



## CHRISTLETON HIGH SCHOOL

### CURRICULUM POLICY

#### 1. Background

- 1.1 Christleton High School is committed to delivering high quality education. In doing so, we value the life-long learning of all of our students and offer every individual the opportunity, challenge and encouragement to development their potential and skills to the full. Underpinning and driving forwards all aspects of our curriculum vision are the five outcomes of the 'Every Child Matters' Agenda to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.
- 1.2 The basic curriculum is laid down through the various Education Reform acts. The school is aware of the revised orders and has taken advantage of this to provide a more personalised, flexible and inclusive curriculum. To ensure this, Christleton High School offers a curriculum that include:
- The National Strategy Curriculum for all students aged 11-16, albeit that as an Academy, the school does have increased flexibility to vary the curriculum as it sees fit.
  - A curriculum that provides access to a range of academic and vocational qualifications.
  - A curriculum that allows students to progress, based on stage, not age.
  - A wide range of extra-curricular activities.
  - Religious Education and Collective Worship for all students. (see 6 below)

#### 2. Principles for each Key Stage

- 2.1 The school will ensure that students follow and complete the statutory elements of the National Curriculum (NC) programme of studies. As an Academy we may adapt parts of the NC. The curriculum will provide clear pathways for progression for students moving from one Key Stage to another.

#### 3. Key Stage 3 Curriculum

- The school will ensure there is liaison and consultation with primary schools to ensure a smooth transition.
- Students will have the opportunity to study a second Modern Foreign Language in Year 7.
- All students will follow a programme of Personal, Social, Health and Citizenship Education which will include elements of drugs education, sex and relationship education.
- All students will study PE for at least two hours during the 2 week cycle.
- The school will endeavour to keep tutor groups at 30 students maximum (within the admissions and appeals process)

#### **4. Key Stage 4 curriculum**

- a The school will ensure that all students follow the statutory elements of the National Curriculum.
- b The needs of all students will be considered when determining the options.
- c The majority of students will follow GCSE in Maths, English Language, English Literature, Science and 2 option GCSE subjects.
- d The curriculum will be flexible to allow students to progress at a rate to suit them, allowing them to increase or decrease the number of subjects studied at either GCSE, BTEC or other vocational qualifications.
- e The school will encourage most students to follow the English Baccalaureate (EB) subjects qualifications from Year 10 in line with statutory guidelines.
- F For those students for whom EBacc subjects will not be appropriate, the school will source and provide suitable, alternative course arrangements.

#### **5. Post 16 Curriculum**

- a. Informed student choices will drive the curriculum offered but the school will only provide those courses which attract sufficient students to make them viable
- b. The Governors' Curriculum and Achievement Committee will be informed of the viability of courses by the SLT as well as provided with the evidence the decisions are based upon.
- c. Resources are finite so the school is very unlikely to be able to provide courses where predicted take-up is 6 or less. Where predicted take-up is in the range 7-12 there is no guarantee the course will run and each will be evaluated on a range of criteria which may include;-
  - 1. the number of students expected, in the opinion of teaching staff, to be able to take advantage of the offer of a place (recognising that a significant number of external students may not do so)
  - 2. the availability of appropriate teaching resources to provide that particular course and the overall availability of resources
  - 3. past experience of the course in terms of take-up and outcomes
  - 4. the need to provide a balanced and consistent portfolio of courses across year-groups and for all abilities and aspirations
  - 5. the availability of alternative provision
- d. Where the school is unable to offer the full course then in exceptional cases the school will consider collaboration, working with another educational establishment or delivering it on a reduced number of teaching periods.
- e A deadline date will be given for Option forms to be returned so that Governors can consider the numbers applying. Applications after this date may not be considered.
- f Most students will follow the 360 futures course., which comprises the three elements of personal growth and development through an extended project, community and employability.

## 6. Collective Worship

- 6.1 The system which we have developed is based on the legal requirements of the 1944 and 1988 Education Acts. Below are selected extracts from the statutory framework and associated circular:

### *Aim*

*“Collective worship in schools should aim to provide the opportunity for students to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shares values, and reinforce positive attitudes.”*

### *Meaning of collective worship*

*“Worship is not defined in the legislation and in the absence of any such definition it should be taken to have its natural and ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to collective worship rather than corporate worship. Its nature should be mainly of a broadly Christian character.”*

- 6.2 Collective worship and assembly are distinct activities. Although they may take place as part of the same gathering, the difference between the two should be clear. Collective worship can, nevertheless, be related to the day to day life, aspirations and concerns of the school.
- 6.3 We make use of the hall to provide opportunities for the assembly of Year groups. Each year group usually has one assembly per week, depending on whether the Hall is being used for examinations. Responsibility for the Assemblies is with the Leadership Group. These senior colleagues should ensure that the legal requirements for collective worship are met within the framework of the aim which is described above.
- 6.4 The collective act of worship need not take the whole of this time. Aspects of PSHCE can be included as well as notices.
- 6.5 On the remaining four sessions per week Form Tutors are responsible for organising collective worship through the use of form booklets to promote our 5Cs ethos measured by Attitudes and Habits

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