



CHS South

C006: Curriculum Policy

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Prosperre Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
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The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. Introduction:

At CHS South we are committed to providing high quality educational opportunities for our community. Our vision is based on the belief that a broad and balanced curriculum is a vital component of lifelong learning. We nurture academic success alongside creativity and imagination throughout the school curriculum to help students to secure the knowledge and skills they will need for future success. CHS South is built on and driven by our core values and we are committed to enabling all our students to become:

SUCCESSFUL: Learners who go further, faster and have the foundations for lifelong success. Students will:

- Be expected to beat challenging national targets so that they can excel against any competition.
- Experience a rich, exciting curriculum that leaves them able to make powerful choices about their future ambitions.

CREATIVE: Learners who are imaginative risk takers who are prepared for lifelong adaptability. Students will:

- Be expected to embrace a diverse and cutting edge range of creative opportunities both inside and outside the classroom.
- Experience creative teaching that makes learning engaging and allows them to think independently and be confident citizens.

HAPPY: Learners who are recognised and rewarded so their confidence comes from within. Students will:

- Be recognised regularly for their achievements and for the progress they make and have these achievements celebrated and recorded.
- Develop positive, secure relationships so that they flourish and have a powerful sense of their own potential.

2. Aims:

The school will strive to:

- provide a curriculum that is broad, balanced, promotes character and the personal, social, physical, spiritual, moral, and cultural development of our students preparing them for the opportunities, responsibilities and experiences of adult life.
- ensure that students develop the essential skills in reading, writing, communication and numeracy;
- foster students' creativity and develop essential skills, including independent learning skills;
- promote a healthy lifestyle;
- inspire students to a commitment to learning which will last a lifetime;
- promote high standards in all learning and teaching; and
- promote community cohesion and the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

3. Our Current Curriculum Offer:

At Key Stage 3, all students will follow a broad and balanced curriculum, which stretches and challenges but also provides the scaffolding to ensure that students achieve and exceed their potential. As students progress through the Key Stage there is increasing opportunity for them to craft and personalise their curriculum, underpinned by high quality provision in the core subjects: English, Mathematics and Science. Throughout Year 7 and 8 students also study; Modern Foreign Languages (MFL), Computing, History, Geography, RE, a range of Technology subjects, Art, Drama, Dance, Music and PE giving them a varied and stimulating daily diet of lessons and experiences. Curriculum areas are also encouraged to support the focus of securing the 'Qualities of Success', that students will need to be successful.

At Key Stage 4 (KS4), which will begin in Year 9, all students will follow the core curriculum of Maths, English, Science, PE & RESPECT and can opt to study from a range of additional and specialist subjects. We offer a wide range of courses allowing students to follow the route most appropriate to their needs, interests or future career path.

Our curriculum is rigorous and challenging; creative and inspiring; diverse and wide ranging; perfect for the vibrant and eclectic range of students we teach. This is reflected in the sharp and continuing rise in our examination results and other indicators over the last few years. We pride ourselves on meeting the needs of our students and motivating them to achieve through our rich and engaging curriculum.

The School will operate a fortnightly timetable of 50 hours per fortnight. All students will study Combined Science; approximately the top 25% of students will be directed to Triple (Separate) GCSE Science. A range of GCSE and Technical Awards qualifications are available to students across KS4. The school provides detailed guidance on the pathways that students follow. Using prior and current attainment data alongside one to one conversations, students are guided to follow either a GCSE rich EBACC pathway or a pathway, which will include study of GCSEs and Technical Awards which can include Humanities, MFL or Computer Science. Curriculum time in hours per fortnight and subjects offered at KS4 are indicated in the table below:

Subject	Y7	Y8	Y9	Y10	Y11
English	10	8	10	8	8
Maths	8	10	10	8	8
Science	6	6	6	10	10
Art	2	2	-	-	-
Dance	2	2	-	-	-
Drama	2	2	-	-	-
Music	2	2	-	-	-
French	2 (0 C/D Band)	2 (0 C/D Band)	-	-	-
Spanish	2 (4 C/D Band)	2 (4 C/D Band)	-	-	-
Geography	2	2	-	-	-
History	2	2	-	-	-
RE/RESPECT/Life Skills	2	2	2	2	2
Computing & Tech	4	4	-	-	-

PE	4	4	2	2	2
Option A	-	-	5	5	5
Option B	-	-	5	5	5
Option C	-	-	5	5	5
Option D	-	-	5	5	5

GCSEs offered at KS4		Technical Awards at KS4
English Language	Geography	Business & Enterprise
English Literature	History	Child Development
Mathematics	Religious Studies	Engineering
Combined Science		Graphic Design
Biology	Business Studies	Health & Fitness
Chemistry	Computer Science	ICT
Physics	Design & Technology	Music Technology
	Food & Nutrition	
Art	Physical Education	
Dance		
Drama		
Media Studies		
Music		
Photography		
French		
Spanish		

4. Equal opportunities:

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

5. Disabilities:

In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan, which is available to parents on request.

6. Differentiation:

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

7. Special Educational Needs:

The school has a special educational needs policy. The school will determine the appropriate courses for students and required support in consultation with parents and any other appropriate agencies.

8. The Chorlton 'Qualities of Success':

At CHS South we recognise the value of developing the characteristics in our students that will allow them to be creative, happy and successful in their futures regardless of the challenges and changes they face. Over the course of their time at CHS South students will be provided with opportunities to develop an understanding and appreciation of the key skills of **optimism, empathy, motivation, creativity, curiosity, responsibility, resiliency, reflection, and practice** and of how to apply them successfully.

9. Physical Education:

All students are expected to take part in the school's Physical Education (PE) programme, which is delivered to all Year Groups. Students can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

10. Religious Education:

Religious Education (RE) is available to all students as a discrete lesson each week in Years 7 & 8 and through our weekly RESPECT lessons at KS4; it is also available to study as a GCSE option. CHS South follows the Locally Agreed Syllabus as outlined by Manchester Local Education Authority. Parents have the right to withdraw their children from religious education.

11. Personal, social, health, economic, citizenship & careers, advice & guidance:

Our Personal, Social & Health Education (PSHE) and Life Skills curriculum challenges pupils to become creative, happy and successful individuals. By focusing on three key strands, which include 'Health and Well-Being', 'Living in the Wider World' and 'Relationships', we aim to equip students with the skills and knowledge they will need to face current and topical issues and that will allow them to respond with resilience to future change and challenge in their personal lives and the wider world.

In Year 7 students will cover the PSHE & Life Skills curriculum through the 'Finding Your Voice' Oracy curriculum in English for one lesson each week. In Year 8 students will have a PSHE lesson each half term, including input about financial capability through some of their Maths lessons. The PSHE curriculum is also supplemented through discrete delivery across the academic curriculum and Extended Learning Experience days.

In Years 9 & 10 our RESPECT curriculum will be delivered weekly, covering PSHE, Careers Education, Information, Advice and Guidance (CEIAG) & RE content. In Year 11, Life Skills will be taught weekly and centres on preparation for transition out of school into the wider world.

Careers, education, information, advice and guidance is abundant at our school. Our Achievement Team will organise a range of careers events to inspire our young people to consider the career opportunities available to them in subjects they feel passionate about. These experiences will result in students having a clear understanding of the different pathways open to them and the opportunities working in specific professions can provide them. Our careers events will be supported by professionals from our local community and whet young people's appetites for professional life.

12. Sex Education:

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. 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 Sex and Relationship Education Guidance. In accordance with the law 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.

13. Pastoral Curriculum:

All students at CHS South will have a morning registration period in a Tutor Group with a Tutor who acts as the key point of contact for parents and staff for all matters relating to the students in that Form.

Our Form Tutors work closely with their tutees and have an overview of academic progress and emotional well-being. Each Year group is led by a Head of Year and has an attached member of SLT. These Teams have overall responsibility for the progress, monitoring, safety and welfare of students in the Year Group; Learning Mentors will also work closely within our Year Teams to work with the Head of Year to offer one to one support and group work sessions to students, as well as offering another point of contact for parents.

Students' progress and personal development are tracked on an individual and cohort level, to maximise their achievements, and ultimately their life chances. Heads of Year regularly monitor and review the performance of individuals and groups of students to 'Join the Dots' and ensure they are provided with the optimum conditions for success. Effective impact driven progress tracking, intervention processes and student support services ensure that the curriculum, extended learning experiences and pastoral care have a very positive impact on pupils' outcomes. All Pastoral Team members have a role to play in delivering the Pastoral Curriculum. The content varies from Year to Year, but centres around our weekly foci of:

- The Chorlton Qualities of Success
- Progress
- Attendance
- Reading, Writing, Communication & Numeracy
- Leadership & Community
- Safety & Wellbeing
- Rewards & Celebrating Success

14. Collective Worship:

The school has a programme of collective worship involving Year Group assemblies. The worship is not of any particular denominational characteristic, it is based on sound moral principles and recognises the rich diversity of the school's cultural make up. Due to the limiting nature of the school's building we are unable to offer a formal daily collective act of worship for all students.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Headteacher in writing if they wish to withdraw their child from collective worship.

15. Political Education:

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

16. Community cohesion & promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs:

Through the curriculum the school works towards creating a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

The promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is mapped across all aspects of the academic, PSHE/Life Skills, enrichment & pastoral curriculum ensuring our students have the opportunity to develop the knowledge and skills that will allow them to contribute to a cohesive community both in and outside of school.

17. Personal, Social, Physical, Spiritual, Moral, & Cultural (PSPSMC) Education:

At CHS South we recognise the need to develop not just young people who are academically successful, but young people who are equipped to successfully apply their ability to the ever-changing landscape they are part of. To allow for this it is vital that PSPSMC education makes an integral contribution to the curriculum our students follow. To ensure our PSPSMC provision is consistent and comprehensive we map our current offer across the four aspects of our curriculum; the definitions are informed by Ofsted guidance on SMSC and the 2014 RSA 'Schools with Soul' publication.

18. Extra-curricular & Enrichment activities:

At CHS South we will develop a range of high quality opportunities and activities outside the academic curriculum. These activities will range from extra-curricular through to intervention classes and will be an important feature of school life and contribute enormously to our students' social and academic development.

Our aim is to nurture and develop each student. We will therefore ensure all students take part in a range of Extended Learning Experiences (ELE Days) throughout the year where we collapse the regular timetable and offer a range of creative and exciting opportunities for our students. These innovative and exciting days not only develop learning and foster creativity, but also widen students' experiences and open up new horizons and opportunities to discover talents, passions and hobbies that they may never have considered before. We also aim to give the students real life experiences and foster opportunities for them to work with a range of experts and practitioners from the local community and beyond.

There will also be an extensive menu of extra-curricular activities on offer with opportunities to take part in workshops, field trips and research. We will also offer students the chance to experience different cultures and experiences through our range of national and international trips and visits to educational venues linked to curricular areas. Theatre trips, visits to exhibitions and museums plus excursions to local colleges and universities will also occur regularly and provide further opportunities for students to enrich and extend their learning beyond the classroom.

Our extra-curricular groups will benefit from working with professional coaches and artists and build upon our successful partnerships at Chorlton High School. We will develop opportunities for students to become members of a range of school sports teams and will participate regularly in Manchester schools competitions and tournaments, competing at city wide and regional levels. Provision in the Arts will build upon the exceptional facilities at Chorlton High School with students being able to access and experience a broad and eclectic range of art forms at the highest level. Students will be able to regularly perform or exhibit their work in professional venues such as the Lowry, Contact Theatre and our very own Blue Box Theatre, allowing them to showcase and celebrate their talent.

19. Home Learning

Home learning Structure Years 7 & 8

- English & Maths: weekly
- Science, French & Spanish: 3 times a half term
- All other subjects: a half termly project

Home Learning Structure Years 9 - 11

- English & Maths: weekly
- Science and option subjects: every two weeks

Doddle

Doddle is an online teaching and learning resource for students at CHS South. Doddle allows students to access and complete their homework online and it also has a bank of learning and revision materials that students can access at any time. Doddle can be accessed at www.doddlelearn.co.uk

GCSEPOD

GCSEPOD is an online resource that provides high quality, focused learning in a unique 'Podcast' format across 21 popular GCSE subjects, and can be filtered by exam boards. The podcasts can be viewed on a computer or tablet at www.gcsepod.com and they can also be downloaded and saved onto a phone. This is an excellent resource for supporting student revision and boosting classroom attainment.

20. Concerns and Complaints:

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's Form Tutor, Head of Year or the Curriculum Leader for a particular subject area.

If the issue is not resolved parents are able to make an official complaint in writing to the Headteacher.

21. Monitoring and Review:

The Senior Leader for the Curriculum is responsible for ensuring the day-to-day implementation of this policy. A representative from the school's Governing Body, who will report on a half termly basis to the full Governing Body, will monitor the implementation and effectiveness of this policy.