Business Studies, Media, Dance, Drama, Art and Design, Catering, Food, Resistant Materials, and Textiles

PHSE is supported across the curriculum including health education, economic awareness, citizenship and careers education. In addition a rolling lesson once per fortnight is part of the curriculum offer for all pupils.

- **Key Stage 5**

Pupils achieving a minimum of 5 GCSE passes at grade A*-C are able to access a wide range of level 3 courses and enrichment opportunities, both at Broughton Hall and through some of our partner schools. Level 3 courses are offered at AS Level and A Level, through BTEC, certificated courses and the advanced diploma. Available subjects include:

Business, ICT, Health & Social Care, Applied Science, Biology, Chemistry, Dance, 3D Product Design, Textiles, Economics, Literature, French, Further Mathematics*, Geography*, Government and Politics, History, Law*, Mathematics, Media Production, Media, Music*, Music Technology*, Performance Studies, Photography, Physical Education*, Physics, Psychology, Religious Studies, Spanish Sociology*, ICT, Art and Design, Hospitality, Sports Studies*, Finance, Personal Effectiveness.*

Related Policies/School Documents

This policy should be read in conjunction with the:

- Whole School Marking and Assessment Policy
- G & T Policy
- SEN Policy
- Homework Policy
- PSHE programme
- Careers and the World of Work Programme
- RE Policy
- Education for Personal Relationships Policy
- Quality Assurance Policy
- Staff Development Policy
- Capability Review Procedure
- Job Descriptions – staff, academic and pastoral leaders. Leadership team

Monitoring and Review

This policy will be monitored by the Deputy Head (Curriculum) in liaison with the Head Teacher. Regular discussions are held with Directors of Learning and Subject, in order to ensure that the curriculum remains dynamic and responsive to the needs of pupils and the changing nature of society. Reports will be presented to the Leadership Group, and the Curriculum and Pastoral Committee of the Governing body on a termly basis. The committee will recommend any relevant changes to the Governing body.