

Curriculum Policy (DRAFT)

Beverley High School



Date: September 2024

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This policy document is available in a variety of formats in line with the Equality Act 2010. It is available as a hard copy from the School Office or can be found on the School website at www.beverleyhigh.net

1. Aims

Beverley High School aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support.

Our curriculum also aims to:

- Support and enhance our core values of kindness, inclusion, respect and excellence
- Promote a love of learning
- Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers
- Enable all students to go on to appropriate further study by providing access to the necessary qualifications
- Provide a full range of subject choices to all students, including the arts, technology subjects, and modern languages at KS3, 4 and 5 with a strong academic core allowing access to EBacc.
- Provide in-depth, stimulating learning experiences that engage each student and provide appropriate levels of stretch and challenge
- Support students' spiritual, moral, social and cultural development
- Support and encourage healthy lifestyles
- Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

3. Roles and responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A levels, are approved by the DFE
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

These responsibilities are delegated by the Governing Body to the Curriculum and Quality Assurance Committee

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school plans in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

- The school's Leadership Team, and in particular the Deputy Headteacher with responsibility for curriculum, is responsible for ensuring that the all departments have appropriate subject schemes of learning in place, reflecting the aims of the aims of the school and indicate how the needs of individual students will be met

- Heads of Department are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

4. Curriculum Organisation

The curriculum is subject based, with all students studying the full range of subjects in each year group. Key Stage 3

At Key Stage 3 (Years 7 to 9)

- Y7 students study the following subjects: English, Mathematics, Science, Technology (Product/Food/Textiles), French and German, History, Geography, Religious Education, Art, Music, Physical Education, Computing.
- Y8/9 students study the following subjects: English, Mathematics, Science, Technology (Product/Food/Textiles), French and/or German, History, Geography, Religious Education, Art, Music, Physical Education, Computing.

Students in year 7 study two languages (French and German). Parents will be given the option to state their preferences for study in Y8.

PSHE is taught on 6 curriculum mornings covering the statutory materials.

Key Stage 4

- At Key Stage 4 all students study the core curriculum of English, Mathematics, Science (double or triple GCSE), Modern Foreign Language (French or German), PE, RE and PSHE

Students will the make three option choices. All students have access to the full range of choices, and there is no restriction on which subjects individual students may choose though studying Geography/History is encouraged to allow access to EBacc.

Withdrawal from Curriculum at KS3/4

In some circumstances students may be disapplied from curriculum due to SEND or other serious physical or mental health issues. These decisions will be taken by the relevant staff (SENCO, Year Leader, Deputy or Headteacher)

Occasionally parents may request disapplication for varying reasons. Each individual case will be assessed but the principle of maintaining the "core" as important should be applied. Where a student might need extra time or support at KS4 it should be the none-core (Option) subjects that are disapplied first. The school "Core" curriculum should be maintained wherever possible.

Key Stage 5

The Key Stage 5 curriculum is academic and centred around A Levels.

Students select 3 or 4 A Level courses and are also given opportunities to select EPQ or Core Maths or Languages for Business

Academic performance at GCSE is the main criterion for entry.

Religious Education

- Religious Education (RE) makes a significant contribution to the personal development of young people. KS3 students have discreet RE lessons and KS4 students study RE as part of the Life Studies programme.
- Parents do have the statutory right to withdraw their children from Religious Education. Parents with concerns are encouraged to discuss these with the Head of RE initially.

Relationships and Sex Education

- Relationships and Sex Education (RSE) is taught as part of the PSHE programme to all students in KS3 and KS4.
- The curriculum for RSE meets the national and local guidelines and is inclusive and age appropriate.

Careers Guidance

- Careers education, information, advice and guidance is provided throughout the curriculum and also the PSHE programme to all students.
- Additional, independent advice is provided by careers advisors.
- The school is committed to meeting the Gatsby benchmarks for careers education.

British Values

- The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

Safeguarding

- The school teaches students through the curriculum, as part of PSHE, and through special events, how to keep themselves safe within school and in the wider world.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings of the Curriculum and Quality Assurance Committee
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Development Plan

Heads of Department monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Book monitoring
- Student voice exercises
- Link meetings with Headteacher or Deputy Headteacher

Heads of Department will determine the best way for their own subject area.

Links with other policies

This policy links to the following policies and procedures:

- Framework for Teaching
- Examination Policy Statement
- Non-examination Assessment Policy
- Sex and Relationships Policy

Appendix 1 – The curriculum offer at KS3/4/5

KS3

Subject	Y7	Y8	Y9
English	4	3	4
Maths	4	4	3
Science	3	3	3
Art	1	1	1
MFL	3	3	3
Geography	1	2	2

History	1	2	2
Computing	1	1	1
Music	1	1	1
PE	2	2	2
RE	1	1	1
Technology	2	2	2

KS4

Subject	Y10	Y11
English (core)	5	5
Maths (core)	4	4
Science (core)	6	6
MFL (core)	2	2
PE (core non gcse)	1	1
PSHE/RE	1 (PSHE)	1 (RE)
Option A*	2	2
Option B*	2	2
Option C*	2	2

Option Choices* - the current list of subjects offered at GCSE is:

Art, Astronomy, Business Studies, Children's Care and Development, Computing, Drama, Food and Nutrition, French or German (2nd MFL), Geography, History, Media Studies, Music, Photography, Product Design, Physical Education, Religious Studies and Textiles.

KS5

Subject	Level
Art and Design	A Level
Art Textiles	A Level
Biology	A Level
Business	A Level
Chemistry	A Level
Computer Science	A Level
Design & Technology	A Level
Economics	A Level
English Language	A Level
English Literature	A Level
Extended Project	A Level
French	A Level
Further Mathematics	A Level
Geography	A Level
German	A Level
Government and Politics	A Level
History	A Level
Mathematics	A Level

Film Studies	A Level
Music	A Level
Photography	A Level
Physics	A Level
Physical Education	A Level
Psychology	A Level
Religious Studies	A Level
Theatre Studies	A Level