



Curriculum Policy

Policy Name:	Curriculum Policy			Review Date:	Every 3 Years 07/02/2021
Presented to the Achievement and Curriculum Committee:	Date: 07/02/2018	Adopted by the Full Governing Body:	Date: 28/06/2018	Chair of Governors Signature:	

CURRICULUM POLICY

1. Background

- 1.1 Queen's Park High School is committed to delivering high quality education. In doing so, we value the life-long learning of all of our students and offer every individual the opportunity, challenge and encouragement to development their potential and skills to the full.
- 1.2 The basic curriculum is laid down through the various Education Reform acts. The school is aware of the revised orders and has taken advantage of this to provide a more personalised, flexible and inclusive curriculum. To ensure this, Queen's Park High School offers a curriculum that include:
- a. The National Strategy Curriculum for all students aged 11-16, albeit that as an Academy, the school does have increased flexibility to vary the curriculum as it sees fit.
 - b. A curriculum that provides access to a range of academic and vocational qualifications.
 - c. A wide range of extra-curricular activities.
 - d. Religious Education and Collective Worship for all students. (see 6 below)
 - e. Breadth and balance

2. Principles for each Key Stage

- 2.1 The school will ensure that students follow and complete the statutory elements of the National Curriculum (NC) programme of studies. As an Academy we may adapt parts of the NC. The curriculum will provide clear pathways for progression for students moving from one Key Stage to another.

3. Key Stage 3 Curriculum

- a The school will ensure there is liaison and consultation with primary schools to ensure a smooth transition.
- b All students will follow a programme of Personal, Social, Health and Citizenship Education which will include elements of drugs education, sex and relationship education.
- c All students will study PE for at least two hours during the 2 week cycle.
- d The core subjects will be taught in sets from Year 7.

4. Key Stage 4 curriculum

- a The school will ensure that all students follow the statutory elements of the National Curriculum.
- b The needs of all students will be considered when determining the options.
- c The majority of students will follow GCSE in Maths, English Language, English Literature, Science and 4 GCSE options, including 2 EBacc subjects.
- d For those students for whom section 4c would not be appropriate, the school will look to provide suitable, alternative course arrangements.

5. Post 16 Curriculum

- a. Informed student choices will drive the curriculum offered but the school will only provide those courses which attract sufficient students to make them viable
- b. The Governors' Curriculum and Achievement Committee will consider the viability of courses, advised by the school's Leadership Group,
- c. Resources are finite so the school will evaluate each course based on a range of criteria which may include;-
 1. the number of students expected, in the opinion of teaching staff, to be able to take advantage of the offer of a place
 2. the availability of appropriate teaching resources to provide that particular course and the overall availability of resources
 3. past experience of the course in terms of take-up and outcomes
 4. the need to provide a balanced and consistent portfolio of courses across year-groups and for all abilities and aspirations
 5. the availability of alternative provision
- d. Where the school is unable to offer the full course then the school will consider collaboration, working with another educational establishment or delivering it on a reduced number of teaching periods.
- e. The school will offer, where resources allow, supervised independent study, DIP, EPQ and work experience opportunities.

6. Collective Worship

- 6.1 The system which we have developed is based on the legal requirements of the 1944 and 1988 Education Acts. Below are selected extracts from the statutory framework and associated circular:

Aim

“Collective worship in schools should aim to provide the opportunity for students to worship God, to consider spiritual and moral issues and to explore their own beliefs; to encourage participation and response, whether through active involvement in the presentation of worship or through listening to and joining in the worship offered; and to develop community spirit, promote a common ethos and shares values, and reinforce positive attitudes.”

Meaning of collective worship

“Worship is not defined in the legislation and in the absence of any such definition it should be taken to have its natural and ordinary meaning. That is, it must in some sense reflect something special or separate from ordinary school activities and it should be concerned with reverence or veneration paid to a divine being or power. However, worship in schools will necessarily be of a different character from worship amongst a group with beliefs in common. The legislation reflects this difference in referring to collective worship rather than corporate worship. Its nature should be mainly of a broadly Christian character.”

- 6.2 We make use of the hall to provide opportunities for House assemblies. Each House usually has one assembly per week. Responsibility for the Assemblies is with the Leadership Group. These senior colleagues should ensure that the legal requirements for collective worship are met within the framework of the aim which is described above.
- 6.3 The collective act of worship need not take the whole of this time. Aspects of PSHCE and Citizenship can be included as well as notices.