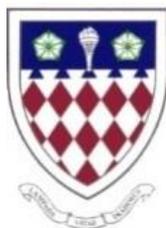


SPALDING HIGH SCHOOL



CURRICULUM POLICY

HEADMISTRESS:	Mrs M K ANDERSON
DEPUTY HEADTEACHER:	Mrs T WALDRON (Curriculum, Exams, Pastoral)
ASSISTANT HEADTEACHER:	Mr J BLACKBOURN (Assessment & Reporting, Y11-13)
ASSISTANT HEADTEACHER:	Mr B LOVE (Teaching & Learning, Y7-10)
ASSISTANT HEADTEACHER:	Mrs L RAY (Safeguarding, Attendance, Anti-bullying)
SENDCo:	Mrs L HEBBLEWHITE
A, G & T CO-ORDINATOR:	Mr J BLACKBOURN
SCHOOL ADMINISTRATOR:	Mrs J KNIGHT (Admissions Y7-11)
HEAD OF SIXTH FORM:	Mrs D BUSHELL

LINK GOVERNORS:	Mrs D MULLEY (Chair Standards Committee) Mr E FRAGALE (Chair Pupil Support Committee)
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DATE AGREED:	SEPTEMBER 2018
REVIEW FREQUENCY:	ANNUAL

Executive Summary:

The aim of this policy is to set out the arrangements for the school curriculum at Spalding High School. It should not be read in isolation and is underpinned by not just the policies listed below but by the ethos and values of the School community.

Related Policies:

Able, Gifted and Talented (A, G&T) Policy	March 2014
Admissions Arrangements	Annual
Careers Policy	November 2018
Collective Worship Policy	March 2018
Drugs and Prohibited Substances Policy	March 2014 (under review)
Personal, Social, Health & Careers Education (PSHCE) Policy	March 2016
Relationships and Sex Education Policy	June 2016 (under review)
School and Sixth Form Prospectus	Annual
Special Educational Needs & Disability (SEND) Policy	September 2018
Teaching & Learning Policy	March 2014

Chair of Governors

Date

Headmistress

Date

SECTION 1 INTRODUCTION:

- 1.1 Our vision is to create a curriculum that stretches and challenges our pupils in addition to developing the skills of application-based learning and a questioning mind.
- 1.2 We aim to develop a strong moral compass, respect for religious values and tolerance. We aim for all of our students to understand the world in which they live and the interdependence of individuals, groups and nations.
- 1.3 We aim to ensure that all pupils use their ability, develop their potential and make as much progress as possible.
- 1.4 We aim to ensure that all students have equal access to facilities and opportunities for learning and for personal development and that, the curriculum and all school documents are free from discrimination and stereotyping.

SECTION 2 YEARS 7 & 8:

- 2.1 Pupils who enter Year 7 are allocated to form groups without reference to their ability and all subjects with the exception of Mathematics are taught in mixed ability classes.
- 2.2 The curriculum for Year 7 pupils is as follows:
English, Mathematics, French or German*, Science, Religious Education, Physical Education, History, Geography, Art & Design, Food and Nutrition, Textiles technology, Product Design technology, Music, Computer Science, Personal, Social Health & Careers Education (PSHCE), Relationship & Sex Education (RSE)

*SHS alternates the designated language each year between French and German. The 2018 entry will study French. All pupils are able to select a second language to study in Y9 and all are expected to continue with at least one language to GCSE as part of the SHS Standard Core Curriculum.
- 2.3 All subjects studied in Year 7 are continued in Year 8 and in addition, pupils study Drama and Latin. Citizenship is delivered through PSHCE and RE (which are both part of our Standard Core Curriculum until the end of Y11). Personal Development (PSHCE, RSE & RE) and Careers are taught in the Sixth Form.
- 2.4 In the Spring of Year 8 pupils are supported by School and home to make decisions about some elements of the curriculum they study for Year 9. In recent year's pupils and parents have shared concerns about the number of subjects studied in Y9 and the amount of homework and anxiety caused. This, in addition to the academic ability of our pupils (they do not need the three KS3 years to cover the National Curriculum), the content heavy specifications for the new GCSEs, that eight subjects commence their GCSE schemes in Year 9 and comprehensive trends in how and what our students opt for in Key Stage 4 enables us to allow them to reduce the number of subjects studied whilst retaining a broad and balanced curriculum.
- 2.5 In preparation for Year 9, Year 8 pupils elect to study two of the three arts subjects (Art and Design, Drama and Music); two of the three technology subjects (Food & Nutrition, Product Design, Textiles) and a second language (from French, German, Latin or Spanish).

SECTION 3 YEAR 9:

- 3.1 Pupils commence their GCSE studies in: English Language, English Literature, Mathematics, German/French, Biology, Chemistry, Physics and Religious Studies. Pupils are placed in sets for English, Mathematics, Biology, Chemistry and Physics.
- 3.2 History and Geography both deliver a “pre GCSE” scheme of learning in which significant elements of the GCSE specification are delivered as many of our pupils elect to continue with both in Key Stage 4. Computer Science and PE also remain part of the curriculum. In addition, pupils continue to study the subjects they elected; two of the arts, two of the technologies and a second language.
- 3.3 In the spring term the year group follow the options process and make further decisions regarding their chosen course of study for Years 10 and 11.

SECTION 4 YEARS 10 & 11 – THE SHS STANDARD CORE CURRICULUM:

- 4.1 The compulsory subjects for Years 10 & 11 are English Language, English Literature, Mathematics, Biology, Chemistry, Physics, a language (for the great majority this will be their designated language studied since Y7), Religious Studies and Geography or History (some use an option choice and study both).
- 4.2 Physical Education, PSHCE, RSE and cross-curricular ICT form our non-examined curriculum. The remaining GCSE examined course options for students are kept constantly under review but, in 2018-2019, are likely to include the following subjects:
Art and Design, Business, Computer Science, Drama, Food & Nutrition, French, Geography, German, Spanish, History, Latin, Music, Physical Education, Design Technology (Resistant Materials) or Design Technology (Textiles).
- 4.3 In Years 7 to 11 pupils have a total of 25 hours of teaching time per week. The recommended minimum, set out in Department for Education Circular 7/90, for pupils in years 7 to 11 is 24 hrs per week.

SECTION 5 CAREERS EDUCATION:

- 5.1 The current programme at Spalding High School has been developed using the ACEG framework for work related education (ACEG 2012), Section 42A and Section 45A of the 1997 Education Act and in response to the Department for Education statutory guidance “Careers guidance and inspiration in Schools” (March 2015). *It is currently under review following the January 2018 updated guidance.*
- 5.2 Careers Education at Spalding High School is so important to us that it is taught to every pupil and student from Year 7 through to Year 13. In Years 7 – 11 it is taught through the PSHCE Programme and through dedicated careers lessons in the Sixth Form.
- 5.3 The careers programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their future. Pupils are also encouraged to take part in enrichment activities such as work

experience, enterprise activities, careers fairs, university visits and attend talks by visiting speakers and engage with our independent careers officer.

- 5.4 Please refer to our Careers Policy on the School website which also includes details of the programme of study for each year group.

SECTION 6 BRITISH VALUES (BV) AND SOCIAL, MORAL, SPIRITUAL & CULTURAL (SMSC) EDUCATION & RELIGIOUS EDUCATION:

- 6.1 BV and SMSC are fully integrated parts of our school ethos and community. They are not “bolt on” additions to what we do but a fundamental part of what we stand for.
- 6.2 In all years, Religious Education (which is non-denominational) and attendance at assembly, which contains hymns and moral themes, are compulsory. However, if parents wish to exercise their right to withdraw their child from either or both, then they must consult with the Headmistress.
- 6.3 Please see our Collective Worship Policy for further information.

SECTION 7 RELATIONSHIP & SEX EDUCATION (RSE):

- 7.1 Spalding High School believes in the partnership between caring adults - governors, staff and parents, to ensure sensitive support for children and young people as they grow and mature in a challenging world.
- 7.2 The School provides a setting in which young people can be offered appropriate teaching about RSE. The purpose is to help young people prepare for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect for others, and form and sustain healthy relationships.
- 7.3 RSE is taught from Y7-13 and has been developed from the recommendations identified by the DFE Sex and Relationship Education Guidance (2000) and the 'Policy Review Statement on Sex and Relationship Education' (2017). It is not taught in isolation but as part of the wider PSHCE and Citizenship programme. Aspects of the course are also taught in Science and Religious Education lessons.
It is currently under review following the June 2018 draft new orders.
- 7.4 Parents currently have a right to withdraw their children from all, or part, of the RSE programme provided at the school, except for those parts included in the statutory National Curriculum. Any parent who wishes to do so should contact the Headmistress. Parents can be reassured, however, that the RSE programme at Spalding High School has been designed so that it will complement and support their role as parents and that we offer opportunities for parents who wish to actively involve themselves in the determination of the School's policy.
- 7.5 Please see our RSE Policy on the School website for further information.

SECTION 8 DRUGS EDUCATION:

- 8.1 Spalding High School strongly opposes the misuse of both drugs and alcohol by all members of the School community and the illegal possession or supply of these substances. We are

committed to the health and safety of our students and will take steps to safeguard their well-being.

- 8.2 Pupils are involved in a drugs education programme as part of their PSHCE and Science curricula.
- 8.3 Please see our Drugs and Prohibited Substances Policy for further information.

SECTION 9 SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND):

- 9.1 We have a whole-school approach to the provision for special educational needs and disabilities. With the support of the SENDCo, all teachers respond appropriately to the diverse learning needs of our pupils. Our commitment is to do everything in our power to remove barriers to learning and participation.
- 9.2 Resources are used efficiently and effectively for the benefit of pupils thereby enabling them to move towards achieving their potential.
- 9.3 Pupils (where appropriate) and parents are fully informed and involved in working with the School as programmes of study are implemented. When necessary, the SENDCo maintains co-operative and constructive working relationships with a range of external agencies.
- 9.4 We follow the SEND Code of Practice which provides a clear framework for early identification, assessment and meeting of pupils' individual needs. We also fulfil our responsibilities under the SEN Disability Act 2001, Special Educational Needs and Disability Regulations 2014 and Equality Act 2010.
- 9.5 Parents who would like further details or feel any cause for concern about their daughter or son should, in the first instance, contact the SENDCo at the school.

SECTION 10 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL):

- 10.1 It is acknowledged that pupils with a community first language other than English do not have special educational needs in the accepted sense but may require additional provision.
- 10.2 Pupils with EAL will be identified from the information gathered from primary school, parents and the pupil themselves. The Head of Main School, Head of Sixth Form and SENDCo will monitor all new entrants.
- 10.3 Staff will be aware of pupils with English as an additional language and will ensure teaching and learning is appropriate to each pupil's needs. The School is committed to the development of identification and tracking systems in order to ensure attainment at a level appropriate to ability and to prevent under-achievement.

SECTION 11 SPORT AND PHYSICAL EDUCATION:

- 11.1 PE is a compulsory part of the school curriculum in every year group from Y7 to Y13. Our aim is to engage pupils and promote lifelong physical activity and fitness.

- 11.2 At Spalding High, we provide sporting opportunities for all pupils of all abilities, through a wide range of extra-curricular clubs, sporting festivals, house matches, leadership opportunities and interschool competitions.
- 11.3 We are extremely proud of our success in sport, both at a local level and nationally. We run teams in netball, hockey, football, tennis, rounders, cricket, gymnastics, athletics and also compete in horse riding, trampolining, dance, basketball and indoor rowing.
- 11.4 We encourage healthy lifestyles, allow pupils to use our well-equipped fitness suite at lunchtimes and set fitness based challenges for pupils.

SECTION 12 ABLE, GIFTED AND TALENTED (A, G&T):

- 12.1 All of the pupils attending SHS are drawn from the top 25% of the academic cohort for Lincolnshire and the surrounding catchment. As a grammar school our pupils are all “able” by national definitions and many are gifted and talented in particular fields.
- 12.2 Within the context of being a grammar school, we identify those with particular gifts and/or talents and the definition of the term should be viewed as relative as it refers to the top 5-10% of any school, regardless of the ability profile of pupils at the school.
- 12.3 Please see our Able, Gifted and Talented policy for further information.

SECTION 13 THE SIXTH FORM:

- 13.1 Spalding High School Sixth Form is open to students from any school and offers a wide range of A level and A level equivalent subjects.
- 13.2 Admission to the Sixth Form is subject to general entry requirements and in some cases, subject specific requirements.
- 13.3 Please see our Sixth Form prospectus for full details of both the Sixth Form and our admission requirements.