

## Curriculum Policy

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v2	IV	25/08/20	Section 3 has been altered to reflect the change of policy in Science. All students now study the double award as a matter of course with triple science available as an option subject.

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## 1. Policy Statement

Luckley House School is committed to providing a broad and balanced education that will engage and challenge pupils, offer continuity and progression, and provide them with a secure foundation on which to continue to Further or Higher Education and into the careers of their choice. It is also aimed at fostering a life-long love of learning and preparing pupils for the opportunities, responsibilities and experiences of life in British society (ISSR (2)(2)(i)).

All pupils of compulsory school age receive a full-time supervised education intended to give them linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative knowledge and experience (ISSR (2)(2)(a)).

## 2. Years 7 - 11

In Years 7 – 11 the core curriculum provides pupils with the opportunity to acquire skills in speaking and listening, literacy and numeracy (ISSR (2) (2) (b)). These are further developed in other subjects outside the core. Pupils are taught 52 lessons (periods) per fortnight (mostly in 60-minute periods, but with some 55-minute periods).

Almost all pupils study Mathematics, English, Science, a Modern Foreign Language (French, Spanish or German) and a Humanity (Religious Studies, History or Geography) with general or examined Religious Studies studied until the end of Key Stage 4. This core of subjects is complemented by other subjects from groups within Option Blocks. As far as possible, and quite deliberately, the School builds the timetable around pupils' choices and so there are no predetermined Option Blocks. As far as is practicable they are formed each year to accommodate pupils' choices and in accordance with demand.

All curriculum subject matter is appropriate for the ages and aptitudes of the pupils in each Year, including those with special educational needs (with or without an education, health and care (EHC) plan) and any pupils with English as an Additional Language (ISSR (2)(2)(h)) and gives pupils the opportunity to learn and make progress (ISSR (2)(2)(h)). Curriculum content, in particular in relation to speaking, listening, literacy and numeracy skills, is set out in the schemes of work for each curriculum area.

The curriculum also provides for the teaching of Personal, Social, Health, Economic and Citizenship Education (PSHECE). The PSHECE curriculum (known in the school as 'Lifeskills') reflects the School's aims and ethos. Great care is taken to encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (ISSR (2)(2)(d(ii))). Among the core values of the school are love and service, which are actively promoted in academic lessons and extra-curricular activities, through House and charitable activities, and in pastoral time and assemblies.

The curriculum also gives pupils access to accurate, up to date careers guidance enabling them to make informed choices about a broad range of career options and encouraging them to fulfil their potential (ISSR (2)(2)(e)). A wide range of resources are used to deliver careers education including input from alumni who offer interview preparation and work experience.

The school actively promotes British values, including:

- an understanding of how citizens can influence decision-making through the democratic process (e.g. through the study of the development of democracy in History and the work of the elected Head Pupil team; and at times of general elections by holding mock elections)
- an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety (e.g. through the discussion of School rules and in the RE curriculum)
- an understanding that there is a separation of powers between the Executive and the Judiciary, and that while some public bodies such as the Police and the Army can be held to account by

Parliament, others such as the courts are independent (e.g. through the PSHECE curriculum and tutor time)

- an understanding that the freedom to hold other faiths or beliefs (or none) is protected in law, should be tolerated, and should not be a reason for prejudicial or discriminatory behaviour (e.g. through work within the RE curriculum and encouraging respect for other people)
- an understanding of the importance of identifying and combatting discrimination (teaching staff would challenge discrimination and discriminatory attitudes as a matter of course).

### **3. Years 7, 8 and 9**

In Years 7, 8 & 9 all pupils study the same subjects including English, Mathematics, Science, Modern Languages, Classics (Year 7 only), Humanities (Geography, History and RE), Aesthetic subjects (Art, Food Technology, Textiles Technology, Drama and Music), ICT, PE and Games (ISSR (2)(2)(a)). A partial holistic approach is adopted in the Humanities and Aesthetic subjects in the form of project-based learning replacing discrete homework tasks meeting the requirements in ISSR (2) subparagraph (2).

French, Spanish and German are studied in Year 7 in a carousel with pupils choosing two languages in Year 8. For those with special educational needs it may not be appropriate to study two modern foreign languages, in which case guided study time with support for literacy and numeracy will be provided (ISSR (2)(2)(h))

Mathematics is set by ability from Year 7, English from Year 8 and Science is taught in Mathematics sets in Years 7 & 8 and then set specifically from Year 9.

Aspects of PSHECE are taught by Form Tutors during dedicated lessons timetabled on a rotational basis.

Latin is available in the Extended Day for those with particular aptitude.

### **4. Years 10 and 11**

All pupils follow a core GCSE curriculum of English (Language and Literature), Mathematics, Science (IGCSE Double Award Sciences in the first instance with some pupils opting to take IGCSE Separate Sciences according to aptitude). The majority of pupils will also take a Modern Foreign Language (French, German or Spanish) and a Humanities subject (RS, Geography or History). They also have PE and Games lessons. PSHECE is taught in dedicated lessons timetabled on a rotational basis.

At least the top set in Science will take three separate Science IGCSEs, with the lower set taking IGCSE Double Award Science. Where appropriate some pupils may take just one Science subject, usually Biology. All Science is taught by subject specialists.

Having a core curriculum (including MFL and a Humanity subject) ensures a broad and balanced academic curriculum.

In addition pupils have a choice of two further GCSE subjects from the following:

- A second Modern Foreign Language
- A second Humanities subject
- Triple Science
- Art
- Computer science
- Food Technology
- Design and Technology
- Business Studies
- Drama

- Music
- PE.

Latin GCSE is available in the Extended Day provided pupils have studied it since Year 8.

A small number of pupils may opt not to study a Modern Foreign Language, or a Humanities subject. In these cases, three options can be chosen from the above list and guidance is offered at the time their choices are made. In many cases a reduced number of GCSE subjects is taken because of an identified need in which case a support programme will be put in place along with extra time for private study.

### **5. Years 12 and 13 (Sixth Form)**

The majority of Year 12 pupils study 3 A level subjects through to year 13. Particularly able pupils may take 4 subjects to A level. All Sixth Form students attend enrichment sessions and Games lessons, and a number study the Level 3 Extended Project Qualification course in year 12 and the first term of year 13.

Subjects available include:

Art and Design, Biology, Chemistry, Physics, Business Studies or Economics, Computer Science, Design and Technology, Drama and Theatre Studies, English Literature, French, German, Spanish, Geography, History, Mathematics, Further Mathematics, Music, Physical Education, Psychology, Philosophy and Ethics.