

CAMS HILL SCHOOL CURRICULUM POLICY



Non-Statutory

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Curriculum Aims and Expectations

As an Academy, Cams Hill School is responsible for its own curriculum. Our taught curriculum, enriched by the tutor programme and co-curricular offer, aims to develop pupils who embody our shared values of courtesy, courage, and commitment.

Courtesy

With a curriculum that focuses on reading, writing, maths, and digital skills, pupils will learn to communicate clearly, listen carefully, and take part in discussions confidently. They will understand how their words and actions affect others and learn to adapt to different situations. Pupils will be encouraged to respect and celebrate differences, treat everyone with kindness, and contribute positively to their local, national, and global communities.

Courage

The curriculum will challenge pupils to explore a wide range of powerful knowledge from different subjects. They will learn to stand up for what is right, even when it's hard, and to show bravery when facing challenges. Pupils will understand how to look after their physical and mental health, stay positive, and be resilient. They will learn to take risks wisely and make thoughtful decisions, growing into strong, caring leaders and role models.

Commitment

Pupils will be encouraged to stay curious, ask questions, and think creatively as they aim for academic success and personal growth. They will build on their learning at Cams Hill School to improve themselves, develop their unique talents, and explore big ideas. They will be prepared to take part in important conversations, succeed in future studies, and thrive in their careers.

At Key Stage 3, pupils experience a broad and balanced curriculum, following the core subjects of English, Mathematics, Science, Humanities, Information and Communication Technology /Business & Computing (BICT), Religious Studies (RS), Physical Education (PE), Modern Foreign Languages (MFL), and Social Studies (Personal Development). (Social Studies (Personal Development) delivers statutory Relationships and Sex Education (RSE), Personal, Social, Health and Economic Education (PSHE), and Citizenship. In Key Stage 3 it also draws on relevant content from Sociology, Psychology, and Economics). Pupils also have the opportunity to enjoy non-core subjects such as Design and Technology, Art, Music, and Drama. In Key Stage 3 pupils also study discrete lessons in Literacy. We believe that our pupils should experience as broad a range of subjects for as long a period as possible to give them the depth of knowledge and experience before they narrow their choices. A small group of pupils in Year 8 and Year 9 study an Alternative Curriculum where they engage in activities across the school to support their wider engagement.

At Key Stage 4, pupils follow a programme of study potentially leading to 10 GCSEs (or suitable alternative qualification). This is agile and innovative, allowing it to change year on year dependent on the cohort of pupils within it. All pupils follow a core curriculum of GCSEs in English Language, English Literature, Mathematics, Double or Triple Science and Religious Studies, plus core Social Studies (Personal Development) and PE provision. The majority of pupils also study at least one of History, Geography, or MFL. Pupils can then choose two subjects that further their own interests and will guide them towards their ambitions for the future. Some pupils will follow a different pathway of subjects and content at Key Stage 4 based on their specific health or learning needs. All pupils are offered personalised support and guidance when choosing their Key Stage 4 subjects.

Pupils' social, moral, spiritual and cultural development and personal development is supported by content and experiences across the curriculum.

When developing their subject curricula, Curriculum Leaders are guided by the following evidence-informed curriculum expectations.

1. Sequencing

The knowledge and skills to be learned are sequenced to support learning, and the curriculum is the progression model. Each episode of learning builds on pupils’ prior learning and prepares them for future learning, taking them successfully from Key Stage 2 and preparing them for Key Stage 5. Cross-curricular links are exploited.

2. Challenge

The challenge of the curriculum comes from its content. The knowledge and skills expected will stretch pupils, requiring them to think deeply and achieve beyond expectations.

3. Accessibility

The curriculum is written to allow all pupils to access the content and experience individual success, supported by adaptive teaching.

4. Personal development

All curriculum areas take advantage of the opportunities to support pupils’ physical and emotional wellbeing, engage pupils with the Fundamental British Values, support their social, moral, spiritual and cultural development, and contribute to their careers education.

5. Relevance

Whilst delivering all statutory requirements, subject curricula are written with Cams Hill School’s pupils at their heart, ensuring that all pupils can recognise themselves, whilst also being able to explore the wider world beyond their own community.

Subject provision

Cams Hill School follows a 2-week timetable. The timetable includes 50 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	7	6
Science	6	6	6
Literacy	1	1	1
PE	3	3	3
Dance	1	1	1
MFL (French or Spanish)	5	4	4
History	4	4	4
Geography	4	4	4
RS	2	2	2
Design and Technology	2	2	3
Art	2	2	2
Music	2	2	2
Drama	2	2	2
ICT/Computing & Business	2	2	2
Social Studies (Personal Development)	2	2	2

Key Stage 4

	Year 10	Year 11
English Language and Literature	8	8
Maths	8	8
Science (Double or Triple)	10(11)*	10(11)*
RS (Full Course GCSE)	5	5
Social Studies (Personal Development)	1	1
Core PE	3 (2)*	3 (2)*
Guided choices subjects (x 3)	5	5

*Triple Science have an extra Science lesson away from core PE.

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 Relationships and Sex Education;
- the promotion of spiritual, moral, social, cultural, mental and physical development;
- provision for Personal, Social, Health and Economic Education (PSHEE);
- recognition of the school's role in ensuring that pupils are equipped for life in modern Britain with an understanding of the Fundamental British Values.

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

- careers education and guidance;
- appropriate provision for pupils with Special Educational Needs and Disabilities (SEND), those not achieving age-related expectations and those who are most able;
- 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/carers 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, SEND 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 or 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
- ICT/Business & Computing
- History
- Geography
- Technology
- Art
- Music
- Drama
- Modern Foreign Language
- Social Studies (Personal Development)

2. Key Stage 4

All pupils study:

- English - Language and Literature
- Mathematics
- Science
- Physical Education
- Religious Studies
- PSHE
- Citizenship

The following subjects are also available:

- Art
- Art Textiles
- Art 3D Design
- Biology
- Business Studies
- Chemistry
- Child Development
- Computer Studies
- Creative Media
- Dance
- Drama
- Economics
- French

- Geography
- Graphics
- History
- Hospitality and Catering
- Music
- Music Technology
- PE - GCSE and BTEC
- Photography
- Physics
- Psychology
- Religious Studies
- Sociology
- Spanish
- Statistics
- Technology
- Uniformed Services

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 or Reflection

Religious Studies is provided for all pupils in Key Stage 3 using a concept led approach, which is based on the Hampshire Agreed Syllabus, and in Key Stage 4 through the AQA Religious Studies GCSE Specification A. Although parents/carers have the right to withdraw their child from RS this has not happened to date. Religious Studies and Collective Worship or Reflection are designed to include all children and to respect all faith communities.

Relationships and Sex Education

The school's Relationships and Sex Education Policy is available to parents/carers on request or from the school's website. It has been drawn up in consultation with staff, pupils and parents/carers.

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/carer is required, or other reasons agreed with the school.

Homework

The school expects homework to be set to support learning and the delivery of the curriculum, in line with the school's Homework for Learning Policy.

Special Educational Needs

Pupils with special educational needs are catered for through the school's Special Educational Needs Policy which is available on request or to view on the school website.

Co-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 as much as possible. After school activities include arts, catering, computing club, sports clubs, Rock Challenge along with many more. Some of the trips that have run previously include the Ardeche water sports, art galleries, Battlefields, Berlin, Brecon Beacons, Brighton Pavilion, Geography field trips, Globe Theatre, Hampton Court, Iceland, and the ski trip.

Complaints

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

Linked Policies

TGT016 Complaints Policy & Procedures
CHS Relationships & Sex Education Policy
CHS Special Educational Needs Policy
CHS Homework for Learning Policy