



**St Cuthbert's  
Catholic High School**

*Live life in all its fullness*

# Curriculum Policy

## 2024 - 2025

<b>Person responsible for Policy:</b>	Senior Leadership Team
<b>Committee responsible for Policy:</b>	Quality of Education
<b>Date To Governors:</b>	July 2024
<b>Date Agreed:</b>	June 2024
<b>Review Due:</b>	September 2025 and annually thereafter
<b>Is this Policy to appear on school website:</b>	Yes

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*“School is living, it is not a preparation for living.” Martin Haberman*

## Introduction

St Cuthbert's curriculum plan is based on the principle that all students should be provided with a broad, balanced and challenging curriculum which fosters their intellectual, social, creative, physical, mental, moral and spiritual development. Our curriculum reflects our mission statement to work together as a Christian family to live the message of the Good News of Jesus Christ to love God and our neighbour. It provides our students with the opportunity to progress to further education and employment through a strong academic core which is enhanced by a wide range of option subjects. At St Cuthbert's we want our curriculum to be versatile and adjustable to meet the changing demands of the modern world and therefore fully prepare our students to enter the world as confident, rounded individuals, with high expectations of themselves and the self-belief, skills and attributes to achieve their potential.

## Curriculum policy statement

At St Cuthbert's Catholic High School everyone is here to learn each day, widen their knowledge, experience and understanding. Our aim is to provide the best education for students and help them to **live life in all its fullness** (John 10:10):

- Students, wherever possible, should have equal access to all areas of the curriculum
- Students' well-being, including their mental health, should be considered when designing the curriculum
- Curriculum delivery will include teachers, support staff, artists, sports people, graduates and people from industry and business
- The curriculum should be relevant, show continuity and progression in learning
- Our curriculum should be structured and sequenced so that it builds knowledge and understanding over time with what students learn in one week, term or year preparing them for future learning
- Our curriculum should prepare all students for the next stage of their education and for life in modern society
- The courses provided should meet the needs of all students
- Students should achieve and then exceed national standards in achievement, attainment and progression
- As a school we must be committed to excellence and continuous improvement.

## Aims

### **The overall aims of the curriculum are to:**

- Enable all students to be successful learners and achieve high standards
- Enable student to understand the skills and attributes needed to be a successful learner
- Enable those who are not achieving age-related expectations to narrow the gap and catch up with their peers
- Enable students to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills
- Enable students to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school to acquire a solid basis for lifelong learning
- Teach students to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness
- Enable students to be creative and to develop their own thinking
- Support students to develop an independent approach to their learning
- Teach students about their ever-changing world, including how the environment and society have changed over time
- Help students understand the fundamental British values and enable them to be positive citizens in society who can make a difference
- Help students understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all
- Enable students to have respect for themselves and others and to be able to live and work cooperatively with others.

### **Through the aims outlines above, students will benefit by:**

- Learning how to lead safe, healthy and fulfilling lives
- Understand that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and way of life.

## Curriculum Model 2024-2025

St Cuthbert's Catholic High School operates a two week timetable (A week and B week), which is made up of 50 one hour periods with registration taking place twice a day which includes a year group assembly each week.

Students at St Cuthbert's follow a three year Key Stage Three programme. During years 7 to 9 all students follow a National Curriculum Programme that includes English, maths, science, religious education, history, geography, MFL, computing, design and technology, art and design, music, physical education, relationship, health and sex education and citizenship. At the end of Year 9 students will make informed choices as to what they will continue to study alongside their core subjects.

The following tables show the time allocation for each subject:

<b>Year 7 Curriculum</b>	
<b>Subject</b>	<b>Number of Hours (over 2-week period)</b>
English	8
Maths	8
Science	7
RE	5
Art	2
Computing	2
Technology/Food	2
Geography	3
History	3
Spanish	3
Expressive Arts (Music & Drama)	2
PE	4
Personal Development	1

<b>Year 8 Curriculum</b>	
<b>Subject</b>	<b>Number of Hours (over 2-week period)</b>
English	8
Maths	8
Science	7
RE	5
Art	2
Computing	2
Technology/Food	2
Geography	3
History	3
Spanish	3
Expressive Arts (Music & Drama)	2
PE	4
Personal Development	1

<b>Year 9 Curriculum</b>	
<b>Subject</b>	<b>Number of Hours (over 2-week period)</b>
English	8
Maths	8
Science	7
RE	5
Art	2
Computing	2
Technology/Food	2
Geography	3
History	3
Spanish	3
Expressive Arts (Music & Drama)	2
PE	4
Personal Development	1

KS4 starts in Year 10 at St Cuthbert's. The courses implemented are designed to meet the learning styles of all our students whilst meeting the statutory requirements of the National Curriculum in England which includes English, maths, science, PSHE, computing, physical education, religious education and health, relationship and sex education.

### **Option courses available at KS4**

- Art and Design
- Creative Media
- Business Studies
- Dance
- Design Technology
- Drama
- Geography
- Health and Social Care
- History
- Food Preparation and Nutrition
- Physical Education
- Spanish

The following tables show the time allocation for each subject:

<b>Year 10 Curriculum</b>	
<b>Subject</b>	<b>Number of Hours (over 2-week period)</b>
English	8
Maths	8
Science	9
RE	5
PE Core	2
Option 1	6
Option 2	6
Option 3	6
Personal Development	1

<b>Year 11 Curriculum</b>	
<b>Subject</b>	<b>Number of Hours (over 2-week period)</b>
English	8
Maths	8
Science	9
RE	5
PE Core	2
Option 1	6
Option 2	6
Option 3	6

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'.

**This policy operates in conjunction with the following school policies:**

- CEIAG Policy
- Equality Information and Objectives Policy
- RSE and Health Education Policy
- SEN Local Offer Report
- Teaching, Learning and Assessment Policy

## **Roles and responsibilities**

### **The governing body is responsible for:**

- Approving and monitoring the content of this policy
- Liaising with the headteacher, curriculum leaders and teachers with regards to student progress and attainment
- Contributing towards decisions made about the curriculum
- Ensuring the curriculum is inclusive and accessible to all.

### **The headteacher is responsible for:**

- Communicating the agreed curriculum to the governing body
- Producing an annual report for the governing body advising on the standards achieved by all students and any alternatives arrangements made to ensure all students could access the curriculum
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable
- Ensuring the curriculum is implemented consistently throughout the school
- Keeping up-to-date with any relevant statutory updates and taking action where required
- Creating and maintaining an up-to-date curriculum intent statement
- Updating and maintaining this policy.

### **The curriculum leaders are responsible for:**

- Developing a curriculum that provides students with a range of opportunities and the skills they need to prepare for later life
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies
- Managing teachers within their curriculum areas, providing appropriate support, challenge, advice and information as necessary
- Monitoring student progress within the department and reporting this to the headteacher
- Providing efficient resources management for their department
- Ensuring the curriculum is inclusive and accessible to all.

### **Teachers are responsible for:**

- Implementing the policy consistently throughout their practices
- Implementing the curriculum in creative ways, appealing to different learning types and keeping students engaged in content
- Creating short term plans for the curriculum with fellow colleagues
- Working closely with the SENCO to ensure those in need receive additional support



- Celebrating all students' academic achievements
- Monitoring the progress of all students and reporting this to the headteacher.

### **The SENCO is responsible for:**

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all
- Ensuring teaching materials don't discriminate against anyone in line with the Equality Act 2010
- Ensuring, where necessary, students receive the additional help they need
- Liaising with external agencies where necessary to ensure students who require additional support receive it.

## **Equal opportunities**

There are nine protected characteristics within the Equality Act 2010, which are:

- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
- 
- Care is taken within all schemes of work to ensure that all students have access to the curriculum content
  - The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.
  - When planning and implementing the curriculum, the school will have due regard to the Equality Information and Objectives Policy

## **Supporting students with SEND**

- The curriculum is designed to provide access and opportunity for all students who attend school
- Students with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEN Local Offer Report
- Students with SEND will not be discriminated against in any way

- The progress of students with SEND will be monitored by teachers and reported to the SENCO
- The SENCO will work closely with teachers to help them break down any barriers students with SEND have to education.

### **Extra-curricular activities**

The school offers students a wide range of extra-curricular trips and activities to enhance their academic learning and personal development

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad

All trips will be planned and executed in accordance with the school's Educational Visits Policy

### **Monitoring and review**

This policy is reviewed annually by the headteacher and governing body

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.