

Bishop Hedley RC High School
Ysgol Uwchradd Gatholig Esgob Hedley

Curriculum Policy

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1. Introduction

The Catholic Bishops of England and Wales in their 1996 statement **Education in Catholic Schools and Colleges** made the following comments on the distinctive nature of Catholic education.

Catholic schools must be committed to promoting:

THE SEARCH FOR EXCELLENCE

The search for excellence is seen as an integral part of the spiritual quest. Christians are called to seek perfection in all aspects of their lives. In Catholic education, pupils and students are therefore, given every opportunity to develop their talents to the full.

THE UNIQUENESS OF THE INDIVIDUAL

Within Catholic schools and colleges, each individual is seen as made in God's image and loved by Him. All students are, therefore, valued and respected as individuals so that they may be helped to fulfil their unique role in creation.

THE EDUCATION OF THE WHOLE PERSON

Catholic education is based on the belief that the human and the divine are inseparable. In Catholic schools and colleges, management, organisation, academic and pastoral work, prayer and worship, all aim to prepare young people for their life as Christians in the community.

THE EDUCATION OF ALL

Their belief in the value of each individual leads Catholic schools and colleagues to have the duty to care for the poor and to educate those who are socially, academically, physically or emotionally disadvantaged.

MORAL PRINCIPLES

Catholic education aims to offer young people the experience of life in a community founded on Gospel values. In religious education in particular, the Church aims to transmit to them the Catholic faith. Both through religious education and in the general life of the school, young people are prepared to serve as witnesses to moral and spiritual values in the wider world.

Bishop Hedley Catholic High School is therefore committed to the provision of a Christian education for all its students in accordance with the principles and teachings of the Catholic faith.

Bishop Hedley Catholic High School provides a curriculum which promotes the spiritual, moral, cultural, mental, intellectual, personal, social and physical development of all students and prepares them for opportunities, responsibilities and experiences of adult life. The context in which the curriculum is set, and against which the spiritual and moral development of students is to be seen, is that of the teaching, doctrine and traditions of the Catholic Church. As well as lessons and extracurricular activities, the curriculum includes approaches to teaching, learning and assessment, the quality of relationships within school, and the values embodied in the way the school operates.

2. Aim

Our aim is to offer a broad and balanced curriculum accessible to all students that develops the knowledge, understanding, skills and attitudes which are necessary for each student's self-fulfilment and development as active and responsible citizens. The curriculum prepares students for further study, employment and adult life. The curriculum aims to enable all students to become

- successful students who enjoy learning and make progress;
- confident individuals who are able to live safe, healthy and fulfilling lives; and
- ethically responsible citizens who make a positive contribution to society.

3. Underpinning Principles

3.1. The School's curriculum will ensure that

- the education of all students has equal value;
- all students are challenged to reach the highest standards of which they are capable;
- the provision is concerned with developing personal and social values as well as knowledge and skills; and
- while breadth is maintained, an element of individual choice exists to provide students with flexible learning pathways

3.2. The school curriculum

- focuses on the student;
- raises aspirations and sets appropriate challenges;
- ensures that appropriate skills development is woven throughout the

curriculum;

- offers some reduced subject content with an increased focus on skills;
- focuses on continuity and progression;
- is flexible, balanced, relevant and differentiated;
- focuses suitably on Welsh Government priorities; and
- continues to deliver a distinctive curriculum that is appropriate for Wales.

3.3. The school will take every opportunity to ensure all students, whatever their ability, make the best progress possible and achieve the highest possible standards in subjects and qualifications. The school will strive to narrow the gaps in achievement and enable those not achieving age-related expectations to catch up with their peers. The school will challenge more able and talented students (MAT) so that they achieve their full potential and their progress is sustained and enhanced making certain all young people develop the skills and abilities needed for success in life and can apply them in a wide range of contexts.

4. General Arrangements (Formal Curriculum)

4.1. The school will deliver the National Curriculum at Key Stage 3 and 4 and fulfill the requirements of the Learning and Skills (Wales) Measure 2009. The curriculum will be organised in the way that best suits the needs of our students whilst ensuring the delivery of a broad and balanced provision.

4.2. At Key Stage 3 (KS3) the school curriculum consists of

- Core subjects – English, Welsh, Mathematics, Science and Religious Studies;
- Non core subjects – Modern Foreign Languages, Design and Technology, ICT, History, Geography, Art, Drama, Music, Physical Education; and PSE (including sex education).

5. The Learning and Skills (Wales) Measure 2009

5.1. At KS4 the school curriculum consists of

- Compulsory subjects – English, Welsh second language, Mathematics, Science and Religious Studies, and Physical Education;
- PSE (including sex education) delivered through Welsh Bacc & RS ; and
- a broad range of academic and vocational courses leading to external qualifications.

5.2. A small number of KS4 students undertake college placements in Year 10 and 11 which are delivered by The College, Merthyr Tydfil. This provision is offered to students who require a learning pathway which is different from or

additional to the differentiated curriculum available to all students.

5.3. In line with the increased flexibility, introduced by Learning Pathways, students are given a 'free' option choice although considerable impartial advice and guidance is provided to help students choose a broad and balanced curriculum but also one which is relevant and appropriate to their chosen pathway and career aspirations. From these discussions, option blocks are built in order to accommodate the majority of learners.

6. Individual Support

The Head of Inclusion works closely with all departments, in order to support students so that they all have access to the curriculum.

7. Skills Development

7.1. The curriculum allows for the development of transferable generic skills for students. All learning in any subject provides opportunities to develop

- Thinking;
- Communication;
- Digital Competency; and
- Number

7.2. Opportunities are mapped across the curriculum to ensure a coherent, progressive and varied approach to learning and the application of skills; these are indicated in Schemes of Work and Lesson plans.

8. Cross Curricular Themes

8.1. In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the curriculum for all students, helping students to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

8.2. Opportunities are provided within the curriculum across the range of subjects to promote:

- Cwricwlwm Cymreig;
- Wales, Europe and the World;
- Christian Values;
- Equal Opportunities, Equality and Diversity;
- Food and Fitness;
- Education for Sustainable Development and Global Citizenship; and

- The World of Work and Entrepreneurship

9. Personal & Social Education (PSE) and Wellbeing

All students follow a programme of PSE that meets the requirements of the Personal and Social Education Framework for 7 to 19-year-olds in Wales. The programme prepares students and students to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. Refer to the PSE Policy for full details.

10. Careers and the World of Work (CWW)

10.1. All students follow a programme that meets the requirements of Careers and the World of Work: a framework for 11 to 19-year-olds in Wales. CWW is concerned with the relationships between young people, their learning and the world of work.

10.2. Careers education is well developed in all year groups. A Careers Wales advisor provides specialist advice as follows

- group sessions in Year 7 and Year 8;
- individual and Group sessions in Year 9 in order to help students make informed decisions about their choices and the pathways available post 14-19;
- individual sessions in Year 10 to help students focus on the choices available post 16;
- individual interviews in Year 11 designed to make sure that all students progress along the most relevant pathway Post 16;

Date of last review: 09/10/18

Date of next review: Autumn 2020