



South Bromsgrove High

Curriculum Policy

Came into effect
Approved by Governors
Next review
Policy responsibility

October 2017
November 2017
October 2018
Ian Medicott

Curriculum policy

1. Current practice at SBHS

Key Stage 3

2.1 The statutory subjects that all students must study at Key Stage 3 (KS3) are Art and Design, Citizenship, Computing, Design and Technology, English, Geography, History, Mathematics, Modern foreign languages, Music, Physical Education and Science. The teaching of careers education, sex education and religious education is also statutory.

Key Stage 4

2.2 The statutory subjects that all students must study at Key Stage 4 (KS4) are citizenship, English, Mathematics, Modern foreign language, Physical Education and Science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

Non-statutory curriculum

2.4 The curriculum also includes non-statutory Programmes of Study for:

- Religious Education, based on the framework for Religious Education and local SACRE guidelines
- Personal well-being, which includes the requirements for sex and relationship and drugs education
- Economic well-being and financial capability, including the requirements for careers education.

3. At SBHS we believe that:

3.1 The curriculum is rooted in our commitment to provide relevant and challenging learning to all children. The most up to date description of the KS4 curriculum can be found in the Personalising Pathways booklet which is available via the school's website.

3.2 Students at South Bromsgrove High will experience a broad and balanced academic curriculum that supports continuity of learning between Key Stages and a rich extra-curricular programme.

3.3 We aim to play our part in preparing students for the opportunities, uncertainties and responsibilities of adult life. In particular we strive to:

- Cater for the needs of individuals of both genders and from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate our students' acquisition of knowledge, and development of skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, resilient, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment including:
Setting suitable learning challenges
Responding to students' diverse learning needs
Overcoming potential barriers to learning and assessment for individuals and groups of students
- Ensure continuity within key stages and progression towards higher education, training and employment
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in learning and achievement

- Encourage students to be adaptable, to become problem solvers in a variety of situations to develop enquiring minds and to be able to work independently and as members of a team.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others
- Develop the ability of students to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Ensure that homework and self-study is appropriate and builds on learning and experiences from lessons. *(there is a separate Homework Policy that outlines the school's approach)*

4. Leadership and coordination

4.1 Each curriculum area is led and coordinated Subject Leaders who are responsible for maintaining a departmental development plan (DDP), schemes of work, and quality assurance processes for their subject area.

4.2 SBHS sets its own standards for learning and progress. These are informed and driven by our exams analyses meetings, target-setting framework, self-evaluation processes and school development planning (SDP), led and managed by the Senior Leadership Team, subject leaders and pastoral leaders. Reviews are carried out by external reviewers to supplement our evaluations.

5. Designated curriculum time

5.1 The school day comprises:

- 5 x 1hr lessons
- 1x 5 min registration period
- 1x 25 min PSD lesson
- 1x 20 min morning break
- 1x 40 minute lunch break

5.3 All students in Years 9-11 access timetabled lessons for 55 hours per fortnight.

5.4 The number of hours of teaching each fortnight in Years 9-11 is detailed below:

	Ma	En	Sc	MFL	Hi	Ge	Hum or DT core	DT	RS	IT	PE	Art	Dr	Mu	Opt A	Opt B
Yr 9 KS3	8	8	6	4	3	3		4	2	2	4	2	2	2	x	x
Yr 10 KS4	7	7	9	6			6				4				6	5
Yr 11 KS4	7	7	9	6			6				4				5	6

5.5 Students embark on GCSE courses in Year 9 in English, Mathematics, Science and MFL.

5.6 In KS4, all students study both **English Language and English Literature**.

5.7 In Maths some students also work towards and are examined for AQA Maths Award, Functional Skills or the Free Standing Unit in Year 11 alongside their GCSE programmes.

5.8 Two different accreditations are offered in **Science**:

- Combined Science in Year 10 and Year 11 resulting in 2 GCSEs
- Triple science over Years 10 and 11 resulting in 3 GCSEs

5.9 In **MFL**, all students have an experience of French (1 lesson per week) and Spanish (1 lesson per week) until October half term, after which they can express a preference to study one of the two languages to GCSE level. Students have the option to select a second language through our options process for study towards GCSE level in Years 10 and 11. (For more detail see the Personalising Pathways booklet which is available on the school's website).

5.10 The **Religious Studies** course in Year 9 is delivered in line with the aims of the Worcestershire Agreed Syllabus 2015-2020.

5.11 Students select, with appropriate Careers Education, Information, Advice and Guidance, a KS4 course in **Humanities** or in **Technology**.

5.12 The school may exempt students (typically around 20 students each year) who have specific learning needs from the requirement to study a Modern Foreign Language in Year 10 so that they can focus on learning in other subjects.

5.13 Students who have the potential to achieve the English Baccalaureate are advised to study a Humanities subject in addition to the core.

5.14 In order to meet their individual needs, some students will access qualifications through the local college network, usually for courses where enhanced facilities are required and which have a strong work related component. Heads of Year play a key role in determining student eligibility for these programmes.

5.15 Students can state preferences from a wide choice of subjects from our option blocks. (For more detail see the Personalising Pathways booklet which is available on the school's website)

Current option Subjects are:

GCSE courses
Art
Business Studies
Computer Science
Dance
Design Technology
Drama
Engineering
English Language
English Literature
Food preparation & nutrition
French
Geography
History
Mathematics
Media Studies
Music
Physical Education
Religious Studies
Science (combined)

<p>Science (triple award: Biology, Chemistry and Physics) Spanish</p> <p>BTEC courses Business Studies Health and Social Care iMedia Sport</p> <p>Technical awards Engineering Food and Catering</p> <p>RSL music practitioner (extra curricular)</p>

6. Sixth Form

6.1 Thresholds for entry to the Sixth Form are published to students and parents well in advance through the “Choosing Sixth Form Courses” booklet and current, students need a minimum of 5 A*-B grades (6-9) at GCSE to access A Level courses and 5 A*-C grades (5-9) at GCSE for BTEC level 3 courses.

6.2 It is strongly recommended that students have achieved at least a grade B (6) at GCSE in the subjects (or related subjects) they intend to study at AS.

6.3 The majority of students study three subjects at A level. Each subject is allocated 9 hours of teaching time per fortnight.

6.4 In addition to their level 3 programmes (AS/A/BTEC) the school offers several enrichment pathways:

- Extended Project Qualification (which has AS equivalence)
- Diploma in Financial Studies
- Core Maths qualification (for students who have achieved a grade C or above at GCSE and wish to continue to study maths in the sixth form but are not taking A level maths).
- Higher Sports Leadership Award
- Enterprise, Employability and Personal Finance
- AS Level French
- AS English

6.5 Students select subjects in Year 12 from four blocks.

6.6 The Head of Sixth Form may reduce or increase an individual student’s curriculum in exceptional circumstances, if it is agreed with parents and the student that this would justifiably be in the student’s best educational interests.

6.7 Students who did not achieve a grade 5 at GCSE in maths and/or English Language continue to follow a GCSE course of study with resit opportunities in November and June.

	BLOCK A		BLOCK B		BLOCK C		BLOCK D	
A level courses	Art and Design		Biology		Chemistry		Biology	
	Biology		Business		Economics		Business	
	History		Chemistry		English Language		English Literature	
	Law		Computer Science		French		Geography	
	Media		English Literature		Geography		Maths	
	Physics		Further Maths		Maths		Psychology	
	Psychology		History		PE		Sociology	
	Sociology		Maths		Religious Studies			
	Spanish		Music					
			Product Design					
		Fashion and Textiles						
BTEC courses	BTEC Business (Double)		BTEC Applied Science (Forensics) (Single)		BTEC Business (Single)		BTEC Engineering (Single)	
	BTEC IT (Single)				BTEC Health and Social Care (Single)		BTEC Health and Social Care (Double)	
	BTEC Health and Social Care (Triple)						BTEC Sport (Single)	

7. Curriculum Planning

7.1 Curriculum planning is carried out by the Deputy Headteacher with responsibility for the curriculum and timetabling in consultation with subject leaders, and the Director of the Sixth Form. This group evaluates the current curriculum, considers recent legislation and new frameworks, and plans the curriculum for the following two years.

7.2 Curriculum Plans are discussed with the SLT and submitted to the Governing Body for approval.

8. Equality of Opportunity/Inclusion

8.1 SBHS aims to make the curriculum physically accessible to all students, as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request

8.2 Students are taught in both mixed-ability classes and classes that are set by ability/learning need. Differentiation within lessons ensures that access to the curriculum is available for all.

8.3 Our Learning Support department, which supports students with special educational needs or learning difficulties, offers individual and group support in lessons and in the SEN base.

9. Careers Education, Information, Advice and Guidance (CEIAG)

9.1 Students in Years 9 - 13 receive individual careers advice and guidance through our PSHE programme, tutor system, careers officer and employability lead.

9.2 Sixth Form students receive individual guidance on applications for higher education and training.

9.3 Students wishing to apply to Oxbridge receive additional support.

10. Personal, Social & Health Education

10.1 Personal and Social Development (PSD) is a scheduled learning experience and incorporates aspects of careers work, citizenship, financial awareness and health-related topics as well as covering areas which support emotional development including bereavement and making relationships work. Some topics are covered by form tutors and others and experienced through a rotation. Currently we have 5x 25 min PSD sessions per week, one of which is given over to a year group assembly.

10.2 The school provides sex education in the core curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000). In accordance with legislation the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

11. Religious Education

11.1 Religious Education is a component of our core curriculum in Year 9. The course covers elements of ethical, philosophical and religious understanding that prepares students to be religiously literate for the 21st century. Parents have the right to withdraw their children from Religious Education. The school also has a programme of collective worship involving some whole-school assemblies and tutor group assemblies. Parents have a right to withdraw their children from acts of collective worship and should inform the Headteacher in writing if they wish to do so.

12. PE & Games

12.1 All students in Years 9-11 are expected to take part in the school's core PE programme.

13. Extra-curricular Activities

13.1 The school has a wide and varied programme of cultural and sporting activities, which complement the taught curriculum. All students are encouraged to participate in the programme. The school is a national leader in Duke of Edinburgh award with very significant numbers of students in Years 10-13 accessing Bronze, Silver and Gold award each year.

14. Concerns and Complaints

14.1 Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the relevant subject leader. If there is difficulty resolving the issue, Deputy Headteachers and the Headteacher may become involved.