



## **Curriculum Policy**

|                               |                            |
|-------------------------------|----------------------------|
| <b>Start Date:</b>            | <b>Autumn 2019</b>         |
| <b>Date of Next Review:</b>   | <b>Autumn 2020</b>         |
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| <b>Responsible Committee:</b> | <b>Education Committee</b> |

**Ambition · Pride · Success**

## Overview

Haileybury Turnford has a curriculum which has been created to be ambitious and designed to give all students, particularly disadvantaged students and including students with SEND, the knowledge and cultural capital they need to succeed in life.

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

During 2019-20 the school's current curriculum will be further evaluated and a curriculum review will take place to ensure that Haileybury Turnford has the best possible curriculum for all of its students.

## The Curriculum

- **Year 7 and 8:** Subjects are taught discretely across Year 7 and 8, building on the Upper Key Stage 2 curriculum, with a focus on significant curriculum time in the core and EBacc curriculum as well as a wide range of creative and performance-based subjects. Students are currently guided to select four subjects to study beyond Year 8 in addition to English, mathematics, science, PE, Personal & Social Development and RE.
- **Year 9, 10 and 11:** The emphasis in Years 9, 10 and 11 is on providing a core of subjects needed for future study and employment, plus a diversity of choice to meet students' individual interests and aptitudes. The curriculum ensures that all students are able to study and achieve the EBacc, but we recognise this is not the only curriculum for our students. Currently, from Year 9, GCSEs are taught in most subjects. BTEC or other appropriate vocational qualifications are offered in some subject areas to ensure ambitious and relevant choices for students. Students will typically study for up to 9 or 10 qualifications.
- **Sixth Form:** The sixth form curriculum has an ambitious curriculum that is appropriately relevant to local and regional employment and training priorities and designed to give sixth form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment and this will be kept under annual review. GCSE mathematics and English for those students without GCSE grades 9 to 4, A Level, Applied General qualifications and work experience or industry placements and non-qualification activities including tutorials and volunteering are all offered and being further developed. 3

## Year 7 and 8

The curriculum for Year 7 and 8 is as follows. This is based on a 50 lesson two-week timetable.

| <b>SUBJECT</b>                  | <b>Year 7</b> | <b>Year 8</b> |
|---------------------------------|---------------|---------------|
| Mathematics                     | 8             | 8             |
| English                         | 7             | 7             |
| Science                         | 6             | 6             |
| Geography                       | 3             | 3             |
| History                         | 3             | 3             |
| Literacy                        | 1             | 1             |
| Personal and Social Development | 1             | 1             |
| Religious Studies               | 1             | 1             |
| Spanish                         | 4             | 4             |
| Computing                       | 2             | 2             |
| Art                             | 2             | 2             |
| Dance                           | 1             | 1             |
| Drama                           | 2             | 2             |
| Music                           | 2             | 2             |
| Design & Technology             | 3             | 3             |
| PE                              | 4             | 4             |
| <b>TOTAL</b>                    | <b>50</b>     | <b>50</b>     |

The Flex/SEND Coordinator will provide support for individual students that require a more personalised curriculum offer to support their acquisition of the sufficient knowledge and skills required to make progress and be successful with their learning.

## Year 9, 10 and 11

From Year 9, all students follow a core curriculum of GCSEs in English, mathematics and science. In addition, students follow a Personal & Social Development (PSD) and RE curriculum and participate in core PE lessons.

Students are guided through our curriculum pathways model from Easter of Year 8 to ensure there is an ambitious and personalised curriculum for them.

Students choose four option choices to complete over three years – starting in Year 9. It is compulsory for all students to follow one subject from Geography; History; Spanish and Computing (EBacc subjects). In addition, all students have the opportunity to study the full EBacc through the options process. More able students are strongly encouraged to study the full EBacc; this position will be further reviewed for 2020-21.

The following options are offered to Year 9, 10 and

11 students. All are GCSE qualifications unless stated otherwise (with an asterix):

| <b>CREATIVE ARTS</b>            | <b>HUMANITIES</b>        |
|---------------------------------|--------------------------|
| Art & Design                    | Geography                |
| Dance *                         | History                  |
| Drama (GCSE in current Y11) *   | Religious Studies        |
| Music *                         |                          |
| Photography                     |                          |
|                                 |                          |
| <b>MODERN FOREIGN LANGUAGES</b> | <b>OTHER SUBJECTS</b>    |
| French (current Y11 only)       | Business (GCSE and BTEC) |
| Spanish                         | Computing                |
|                                 | Health & Social Care *   |
| <b>DESIGN &amp; TECHNOLOGY</b>  | ICT *                    |
| Engineering *                   | Media Studies            |
| Food & Nutrition                | Physical Education *     |
| Product Design                  | Prince's Trust *         |

Those students with Special Educational Needs and/or low ability who find it difficult to access the full range of GCSE options are offered specific personalised support with a focus on working towards fewer GCSEs and other curriculum options, including the Prince's Trust qualification.

Students with English as an additional language (EAL) needs will have the opportunity to sit their home language GCSE where appropriate.

The vast majority of KS4 students take 9 GCSEs or equivalent courses. More able students will study 10 GCSE subjects (due to triple science), and less able students will study 8 GCSE subjects or equivalent courses. Student progress and attainment will be judged as part of 'Progress 8' and 'Attainment 8' school accountability measures.

| <b>Subject</b>                                      | <b>Year 9</b> | <b>Year 10</b> | <b>Year 11</b> |
|---|---------------|----------------|----------------|
| English   | 9             | 9              | 9              |
| Mathematics   | 8             | 9              | 9              |
| Science   | 8             | 9              | 9              |
| Core PE   | 3             | 2              | 2              |
| Personal & Social Development and Religious Studies | 2             | 1              | 1              |
| Optional GCSEs                                      | 20            | 20             | 20             |
| <b>TOTAL</b>  | <b>50</b>     | <b>50</b>      | <b>50</b>      |

### **Sixth Form**

Students either follow an A Level, vocational or mixed programme to ensure an ambitious curriculum depending on the aptitude of students. The majority of students on the A level pathway study three A Level subjects, although more able students can study four subjects. It is possible to study either re-sit mathematics or English for any students who have not reached a grade 4 at GCSE. Students on the vocational pathway can study three courses, or two courses with additional teaching for re-sit mathematics and English for any students that have not reached a grade 4 at GCSE. Some students will study a mix of A Level and vocational courses depending on their aptitude and future training or employment intent.

In Year 12 and Year 13 subjects are given 8 taught hours per fortnight with an additional 9<sup>th</sup> hour of independent study. This is likely to be reduced for very small teaching groups.

## **Special Educational Needs & Disabilities provision**

We recognise that all students are individuals and have their own needs. Some students require support in addition to that provided for everyone and are placed on the school's SEND Register. There is a specific focus on students with an Educational & Health Care Plan (EHCP).

A broad and ambitious curriculum is designed to ensure that SEND students can develop the knowledge and cultural capital they need to succeed in life.

Students who enter the school below expectation in literacy or numeracy receive specific, targeted support as part of the curriculum in Year 7 and from the Flexible Learning Centre in some cases depending upon their particular needs.

Link Workers work with subject staff and tutors to find ways to ensure that these students achieve their potential in all subject areas. The majority of learning support takes place within the classroom, but some individuals and groups may be extracted from lessons for specific programmes.

## **Student interventions to accelerate progress**

The school has an extensive intervention programme to support individual students in making progress. A priority is given to disadvantaged students and those with SEND. Interventions are coordinated and their impact evaluated by the appropriate curriculum and pastoral teams, and SENCO. Oversight is from the Vice Principal.

## **Curriculum enrichment**

The curriculum is not narrowly constrained within formal lessons but extends to a range of extra-curricular opportunities which we term "co-curricular". We seek to use active partnerships to support learning wherever possible and encourage students to interact with speakers and visiting groups and organisations to extend their learning.

The school uses its Pupil Premium and other avenues of funding to ensure that all groups within the school are able to access these activities where a cost is involved. All students are invited to participate in co-curricular opportunities.

Further curriculum enrichment opportunities are provided by our sponsor, Haileybury. This includes our science partnership, opportunities for students to participate in Haileybury's Model United Nations Conference, Haileybury's Combined Cadet Force, and participation in masterclasses and workshops provided in some subject areas.

Careers-related learning is any planned activity that uses the context of work to develop knowledge, skills and understanding useful in work. Through careers-related learning

activities, the school seeks to develop the employability skills of young people; provide them with the opportunity to 'learn by doing'; raise standards of achievement and encourage positive attitudes to lifelong learning. Opportunities will be provided both within our curriculum areas and as planned activities during timetable collapses. Year 10 and Year 12 students have a week each of work experience and/or industry placements. Our Careers Leader has oversight of this curriculum provision.

### **Provision for High Achieving Students**

It is the responsibility of teachers to ensure the right level of work is set for our most able students. Their progress will be monitored closely following regular data drops.

Additional extension and enrichment opportunities are offered as part of our partnership with our sponsor, Haileybury. In addition, opportunities are available through our co-curricular and educational trips and visits programme.

### **Literacy**

It is the responsibility of teachers to ensure literacy development takes place for all students. Oversight of this programme is from our Literacy Lead. Some students are also targeted for PiXL Code to support their basic literacy skills. Further details can be found in the school's Literacy Policy.

### **Numeracy**

We also believe that it is essential to ensure that numeracy enjoys a high status, forming a cornerstone for successful learning with all students being entitled to continual improvement in this area. Numeracy is a proficiency which is developed mainly in mathematics but also in other subjects. Opportunities will be provided across the curriculum for students to increase confidence and competence with numbers and measures; further develop their understanding of the number system, repertoire of mathematical techniques and ways in which data are gathered and presented. Subject areas will endeavour to ensure that materials presented to students will match their capability both in subject content and in numerical demands. Further details can be found in the school's Numeracy Policy.

### **Monitoring and review**

The school, via the Governors' Education Committee, monitors the appropriateness of the curriculum, measuring its impact by taking into account levels of achievement and engagement. We will regularly audit its provision seeking the views of all stakeholders, including students; parents; staff and governors.

All departmental and faculty areas will also review regularly as part of their self-evaluation processes the successful delivery of their curriculum using the Ofsted evaluation framework supplemented by internal and external reviews.



## **Appendix 1 Collective Worship**

The Collective Worship Policy at Haileybury Turnford pays due regard to statutory requirements, and has taken account of the guidance offered by the Local Authority (LA).

The Collective Worship Policy of Haileybury Turnford is in line with the philosophy and aims of the school as expressed on its website.

### **Definition of Collective Worship**

Collective Worship is a time when the whole school, or groups within the school meet together in order to consider and reflect on common concerns, issues and interests. It offers all students an opportunity to worship through engaging in relevant, meaningful experiences and provides opportunities for the students' spiritual, moral, social and cultural development.

### **Aims of Collective Worship**

#### **For the school:**

Collective Worship contributes significantly to the ethos of Haileybury Turnford and it is our aim that it is a time when the school community can:

- share common aims and values
- celebrate achievement and special times
- explore together the world in which we live
- develop a community spirit

#### **For the students:**

We also intend that Collective Worship contributes to the development of the student as a 'whole' person by providing opportunities to:

- worship that which is considered worthy
- consider spiritual and moral issues
- explore their own beliefs
- develop their own spirituality
- reinforce positive attitudes
- participate and respond
- reflect on what it means to be human

## **The Contribution of Collective Worship to aspects of the Curriculum**

Collective Worship time is distinct from curriculum time. However, in Turnford School, Collective Worship will at times feature aspects of the curriculum, which will enhance the experiences of students by reflecting on the work done in classes. At times, Collective Worship will enrich class work through its consideration of subject matter from different perspectives.

The provision of opportunities for students' spiritual, moral, social and cultural development is in line with school policy which informs our practice. To ensure Collective Worship provides opportunities for spiritual, moral, social and cultural development it should address a wide variety of themes and topics, use diverse stimuli and resources and provide students with the opportunity to 'respond' on their own level.

## **The Management of Collective Worship**

The Principal and senior leadership team will be responsible for ensuring that planning, monitoring and evaluation of Collective Worship occurs on a regular basis.

## **The Organisation of Collective Worship**

Collective Worship is organised to provide a variety of groupings and will take place in the school hall, within the classroom or through external visits.

## **Planning Acts of Collective Worship**

The content of all acts of Collective Worship will be considered carefully, to ensure relevance and suitability for the ages, aptitudes and backgrounds of all students.

Annual planning will list themes, special occasions and events, but will be flexible to allow the inclusion of current and topical issues.

Visitors will be welcome to lead Collective Worship from time to time and will be given guidance on acts of Collective Worship. Leaders from faiths within the area will increase the students' awareness, promote respect and raise the self-esteem of the students who belong to these faiths.

## **The Act of Collective Worship**

A variety of teaching and learning styles and active and interactive methods are appropriate in acts of Collective Worship. Any and all of the methods employed in the classroom can be used effectively in acts of Collective Worship. A variety of resources will also be used. Leaders will choose the style/method and resources which are appropriate to the content, the age, aptitude and the background of the students.

The content and process must be sufficiently stimulating in order to evoke a response in the individual. This may not be visual, but opportunity must be given to express this response through reflection and prayer.

If announcements are to be given at the same time as an act of worship then they will be of a positive nature, which at times may enhance the act of worship itself. Announcements will be made preceding the act of worship and a clearly defined break between them and the act of worship will be made (a change of personnel, music, a moment of silence etc.).

## **Withdrawal**

Any parent who objects to their child attending an act or acts of Collective Worship may request that their child is withdrawn. Parents are encouraged to discuss this with the Principal. Any student who is withdrawn from an act or acts of Collective Worship will be supervised during that time by a member of the school staff.

## **Appendix 2 Relationships and Sex Education (RSE) Policy**

*There is new statutory guidance for Relationships and Sex Education (RSE) which requires schools to first teach from September 2020. Haileybury Turnford is introducing elements of the new guidance from September 2019. A full policy update will be in place for September 2020.*

### **Aim**

The aim of the school is that each student will develop the skills and knowledge to make decisions. Decisions about how they relate to others can only be made if they have adequate knowledge and understanding of their own physical and emotional development. This is not a task for the school in isolation, and we seek to work with parents/carers to ensure that the teaching of Relationships and Sex Education reflects their expectations and complements teaching at home. Parents/carers will be informed about the teaching of Relationships and Sex Education each term so that they can decide whether or not to withdraw their child.

We will provide a stimulating and supportive learning environment in which students can develop their feelings of self-worth and confidence, especially in relationship to others. This will include developing the following skills: valuing themselves as unique individuals, keeping themselves and others healthy and safe, communication, decision making and assertiveness, knowing how and where to gain information and support and participating in society.

### **There are three main elements to our RSE programme:**

- Gaining knowledge and understanding.
- Developing positive attitudes and values.
- Extending personal and social skills.

### **Partnership with parents/carers**

Most of a student's informal Relationships and Sex Education occurs within the family and the school's programme will complement and build on this in cooperation with homes. Parents/carers have the right to withdraw their child from some, or all Relationships and Sex Education lessons but not statutory science lessons. If a Parent/carer wishes to withdraw their child they need to send a letter to the Principal, so that he/she can be made aware of the reasons and provide alternative educational arrangements.

### **Moral and values framework**

In our school we focus on teaching Relationships and Sex Education (RSE) in the context of relationships using a variety of formal and informal opportunities and strategies. This all helps children to develop their self-esteem and emotional wellbeing and to form and maintain worthwhile and satisfying relationships, which are based on respect for themselves and for others.

### **Inclusion statement**

In our school we have a commitment to ensure that our programme is relevant to all students and is taught in a way that is age and stage appropriate.

### **Links with other policies**

For specific details about possible related issues e.g. Inclusion, Confidentiality, Child Protection, Bullying reference needs to be made to our relevant school policies.

### **Staff Training**

All teachers and other staff members who are required to teach Relationships and Sex Education (RSE) will have relevant training and resources.

### **Organisation of our Relationships and Sex Education Curriculum**

Relationships and Sex Education (RSE) is part of our National Curriculum Science programme. Other aspects are taught mainly in English and Personal & Social Development (PSD). Through planned lessons in the curriculum as well as through wider school activities such as assemblies children are able to develop their ideas, knowledge and skills gradually and appropriately. RSE is also taught through specific curriculum days. Teachers have the main responsibility for teaching about Relationships and Sex Education (RSE) in the classroom and they plan and liaise with other specialists to ensure our students receive an up to date and balanced programme. (Provision is inclusive and allows for sensitive issues such as HIV and Aids to be incorporated).

### **Teaching strategies**

As much as possible we provide an interactive learning environment which is motivating and allows students to practise skills as well as to gain information and knowledge. We also allow time for reflection.

### **Confidentiality and child protection**

All staff members and external visitors, who work with our students, are given a copy of our Child Protection Policy. The Principal or Designated Safeguarding

Person will have a discussion with any health professional or other adult before they start to work with our students. This is to ensure they are familiar with our policy and expectations regarding correct practice and how to respond to issues, including those that may relate to safeguarding matters.

We make it clear to students what our procedures are with regard to confidentiality.

### **Monitoring of Relationships and Sex Education**

Implementation will be monitored by the Vice Principal and reported to the governing body Education Committee.

### **Evaluation of curriculum programme**

Evaluation and assessment including self-assessment are an integral part of Relationships and Sex Education (RSE).

## **Relationships and Sex Education Parent/Carer Support Guidance**

Relationships and Sex Education (RSE) is lifelong learning about physical, moral and emotional development. It is about the importance of marriage for family life, stable and loving relationships, respect, love and care. It is about the teaching of sexual orientation or sexual activity.

Relationships and Sex Education (RSE) matters because our children learn about relationships and sex from very youngest age, even if we don't talk with them. Some of the things they learn are incorrect, confusing or frightening and we should talk to our children to help them make sense of it all.

In the UK, we have the highest rates of teenage pregnancy and sexually transmitted infections in Western Europe. Effective Relationships and Sex Education (RSE) does not encourage early sexual experimentation but it does enable young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity to the right time.

As a parent/carers, you are the key person for your child's learning about Relationships and Sex. You need to know that the Relationships and Sex Education (RSE) programme at Haileybury Turnford will complement your role and support you as a sex educator of your child.

You should talk:

- To your child, ask them about lessons, state your views and values as well as answer their questions
- To the school, especially if you have concerns
- to other parents, especially from your community and those with similar beliefs to yourself

You should listen:

- To your child, their questions and wishes
- To the opinions of other parents and how they manage this with their children





Young people say:

- They want to learn about Relationships and Sex from their parents /carers.
- They want more than just the biological facts. They want to talk about feelings and morals.
- They want adults to answer their questions
- Just over half found it easy to talk to a parent about sex

Parents say:

- They have anxieties about Relationships and Sex and their children
- 84% say there would be fewer pregnancies if more parents talked to their children about sex
- 87% feel too many teenagers are pressurised into having sex
- Many find TV programmes or books a helpful way to raise the subject. One in three mums or two in three dads have not told their children 'a lot or anything' about Relationships and Sex

**[Source: research by BRMB on behalf of the Department of Health]**

Young people, who receive good Relationships and Sex Education at home and at school, tend to become sexually active later and are less likely to have an unplanned pregnancy or get a sexually transmitted infection.

## **Appendix 3 Spiritual, Moral, Social and Cultural Development Policy and Promoting British Values**

Spiritual, moral, social and cultural education helps children develop personal qualities that are valued in modern British society. Through our provision of SMSC we will:

- enable students to develop their self-knowledge, self-esteem and self confidence
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further promote tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

All staff are involved in spiritual, moral, social and cultural education. These qualities will be evident in the way that children and adults interact throughout the school.

There is a focus on promoting British values through the curriculum, which follows guidance in the *Promoting fundamental British Values as part of SMSC in schools* (DfE, November 2014).

As a result of promoting fundamental British values, our students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour

- an understanding of the importance of identifying and combatting discrimination

### **Spiritual Development – Definition:**

This is the development of the non-material element of a human being – the part that animates and sustains us. Depending on our point of view, it either ends or continues in some form when we physically die. Aspects of this development include a sense of identity, self-worth, self-esteem and a sense of meaning and wider purpose to life.

As a school we will encourage spiritual development through:

- Making explicit the ethos and values that the school identifies, upholds and fosters through its Core Professional Purpose and supporting statement.
- Ensuring all members of staff take seriously their responsibility in this area.
- Ensure that all areas of the school curriculum contribute appropriately.
- Assemblies and other school events with a spiritual element to them.

### **Moral Development – Definition:**

Moral development is the building by students of a framework of moral values which regulates their personal behaviour. It is also the development of students' understanding of society's shared and agreed values. There are moral issues where there is disagreement and moral development involves understanding that society's values change. It is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about these different views.

As a school we will encourage moral development through:

- Addressing moral issues through assemblies and other corporate events of the school community.
- Ensuring moral issues are explored explicitly in all relevant areas of the school curriculum. These will include, but are not limited to, English, Science, Personal & Social Development and Drama.
- Consistently and persistently managing behavioural and discipline issues in a way that upholds the school's clearly communicated framework of values. This is the responsibility of all staff.
- A clear home-school agreement.
- Promoting a safe learning environment where all students can express their views and opinions.
- Modelling the values we wish students to reflect on and put into practice.
- Encouraging students to take responsibility for their actions.

- Acknowledging, praising and celebrating good behaviour.

### **Social Development – Definition:**

Social development is about the school community working effectively with each other and participating successfully in the community as a whole. It is about functioning effectively in a multi-racial, multicultural society. It involves growth in knowledge and understanding of society, society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It involves the development of the interpersonal skills necessary for successful relationships.

As a school we will encourage social development through:

- Fostering a sense of community with shared, inclusive values.
- Providing students with opportunities to work in a range of groupings, both within their own year and across the school.
- Providing positive whole-school experiences – e.g. school productions, school events, assemblies, residential opportunities and Impact Days.
- Encouraging students to develop high-value personal qualities – thoughtfulness, honesty, kindness, being a good friend, respect.
- Modelling these personal qualities through the behaviour and actions of staff.
- Helping students to resolve tensions and conflicts.
- Encouraging students to support nominated charities through school events.

### **Cultural Development – Definition:**

Cultural development is building up students' understanding of their own culture and other cultures in their town, region and country as a whole. This then leads into developing their understanding of cultures around the world so that they feel comfortable in a variety of cultures and can operate in the emerging "world culture" of shared experiences mediated by television, travel and the internet. Students must understand that cultures are always changing and that coping with this change is an important skill. Promoting students' cultural development is intimately linked with valuing diversity and combating racism.

As a school we will encourage cultural development through:

- Having an equality policy that addresses cultural elements.
- Celebrating the unique qualities of the cultures of all students in the school.
- Raising awareness of other cultures through whole-school events and assemblies.
- Ensuring that the school curriculum gives opportunities to learn about our own culture.

- Ensuring that the school curriculum gives opportunities to learn about other cultures. These will include, but are not limited to, Personal & Social Development, Science and Drama.
- Reporting and managing racist incidents according to school policy.