

CURRICULUM POLICY



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1 Purposes of the curriculum

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at the school and within society
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

The purpose of having a statutory core to the curriculum is:

- **to establish an entitlement.** The national curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.
- **to establish standards.** The national curriculum makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public and establishes national standards for the performance of all pupils in the subjects it includes.
- **to promote continuity and coherence.** The national curriculum contributes to a coherent national framework that promotes curriculum continuity and is sufficiently flexible to ensure progression in pupils' learning. It facilitates the transition of pupils between schools and phases of education and provides a foundation for lifelong learning.
- **to promote public understanding.** The national curriculum increases public understanding of, and confidence in, the work of schools and in the learning and achievements resulting from compulsory education. It provides a common basis for discussion of education issues among lay and professional groups, including pupils, parents, teachers, governors and employers.

In particular the curriculum should:

- raise attainment, particularly in English, mathematics, science and ICT
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation.

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2. The Values Underpinning the Curriculum

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communications technologies.

Education should reflect the enduring values that contribute to personal development and equality of opportunity for all, a healthy and just democracy, a productive economy, and sustainable development. These include values relating to:

- **the self**, recognising that we are unique human beings capable of spiritual, moral, intellectual and physical growth and development
- **relationships** as fundamental to the development and fulfilment of ourselves and others, and to the good of the community. We value others for themselves, not only for what they have or what they can do for us
- **the diversity in our society**, where truth, freedom, justice, human rights, the rule of law and collective effort are valued for the common good. We value families, including families of different kinds, as sources of love and support for all their members, and as the basis of a society in which people care for others. We also value the contributions made to our society by a diverse range of people, cultures and heritages
- **the environment**, both natural and shaped by humanity, as the basis of life and a source of wonder and inspiration which needs to be protected.

At the same time, education must enable us to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. In particular, we need to be prepared to engage as individuals, parents, workers and citizens with economic, social and cultural change, including the continued globalisation of the economy and society, with new work and leisure patterns and with the rapid expansion of communications technologies.

3. Building Personal Development into the Curriculum

Personal development in school is the means by which all young people are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society.

An effective curriculum that supports personal development is one of the main ways in which a school can demonstrate its contribution to the Every Child Matters (ECM) outcomes:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing.

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These outcomes are reflected directly in the curriculum aims – for young people to become successful learners, confident individuals and responsible citizens – and this makes ECM a fundamental feature of the curriculum. The personal, learning and thinking skills are also integral to the personal development of young people and the roles they take on in life – as family member, friend, neighbour, partner, parent, employee, employer, citizen and member of communities.

An effective curriculum will include a planned and coherent approach to personal development and ECM and be reflected in the ethos and values of the school. Every member of the school staff can contribute to the personal development and therefore to the wellbeing of each young person in the school.

4 Curriculum Content

Key Stage 3

The statutory subjects that all pupils must study are art and design, citizenship, design and technology, English, geography, history, information and communication technology, mathematics, modern foreign languages, music, physical education and science. The teaching of careers education, sex education and religious education is also statutory.

The curriculum also includes non-statutory programmes of study for:

- religious education, based on the Framework for Religious Education
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.

Key Stage 4

The statutory subjects that all pupils must study are citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

The curriculum also includes non-statutory programmes of study for:

- religious education, based on the Framework for Religious Education
- personal wellbeing, which includes the requirements for sex and relationship and drugs education
- economic wellbeing and financial capability, which includes the requirements for careers education.

At Key Stage 4 students are entitled to follow a course of study in a subject within each of four entitlement areas. The entitlement areas are:

- arts (comprising art and design, music, dance, drama and media arts)

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- design and technology (comprising only that subject)
- humanities (comprising geography and history)
- modern foreign languages.

From September 2007, Key Stage 4 students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs. Schools have to offer all students access to either science GCSE and additional science GCSE or all three of physics, chemistry and biology GCSEs. Schools may choose to offer other combinations of qualifications, but these must be in addition to, rather than instead of, these combinations.

5 Curriculum Structure

Years 7-9

In the first three years students will experience a broad range of subjects. The notation indicates the subjects and number of periods allocated each week. The week is divided into 31 periods.

	Year 7	Year 8	Year 9
English	4	3	4
Mathematics	4	3	4
Science	3	4	4
Modern Languages	5	5	4
History	1	2	2
Geography	2	1	2
Design Technology	2	3	2
Information Technology	1	1	2
Art	2	2	1
Music	2	2	1
Drama	1	1	1
Religious Education	1	1	1
Physical Education	2	2	2
Citizenship	1	1	1
Total	31	31	31

Year 7

Students are taught in mixed ability groups for all subjects except for mathematics.

Mathematics

Students are taught in forms for about three weeks and then setted. The basis for the setting is SATs score, teacher assessment and a setting test that the students sit.

English

In each half year group a small number of students are taught in a small English group having been taken out of their main English lesson.

There is a further Extra English lesson against one of the languages (French or Spanish) for students who would find the study of two foreign languages too difficult. These

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	Geography	History	
	Japanese	Latin	
	Media	Music	3
	Physics	Sociology	3
	Business (BTEC)	Health & Social Care (BTEC)	6
	Travel & Tourism (BTEC)	Hairdressing	6
	Sport & Fitness (BTEC)		6

There is also one Citizenship and PSHE lesson.

Year 11 (From September 2009)

English	Languages and Literature	5
Mathematics		4
Physical Education	A selection of Core/Certificated courses	2
PSHE/Citizenship		1
ICT		3

There is also one Citizenship and PSHE lesson. The options will follow through from Year 10

Study Plus

Students who are in danger of not passing an option subject but who could possibly pass English or mathematics are offered the chance to drop one option subject and have an additional three periods of English or mathematics in Year 11.

6 Sixth Form Curriculum**Introduction**

Haydon School is committed to the entitlement curriculum for students post 16 and encourages its students to continue education beyond the statutory school age. The sixth form is an essential feature of the school and facilitates progression to post 17/18 employment, Further Education and Higher Education.

Aims

In particular, with the 16-19 stage in mind, Haydon School will aim to:

- (a) ensure that the progression of students through the 14-19 continuum is effected smoothly;
- (b) provide access for all students to a curriculum which meets the needs of the individual within a framework of broad and balanced provision;
- (c) raise levels of student achievement through the provision of such curriculum;
- (d) endorse the Local Authority curriculum policy;
- (e) ensure that the curriculum on offer is consistent with the whole school curriculum policy;
- (f) facilitate progression to post-18 employment, Further Education and Higher Education.

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Information Concerning Post 16 Options

Haydon School responds to the individual needs of students using tutor packs and Careers Service sponsored publications. For students considering a Sixth Form education at Haydon School, students and parents are invited to an open evening in the autumn term prior to entry. Information regarding all aspects post 16 education at Haydon School is given by a team including the Headteacher, Deputy Headteachers and Head of Year 12 & 13. Subject information is provided by subject staff.

Following a programme of information from subject staff and tutors, all Year 11 students considering a post 16 education at Haydon are interviewed by the members of the Senior Management Team. The Connexions Service are also an essential part of this programme. Interviews are directed to giving students advice concerning their post 16 curriculum. Individual cases may be referred back to the Connexions Service at this time. Following the publication of examination results students are invited to review their options with the Head of Year prior to embarking on their courses.

Induction Programme (Foundation Day)

All prospective Sixth Form students take part in an induction programme. The aims of this are to:

- (i) introduce and prepare students for their new courses and methods of study;
- (ii) facilitate the integration of new Sixth Form students and existing Sixth Form students;
- (iii) it is a requirement homework issued on Foundation day is completed by prospective students.

The Entitlement Curriculum

Main Courses

A Advanced Level Courses (A/S, A2)

One or two year course offering study in the following subjects:

- Art
- Biology
- Business
- Business BTEC
- Children's Care Learning Development BTEC
- Chemistry
- Classical Civilisation
- Computing
- Design & Technology
- Economics
- English Literature
- English Language
- French
- Geography
- German
- History

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Information Technology (Applied)
Italian
Law
Further Maths
Maths Mechanics
Maths Statistics
Media Studies
Media BTEC
Music
Music Technology
Photography
Physical Education
Physics
Politics
Psychology
Religious Studies
Science (Applied)
Sociology
Spanish
Sports Development and Fitness BTEC
Textiles
Theatre Studies
Travel & Tourism (Applied)

B Complementary One Year Courses

English (Language) GCSE
Mathematics GCSE
BTEC Media

All students following an A-level programme must follow General Studies to A-level.

Personal and Social Education

A variety of opportunities are on offer in Years 12 and 13, including Business language programmes, opportunities for Community Service and Sixth Form Leadership and outside speakers.

Progression to Year 13

To continue on to A-level courses students must pass three or more A-level or BTEC courses.

Resit Examination in Year 13

Students wishing to resit examinations will have to pay for each examination entry. Resits will only be permitted with the agreement of the subject teacher.

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Document History

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