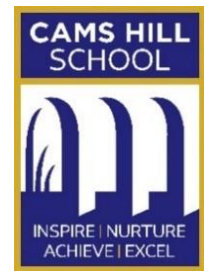


CAMS HILL SCHOOL CURRICULUM POLICY



Currently under review

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Non-Statutory
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Currently under review

Curriculum Policy

As an Academy, Cams Hill is responsible for its own 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, the curriculum is seen as the entire learning experience that the pupils at Cams Hill School enjoy, including formal lessons, events, tutor time, co-curricular activities, community events 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 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.

The Cams Hill curriculum 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, taking managed risks and learning from mistakes;
- respectful of the rule of law, upholding fundamental British values and being respectful of those who have different faiths and beliefs;
- kind and supportive of peers and adults;
- successful learners who enjoy learning and making progress and are able to achieve and excel;
- prepared for adult and working life in the 21st Century.

At Key Stage 3, pupils follow a very broad curriculum, following the core subjects of English, Mathematics, Science, Humanities, Information and Communication Technology (ICT)/Business & Computing, Religious Studies (RS), Physical Education (PE), Modern Foreign Languages (MFL), Personal, Social, Health, and Economic Education (PSHE) and Citizenship, as well as having the opportunity to enjoy non-core subjects such as Design Technology, Art, Music and Drama. 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. 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 PSHE, Citizenship and PE provision. Our guided choices ensure that 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 GCSE subjects.

Literacy and Numeracy is studied across both Key Stages, in lessons, in tutor time and assemblies, to ensure that pupils can use these skills across their subject areas.

In all year groups, PSHE is taught as a discrete subject in one hour per fortnight by dedicated teachers. This includes statutory Relationships and Sex Education (RSE) and health education. Citizenship is delivered through timetabled days and focus weeks, including tutor time activities and assemblies.

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	7	7	7
Maths	6	6	6
Science	6	7	7
PE	4	4	4
MFL (French or Spanish)	5	4	4
History	4	4	4
Geography	4	4	4
RS	2	2	2
Design and Technology	3	3	3
Art	2	2	2
Music	2	2	2
Drama	2	2	2
ICT/Computing & Business	2	2	2
PSHE	1	1	1

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
PSHE	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 provision of a daily act of collective worship or reflection;
- 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 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 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

- PSHE
- Citizenship

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 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/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 best 'Teaching for Learning' practice, and as outlined in the school's Homework Guidelines.

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 school'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

Relationships & Sex Education Policy
Special Educational Needs Policy
Complaints Policy & Procedures
Homework Guidelines

Currently under review