



Haydon School

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CURRICULUM POLICY 2018

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CURRICULUM POLICY

THE CURRICULUM POLICY**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 students, 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 students, parents, teachers, governors, employers and the public and establishes national standards for the performance of all students 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 students' learning. It facilitates the transition of students 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 students, 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

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. Curriculum Content

Key Stage 3

The statutory subjects that all students 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.

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Key Stage 4

The statutory subjects that all students 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)
- design and technology (comprising only that subject (For DT, students are able to specialise in Graphics, Resistant Materials or Textiles, they are also able to choose Food Technology and Construction)
- 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.

BLP

BLP (Building Learning Power, also known as Learning at Haydon) is being embedded into the whole school curriculum. There is an ongoing focus on one of several groups of BLP Learning Habits, which help students acquire the skills which will make them more effective and independent learners. Staff relate Learning Habits to lesson objectives, and evaluate their effectiveness in plenaries. Where appropriate they explicitly use specific Learning Habits to maximise learning in specific activities in lessons. Staff are working to embed activities and resources which relate to specific learning habits into schemes of work.

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5 Curriculum Structure**Years 7- 8**

In the first two years students will experience a broad range of subjects. The notation indicates the subjects and number of periods allocated per fortnight. The fortnight is divided into 50 periods.

	Year 7	Year 8
English	6	6
Mathematics	6	6
Science	7	7
Modern Languages	5	5
History	3	3
Geography	3	3
Design Technology	5	4
Information Technology	2	2
Art	3	3
Music	2	2
Drama	2	3
Religious Education	2	2
Physical Education	4	4
Total	50	50

Years 7 and 8

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 put into sets. 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 students continue in this extra English class for two years. This group of students will not then choose a language when it comes to the option process.

Years 9/10/11

The scheme is structured to ensure compliance with the requirements of the National Curriculum, to allow for specialisation and a degree of choice. The options process takes place during the spring term in Year 8, with students starting their GCSE courses at the start of their academic Year 9. As a school we believe in giving students the opportunity to

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study at Key Stage 4 a broad and balanced curriculum (as they have followed in Key Stage 3). Students are therefore given a free choice of options, once they have selected their science pathway and language option.

3 Year KS4	Year 9	Year 10	Year 11
English	7	7	8
Maths	8	7	8
Science	10	10	10
REP	2	3	2
PE	3	3	2
Option 1	5	5	5
Option 2	5	5	5
Option 3	5	5	5
Option 4	5	5	5
Total	50	50	50

Years 9/10/11

English	Languages and Literature (1 option)
Mathematics	1 option
Physical Education	Compulsory Core Games (for all students)
Science	Combined Science, (2 options) or Physics, Chemistry and Biology (3 options) –
Options GCSE: (all equivalent to 1 option)	Art Business Studies Classical Civilisation Drama & Theatre Arts DT: Food Preparation and Nutrition DT: Graphic Products DT: Resistant Materials DT: Textiles *only one option can be picked and not a combination French Geography History Computer Science Italian Media Studies

BTEC unless otherwise stated	<p>Music Physical Education Sociology Spanish</p> <p>Music Technology (1 option) Childrens Play, Learning and Development with Paediatric First aid award (1 option) Construction and The Built Environment (2 options) Certificate in ICT</p>
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Students may also have the ability to choose an additional option to study a second language as a twilight course.

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) ensure that the curriculum on offer is consistent with the whole school 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.

Information Concerning Post 16 Options

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

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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 senior members of staff. The Careers Advice Service are also an essential part of this programme. Interviews are directed to giving students advice concerning their post 16 curriculum. 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) introduce the Transition work which will be completed by Year 11 students before the start of their course in September.

The Entitlement Curriculum

Main Courses

A Advanced Level Courses (A2)

Two year course offering study in the following subjects:

- Art
- Biology
- Business
- Cambridge Technicals in IT
- Chemistry
- Classical Civilisation
- Computer Science
- Economics
- English Literature
- English Language
- French
- Geography
- Government & Politics
- History
- Italian
- Law
- Further Maths
- Maths
- Media Studies
- Media BTEC
- Music
- Music Technology

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Philosophy
 Photography
 Physical Education
 Physics
 Product Design
 Psychology
 Sociology
 Spanish
 Textiles
 Theatre Studies

B Complementary One Year Courses

English (Language) GCSE
 Mathematics GCSE
 BTEC Media (Level 2)

C 4H Sixth Form Consortium Curriculum Offer

The following subjects are offered through the consortium:

Applied Science BTEC
 Business BTEC
 Engineering BTEC
 Food Industry
 German
 Health and Social Care
 PE BTEC Sport (single)
 Travel and Tourism

The consortium consists of four schools, Haydon School, Ruislip High, Vyner's School, and Queensmead. Students from these schools can opt to study one subject at another school in the consortium. The consortium also exists to aid in the case of subject 'clashes' to ensure that students can access the broadest curriculum possible while remaining at the school of their choice.

Personal and Social Education

A variety of opportunities are on offer in Years 12 and 13, including opportunities for Community Service, weekly PSHE sessions delivered by form tutors, Sixth Form Leadership opportunities and outside speakers.

Progression to Year 13

Students will sit mock exams at the end of Year 12 to confirm the suitability of chosen courses. Student underperformance will be addressed by the Sixth Form Team and interventions put in place with the aim of securing student progress.

Resit Examination in Year 13

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

Document History

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