



# **CURRICULUM POLICY**

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## CURRICULUM POLICY

As an Academy, Cams Hill is responsible for its own curriculum which meets statutory requirements and the requirements of the National Curriculum. We aim to provide a curriculum to develop inquisitive, independent thinkers with a love for learning. We believe that the curriculum, within lessons and beyond them, should create an environment where questioning, academic risk taking and a freedom to learn from mistakes is encouraged. We intend for our curriculum to inspire pupils and encourage them to develop responsibility, independence and the ability to excel.

In its widest sense it is seen as the entire learning experience that the pupils at Cams Hill School enjoy, including formal lessons, events, tutor time, co-curricular activities and trips.

The Cams Hill curriculum is designed to allow our pupils to:

- have high levels of engagement, enjoyment and personal development;
- achieve the best academic qualifications in a range of subjects;
- have a broad, balanced breadth of education with high levels of personalisation, allowing them to develop specialisms and new interests across the key stages;
- experience enterprise education, work related learning and information and communication technology.

It allows our pupils to be:

- responsible and caring citizens who make positive contributions to society;
- rounded individuals who are able to live healthy and fulfilling lives;
- imaginative, creative and reflective;
- problem solvers;
- resilient, take managed risks and learn from mistakes;
- respectful of the rule of law, uphold fundamental British values and be respectful of those who have different faiths and beliefs;
- successful learners who enjoy learning and making progress and are able to achieve and excel;
- prepared for adult and working life in the 21<sup>st</sup> century.

At Key Stage 3, pupils follow a very broad curriculum, following the core subjects of English, Mathematics, Science, Humanities, ICT/Computing, Religious Studies (RS), PE and Modern Foreign Languages (MFL) as well as having the opportunity to enjoy non-core subjects such as Design technology, Art, Music and Drama.

At Key Stage 4, pupils follow a programme of study potentially leading to 10 GCSEs. All pupils follow a core curriculum of GCSEs in English Language, English Literature, Mathematics, Double or Triple Science and Religious Studies plus core PE provision. Our guided choices ensure that all pupils also study at least one of the Humanities, History or Geography, to GCSE and that the majority study a Modern Foreign Language. The third choice that pupils make is a guided choice where they can select a subject that furthers their own interests and will guide them towards their ambitions for the future. When making crucial choices of subjects for GCSE, pupils are offered personalised support and guidance.

A programme of Personalised Development Learning is taught during tutor time by form tutors. The school also provides a number of enrichment days across the year where students change their school day to follow a programme of activities to enhance their personal development and give them wider experiences. These days are tailored to the year group the students are in and cover a wide range of topics such as; self-esteem, depression, stress, resilience, healthy eating, healthy lifestyles, interview skills, finance, CV writing, revision skills, E-safety, social media and many more.

Cams Hill School follows a 2-week timetable. The timetable includes 48 lessons across week A and week B. The curriculum hours detailed in the tables below are per fortnight:

### Key Stage 3

	Year 7	Year 8	Year 9
English	6	6	6
Maths	6	6	6
Science	6	6	6
PE	4	4	4
MFL (French or Spanish)	4	4	4
History	4	4	4
Geography	4	4	4
RS	2	2	2
Design and Technology	4	4	4
Art	2	2	2
Music	2	2	2
Drama	2	2	2
ICT/Computing	2	2	2

### Key Stage 4

	Year 10	Year 11
English Language and Literature	8	9
Maths	8	8
Science (Double or Triple)	8	9
RS (Full Course GCSE)	4	4
Core PE	4	3
Guided choices subjects (x 3)	5	5

### Governors' Roles and Responsibilities

The Governing Body shares responsibility with the Headteacher for making sure that statutory requirements are met. These requirements include:

- the teaching of Religious Studies and Sex and Relationships Education;
- the provision of a daily act of collective worship;
- the promotion of spiritual, moral, cultural mental and physical development;
- provision for Personal, Social, Health and Economic Education (PSHEE);
- recognition of the school's role in fulfilling the requirements of the Prevent Duty.

The Governing Body also ensures that the school's curriculum provides:

- careers education and guidance;
- appropriate provision for pupils with Special Educational Needs (SEN), those not achieving age-related expectations and those who are Gifted & Talented;
- teaching about drugs.

The Governing Body considers the advice of the Headteacher when setting achievement targets and when monitoring progress towards these targets. It ensures that parents receive timely reports on pupil progress. The Governing Body reviews and approves the Curriculum Policy with an eye to the breadth and balance of the curriculum. The Governing Body receives annual reports from the school on standards reached by pupils

analysed by gender, ethnicity, SEN and other vulnerable groups. The Governing Body receives annual reports from staff about examination results and other matters in each subject department. The Governing Body monitors any parental complaints.

## **The Headteacher**

The Headteacher ensures that:

- all statutory elements of the curriculum, and other subjects, have aims and objectives and other documentation which indicate the arrangements for teaching the subject, how it will be assessed, the place of literacy and the use of ICT;
- the amount of time for teaching the curriculum is adequate;
- assessment arrangements meet all legal requirements.

## **Equalities**

The school curriculum is fully inclusive and all subjects are available to all pupils. The curriculum is designed to meet the needs of children of all abilities at Key Stages 3 and 4. In designing and delivering its curriculum, the school takes account of its duties under equal opportunities legislation that covers race, disability, sex, religion of belief, sexual orientation, pregnancy and maternity and gender reassignment. The school may encourage a particular pathway to suit individual needs. A small number of courses are available only on the professional recommendation of staff. The school will do all it can to meet requests but some disappointment is to be expected during the allocation of Key Stage 4 courses.

## **Subjects**

### **1. Key Stage 3**

All pupils study:

- English;
- Mathematics;
- Science;
- Physical Education;
- Religious Studies;
- Computing;
- History;
- Geography;
- Technology;
- Art;
- Music;
- Drama;
- Modern Foreign Language.

### **2. Key Stage 4**

All pupils study:

- English;
- Mathematics;

- Science;
- Physical Education;
- Religious Studies.

Most pupils also study a Key Stage 4 course in a Modern Foreign Language (French, German or Spanish).

The following subjects are also available:

- Music;
- Art;
- Art Textiles;
- Drama;
- Business Studies;
- Geography;
- History;
- Religious Studies;
- Chemistry;
- Biology;
- Physics;
- PE GCSE and technical award;
- Food & Nutrition;
- Product Design;
- Photography.

The school website contains further information on the curriculum content at Key Stages 3 and 4.

### **Disapplication**

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

- for a temporary period, through regulations under section 93 of the Education Act 2002;
- through a statement of special educational need, under section 92 of the Education Act 2002 and, for groups of pupils or the school community:
- for a time limited period, to enable curriculum development or experimentation, under section 90 of the Education Act 2002.

### **Religious Studies and Collective Worship**

Religious Studies is provided for all pupils using the Hampshire agreed syllabus. Although parents have the right to withdraw their child from RE this has not happened to date. Religious Studies and Collective Worship are designed to include all children and to respect all faith communities.

### **Sex and Relationship Education**

The school's Sex and Relationships Education Policy is available to parents on request. It has been drawn up in consultation with staff, pupils and parents and takes into account the views of representatives from the community.

## **Physical Education**

All pupils are expected to take part in the school's Physical Education programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent is required, or other reasons agreed with the school.

## **Homework**

The school expects homework to be set and completed. There is a published homework timetable for Key Stage 3 which is reviewed every year. In general the following amount of homework is set:

Years 7/8	45 -90 minutes per day
Year 9	1-2 hours per day
Years 10/11	1-2 hours per day plus attendance at lunch time and after school workshops and revision classes

## **Special Educational Needs**

Pupils with special educational needs are catered for through the school's SEN policy which is available on request.

## **Extra-Curricular Activities**

The school has a wide and varied range of cultural and sporting activities that take place outside the formal curriculum. These include regular sports activities as well as occasional events such as school productions, day trips and residential visits. All pupils are encouraged to take part in the programme.

## **Complaints**

Complaints about the curriculum should be addressed through the school's Complaints Policy, available on request or from the school's website. Complaints about collective worship, Religious Studies or the National Curriculum may be considered by the Local Authority if not resolved at school level.