

St. Joseph's Catholic School & Sixth Form Centre
Ysgol Gatholig San Joseff

Curriculum Policy



Curriculum Policy agreed by Governors:

Signed by Chair *Date.....*

Policy due for review: Spring Term 2016

Curriculum Policy

1. Aims

The governors and staff at St. Joseph's value and respect children and young people, support them in developing their full potential and celebrate their success as learners. A high quality, relevant curriculum helps us to achieve these aims and comprises all the learning and other experiences that the school plans for its students. We want to ensure that the school's core mission statement, which is 'to become fully human in Christ' is at the centre of all we do, allowing us to deliver a curriculum based on gospel values. As a Catholic school, it is imperative that the Christian ethos is embodied within the curriculum and that not just what we teach, but how we teach it, reflects the teaching of Jesus Christ.

The school curriculum for 3 to 19-year-olds in Wales, implemented from September 2008, established a curriculum for the twenty-first century. It meets the needs of individual learners whilst taking account of the broader needs of Wales. The school curriculum should be designed so that it:

- focuses on the learner
- ensures that appropriate skills development is woven throughout the curriculum
- offers reduced subject content with an increased focus on skills
- focuses on continuity and progression 3-19, by building on the Foundation Phase and linking effectively with the 14-19 Learning Pathways programme
- is flexible
- supports government policy, including: bilingualism, Curriculum Cymreig/Wales, Europe and the World, equal opportunities, food and fitness, sustainable development and global citizenship and the world of work and entrepreneurship
- continues to deliver a distinctive curriculum that is appropriate for Wales.

Making The Most of Learning January 2008

1.1 St. Joseph's Catholic School & Sixth Form Centre aims to provide a curriculum, which inspires, challenges and safeguards all our students, and enables them to become:

- a) **Successful learners** who enjoy learning, make progress and achieve
- b) **Confident individuals** who are able to live safe, healthy and fulfilling lives
- c) **Responsible citizens** who make a socially and economically positive contribution to Society.

1.2 **Successful learners** who:

- Have the essential learning skills of literacy, numeracy, and ICT
- Are creative, resourceful and able to solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn
- Are able to learn independently and with others
- Enjoy learning and are motivated to achieve the best they can.

1.3 **Confident individuals** who:

- Have a sense of self-worth and believe in themselves
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs

- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident
- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements.

1.4 Responsible citizens who:

- Are well prepared for life and work
- Are enterprising
- Are able to work co-operatively with others
- Respect others and act with integrity
- Understand different cultures and traditions and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Maintain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Feel that they can change things for the better.

The curriculum must meet statutory requirements, including provision for RE and collective worship. The curriculum must be responsive to the changing needs of pupils and society and be subject to review and further development; it should take account of innovative practice. The curriculum must be coherent, covering all the required elements and subjects in a way that is relevant to pupils. The curriculum must promote progression and continuity in learning and prepare pupils effectively for subsequent stages of education. The curriculum design also reflects the Core Principles established by the Governing Body and supports successful teaching and learning.

2. The Organisation of Learning: Curriculum Model

2.1 Key Stage 3

At KS3, students follow the National Curriculum, studying the following subjects:

English, Maths, Science, Welsh, ICT, MFL (Spanish or French), Art, Design and Technology, Geography, History, PE and Games, Music, and PSHE. The teaching of ESDGC occurs within lessons and assemblies and students have the opportunity to join the Eco Club.

10% of curriculum time is devoted to the teaching of RE.

2.2 Key Stage 4

At KS4 all students study the statutory areas of Maths, English, Science (GCSE or BTEC), Welsh, RE, PSHE (including work-related learning) and Physical Education.

In addition to this, students study for the WBQ at Intermediate or Foundation Level. Students are then entitled to opt for up to 3 other subjects to study at Level 1 or 2. The curriculum at KS4 is becoming far more personalised and will respond to the needs of the cohort and its individuals. From September 2014, students who opt for a BTEC subject which has 120 GLH will have the opportunity to study for a half-course or will receive extra English/Maths tuition as necessary. There will also be the opportunity for students to combine a number of different qualifications to create a bespoke suite of options. The teaching of ESDGC occurs within lessons and assemblies and students have the opportunity to join the Eco Club.

2.3 Post-16

At post 16 (Key Stage 5) students the curriculum primarily caters for Level 3 courses with a small range of GCSE and BTEC Level 2 courses offered. All students study the WBQ to Advanced or Intermediate Level. Students are also exposed to personal development through assemblies, the PSHE programme and a range of enrichment activities.

2.4 Working in Partnership

St. Joseph's Catholic School & Sixth Form Centre works in partnership with NPTC and Bishop Vaughan School enabling an extended curriculum provision for students.

2.5 Out of School Learning

St. Joseph's values the understanding that knowledge can fall outside traditional subject boundaries and that learning can be organised in different ways. Our curriculum includes opportunities for learning experiences which take place outside of the traditional classroom situation e.g. fieldwork, theatre visits, residential retreats etc. We organise an activities week and other whole-curricular and cross-curricular days throughout the year in order to provide extended learning opportunities.

2.6 Physical Education

St. Joseph's promotes a healthy lifestyle. All students are expected to take part in the school's Physical Education programme and experience four hours of PE/Games in their fortnightly curriculum. There are many enrichment opportunities provided through the lunchtime and after school extra-curricular PE programme and the extended sports programme, co-ordinated by the 5x60 Team and the PE Department.

2.5 Transition

The Learning Leader for Year 7 leads the Transition between Key Stages 2 and 3, working with our Primary partner schools to ensure effective transfer of information. The Learning Leader and the SENCo regularly visit our partner schools to ensure we have a detailed profile of each student to assist with planning their move to St. Joseph's Catholic School. The SENCo plays a key role in planning and monitoring the personalised transfer process for students with special educational needs.

The Key Stage 3-4 transfer is overseen by the Learning Leader for Year 9 who liaises with the Deputy Head responsible for Curriculum and the SENCo as appropriate, to ensure students make informed and relevant curriculum choices.

The Key Stage 4-5 transfer is overseen by the Assistant Headteacher with responsibility for post 16 and the Curriculum Deputy Headteacher. An extensive interview process occurs to ensure that students make informed and relevant curriculum choices.

3. Statutory Obligations

3.1 Equal Opportunities

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

3.2 Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable.

3.3 Sex Education

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provision without giving reasons.

3.4 Careers Education and WRE

The school provides careers education to all students through the PSHE curriculum and through the Careers Wales Service. Work related learning is augmented by a enterprise element of the WBQ for all students and through a block work experience programme. Post 16 students apply for courses using the county's Common Area Prospectus and Application Process (CAP).

3.5 E-safety

Being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Staff follow the Acceptable Use Policy regarding ICT in school. Students are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour for Learning, and Anti-Bullying policies and the work of the e-safety committee, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying.

3.6 Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes to:

- Allow a student with individual strengths to emphasise a particular curriculum area; and
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions about any of the above will only be made after discussion with the student and parent/carer.

3.7 Special Educational Needs (SEN)

Students with SEN access a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. This is monitored and evaluated to ensure the curriculum promotes academic progress and self-esteem. Parents/carers and students are involved in decisions affecting their curriculum opportunities. Full details of the school's provision for SEN can be found in the SEN Policy.

3.8 Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit the learners' different needs. Differentiated strategies and methods are therefore adopted that will enable all learners to achieve in line with their potential

4. Monitoring and Review

The whole curriculum is monitored by the Governing Body. Curriculum review is carried out by the Senior Leadership Team in conjunction with the relevant Learning Leaders, Middle Leaders and Governors.

5. Concerns

Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's teacher or. If the issue is not resolved parents/carers should contact the Headteacher in writing.

6 . Other Relevant Policies

This policy should be read in conjunction with:

- Sex & Relationships Education Policy
- Special Educational Needs Policy
- Teaching & Learning Policy