Curriculum Policy

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Version	Author	Date	Changes
v3	IV	29/09/21	The addition of the PSRE is now included. This may need to be further updated following the parent consultation currently ongoing. The list of sixth form subjects has been expanded to include Politics and Class.Civ.
v4	IV	25/07/22	The change of PSHE from form time to a dedicated lesson time has now been included. In addition a note has been included to reflect the fact that some of these lessons are taught by specialist teachers. Music Tech has been added to the list of A level subjects available.
v5	IV	1/12/22	Changes made to reflect the move to a one week timetable. Addition of iGCSE further maths as an option.
v6	GSW	01/02/24	Minor clarifications of language. Clarity on GCSE Further Maths as a Level 2 Certificate.

v7	GSW	13/03/25	Clarifications to GCSE options subjects and Year 8 homework provision.
v8	GSW	19/02/26	Improved wording of GCSE Science provision explanation. Other minor changes.
V9	GSW	03/11/26	Removed references to German, this subject having been withdrawn from the curriculum.

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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 30 lessons (periods) per week (mostly in 55-minute periods, but with some 50-minute periods).

Almost all pupils study Mathematics, English, Science, a Modern Foreign Language (French or Spanish) and a Humanity (Religious Studies, History or Geography) with aspects of Religious Studies studied by all students until the end of Key Stage 4 via the Life Skills programme. 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 pre-determined 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 (EHCP) 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 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). These lessons have their own dedicated lesson in the curriculum for all year groups. The PSHECE curriculum (known in the School as 'Life Skills') reflects the School's aims and ethos. Great care is taken to encourage respect for other people, paying particular attention 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.

It is a statutory requirement that all schools in England and Wales teach Relationship and Sex Education (RSE) as a fundamental part of the curriculum. RSE forms an integral part of our Personal, Social, Health and Economic Education (PSHE) programme. As part of implementing the RSE curriculum, a draft policy has been written by the Head, approved by governors and has been sent to parents as part of a consultation. Lessons take place in a safe learning environment and are underpinned by our ethos and values. Lessons will cover the syllabus as required by the Department for Education and will include Sex Education taught as part of the Biology curriculum. Each term, parents/guardians will receive a copy of content to be taught and have been invited to submit questions to the PSHE Co-Ordinator or the Deputy Head Pastoral.

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 the 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 RS), 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). Projects are phased out at the mid-point of Year 8 and replaced with a prep rotation to prepare student for a full complement of homework in Year 9.

French and Spanish are studied in Year 7s and 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 and/or specialist teachers during dedicated lessons timetabled during the School day.

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 (IGCSE - Language and Literature), Mathematics (IGCSE), and Science Many pupils will also take a Modern Foreign Language (French or Spanish) and a Humanities subject (RS, Geography or History). Games takes place one afternoon a week. PSHECE is taught in dedicated timetabled lessons.

All pupils begin GCSE Double Award Sciences in Year 9 with some pupils opting to take GCSE Triple Sciences from Year 10 according to aptitude). Where appropriate some pupils may take just one Science subject, usually Biology. All Science is taught by subject specialists.

The top set in Mathematics will also have the opportunity to sit the further Maths examination as part of their IGCSE studies, receiving the Edexcel Level 2 Certificate.

Having a core curriculum (recommending an 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
- Photography
- Computer science
- Food Technology
- Design and Technology,
- Textiles
- Business Studies
- Drama
- Music
- PE.

Latin GCSE may be available in the Enrichment Programme provided pupils have studied it since Year 8, subject to staffing and numbers

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. On rare occasions, particularly able pupils may take 4 subjects to A level. All Sixth Form students attend enrichment sessions, Life Skills lessons, 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, Spanish, Geography, History, Mathematics, Further Mathematics, Music, Music Technology, Physical Education, Psychology, Religious Studies, Politics, and Classical Civilisation.