



# Curriculum Policy

## St Edward's Cheltenham

### 1. Introduction

Our policy reflects the DfE guidance, in particular the National Curriculum (DfE, 2014) and 'Special educational needs and disability code of practice: 0 to 25 years' (DfE, 2015).

This policy should be read in conjunction with the policies listed below:

- Teaching and Learning
- Non-Discrimination and Inclusion
- PSHCE
- RSE

Our School's curriculum is all the planned activities that we organise to promote learning, personal growth and development. The curriculum is designed taking into consideration the local and national environment during a period of sustained reform and also includes a variety of extra-curricular and vocational activities to enrich the students' whole learning experience. Our curriculum considers the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Our curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This policy is related to the curriculum for full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

- that pupils acquire speaking, listening, literacy and numeracy skills.
- personal, social, health and economic education which–
  - reflects the school's aim and ethos; and
  - encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Act
- In Secondary education, provides up-to-date and impartial careers guidance that enables pupils to make informed choices about a broad range of careers options and helps encourage them to reach their potential;
- that all pupils have the opportunity to learn and make progress, and effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

At our School, we seek the highest standards of attainment for all our students. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our students, and to help students become independent learners. Above all we believe in equipping pupils with learning skills that will support them during their education and beyond.

## **2. Values**

Our School curriculum is underpinned by the values that we hold dear at our School. The curriculum is the means by which the School achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of our School, upon which we have based our curriculum are.

- we value students' uniqueness, we listen to the views of individual students, and we promote respect for diverse cultures.
- we value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- we value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- we value the rights enjoyed by each person in our society. We respect each student in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our students.
- we will strive to meet the needs of all our students, and to ensure that we meet all statutory requirements regarding inclusion.
- we value our environment, and we want to teach our students, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## **3. Aims**

The aims of our School curriculum are:

- to enable all students (of all ages and aptitudes, including SEND) to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach students the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable students to be creative and to develop their own thinking;
- to teach students about the developing world, including how their environment and society have changed over time;
- to prepare students for the opportunities, responsibilities and experiences of life in British society;
- to help students understand Britain's cultural heritage and to promote British values;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable students to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the School Agreed Syllabus for Religious Education;
- to enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- to enable students to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

#### **4. Organisation and Planning**

We plan our curriculum in three phases: Lower School (Years 7-9), Upper School (Years 10-11) and Sixth Form (Lower and Upper Sixth). We agree a long-term plan for each year group. This indicates what topics are to be taught in each year. We review this long-term plan on an annual basis.

Through our medium-term plans i.e. termly and half-yearly we give guidance on the objectives and teaching strategies for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

The curriculum is built around the needs of the students. We plan the activities carefully, so that there is coherent and full coverage of a range of all aspects of the subject so students can access a range of learning experiences that challenge, stimulate and promote learning to provide continuity and progression.

In Year 7 and 8 the students experience a full range of subjects. We strive to provide a balanced curriculum and give students the opportunity to access high quality learning opportunities, relevant to their personal talents, needs and aspirations, which will enable them to realise their full potential.

Students make some option choices in Year 8 and their GCSE choices in Year 9. The process allows students time to make informed choices and ensure parents are included in the process fully alongside a comprehensive package of advice and guidance that is in place to ensure the choices made are appropriate for their future progression. We are committed to the provision of a wide range of subjects and each student has a bespoke timetable to follow. All students are entitled to examination entry in their chosen subjects provided they have met the requirements of attendance, coursework and/or controlled assessment.

The curriculum offered at Key Stage 5 ensures there are clear progression routes to enable students to continue Post 16 education at the School and prepare them for Higher Education and/or the world of work. The subjects offered are wide and varied and not only build upon those offered at GCSE level but allow for additional option choice to meet a changing range of interests and learning requirements.

#### **5. The Curriculum and Inclusion**

Our School endeavours to support students who have barriers to learning and in doing so, endeavours to meet the needs of all students. Classroom teachers are able to respond to different needs and where necessary, are able to respond to and adapt resources accordingly. If a student has an identified need that requires support and provision that is additional to and different from the classroom adaptations, specialist support and provision is given by the Individual Learning Department to meet the individual's need. The School seeks to provide additional resources and support for students with special barriers to learning.

Where appropriate, the School provides a Pupil Profile for each student who is on the special educational needs register. This sets out the nature of the learning need, the strengths of the student and outlines how the School will aim to support that student's progress and performance.

We are committed to meeting the needs of all groups of students within our School. The School believes in equal opportunities for all. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage.

## **6. The Role of the Subject Lead**

The role of the subject lead is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor students' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject lead to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the School, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

## **7. Careers**

The School endeavours to:

- prepare students for life post-education;
- develop an understanding of different career paths and challenge stereotypes;
- develop an understanding of the differences between school and work;
- inspire students to chase and achieve their dreams;
- offer targeted support for vulnerable and disadvantaged young people;
- instil a healthy attitude towards work.

The School will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. The School will engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate. The School will provide events to support career choices and aspirations including business related activities and projects such as Careers and Higher Education Festivals, Career Spotlight Talks, Online and In Person Work Experience, University and Apprenticeship workshops, Mock Interviews and many more.

The School offers a full and varied careers programme. Year 7 are introduced to Unifrog and explore careers and their future. In Year 8, students study roles within the NHS and the labour market as well as working, earning and managing money. Year 8 also look at starting up an Enterprise Challenge. In Year 9, the focus moves to careers interviews, how to choose their GCSE options and creating a skills profile. In Year 10, they create a personality profile in Unifrog and look at Spring pod work experience and taster sessions. They look at CV writing, have careers interviews and start to think about Post 16 options. In Year 11, students research work experience, apprenticeships and the UCAS Hub. In Lower Sixth the focus moves to options after Sixth Form, volunteering and creating a super curricular portfolio as well as personal statements and 'next steps'. Upper Sixth

students explore student finance and budget and become a LinedIn pro. The School's careers strategy is in line with Careers guidance (January 2018).

## **8. Monitoring and Review**

The Headteacher is responsible for organisation and monitoring of the way the school curriculum is implemented. Each subject is reviewed on a two-yearly cycle.

Subject leaders monitor the way their subject is taught throughout the school. They examine medium or short-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. A subject leader will monitor assessment procedures in their subject.

This policy is monitored by the Headteacher and will be reviewed every year, or before if necessary.

Date	Position	Name of Reviewer	Date of Next Review
August 2025	Headteacher	Mrs A Sandford-Squires	August 2026
August 2025	Proprietor	Mr A Khan	August 2026