



CURRICULUM POLICY

NOTE:

The curriculum in maintained schools must follow the law and statutory guidance and include the requirements of the National Curriculum. Governing Bodies are required to make a curriculum policy statement and to keep it under review. It must be available to parents/carers.

1 AIMS

1.1 Redland Green School will provide a curriculum, which inspires, challenges and safeguards all our students, and enables them to become:

- **Successful learners** who enjoy learning, make progress and achieve
- **Confident individuals** who are able to live safe, healthy and fulfilling lives
- **Responsible citizens** who make a socially and economically positive contribution to society

1.2 **Successful learners** who:

- Have the essential learning skills of literacy, numeracy, and information and communication technology
- Are creative, resourceful and able to solve problems
- Have enquiring minds and think for themselves to process information, reason, question and evaluate
- Communicate well in a range of ways
- Understand how they learn and learn from their mistakes
- Are able to learn independently and with others
- Know about big ideas and events that shape our world
- Enjoy learning and are motivated to achieve the best they can now and in the future

1.3 **Confident individuals** who:

- Have a sense of self-worth and believe in themselves
- Relate well to others and form good relationships
- Are self-aware and deal well with their emotions
- Have secure values and beliefs
- Become increasingly independent, are able to take the initiative and organise themselves
- Make healthy lifestyle choices
- Are physically competent and confident

- Take managed risks and stay safe
- Are willing to try new things and make the most of opportunities
- Are open to the excitement and inspiration offered by the natural world and human achievements

1.4 **Responsible citizens** who:

- Are well prepared for life and work
- Are enterprising
- Are able to work co-operatively with others
- Respect others and act with integrity
- Understand different cultures and traditions and have a strong sense of their own place in the world
- Appreciate the benefits of diversity
- Challenge injustice, are committed to human rights and strive to live peaceably with others
- Maintain and improve the environment, locally and globally
- Take account of the needs of present and future generations in the choices they make
- Feel that they can change things for the better

2 THE ORGANISATION OF LEARNING

2.1 CURRICULUM MODEL

Students achieve these aims through the following subject areas:

KEY STAGE 3

English, Drama, Maths, Science, Information Communication Technology (ICT) Modern Foreign Languages (French, German or Spanish), Art and Design, Design and Technology, Humanities (Geography, History, Religious Education), Physical Education, Music, and Personal, Social, Citizenship and Health Education (PSHCE). In Years 7 and 8, students follow an accredited PSHCE course entitled APEX (Achieving Personal Excellence) which results in a Certificate of Personal Excellence (CoPE) qualification.

KEY STAGE 4

At Key Stage 4, all students study the statutory areas of Maths, English, Science, PSHE (including Citizenship and work-related learning), Religious Education and Physical Education. In addition to this, all students are expected to study a modern foreign language to GCSE level (French, German or Spanish). Students are then entitled to opt for up to 3 other subjects to study to GCSE level or equivalent.

SCIENCE AT KEY STAGE 4

We will provide opportunities for all students achieving Level 6 or above at Key Stage 3 to study separate GCSEs in Biology, Chemistry and Physics. Alternative courses are made available to ensure all students are able to achieve in a challenging science curriculum.

ENGLISH AT KEY STAGE 4

The majority of students will study separate GCSEs in English and English Literature.

WORKING IN PARTNERSHIP

We are an active partner in the North Area Partnership enabling an extended curriculum provision for all students in the partnership institutions including Redland Green School students.

POST 16

At post 16 (Key Stage 5) students study as part of the North Bristol Post 16 Centre. At The Redland Learning Community the curriculum primarily caters for Level 3 courses with a small range of BTEC Level 2 courses offered. In Year 12 all students take general studies. Students are also exposed to personal development through compulsory assemblies and enrichment activities.

The post 16 curriculum is reviewed by the Post 16 Executive Committee and the Governors' North Bristol Post 16 Committee.

2.2 Information Communication Technology (ICT) is a tool for thinking and doing as well as presenting information. Students learn and develop their ICT skills and understanding through all curriculum areas, as well as through discreet lessons.

2.3 A 'WHOLE CURRICULUM' APPROACH

Redland Green School values the understanding that knowledge can fall outside traditional subject boundaries and that learning can be organised in different ways. Our curriculum includes opportunities for complex projects that draw on several subject perspectives. We organise an activities week and other whole-curricular and cross-curricular days throughout the year in order to provide extended learning opportunities.

2.4 PHYSICAL EDUCATION

The school promotes a healthy lifestyle, reflected by the school's attainment of the Healthy Schools Award. All students are expected to take part in the school's Physical Education programme and experience two hours of PE in their weekly curriculum. There are many enrichment opportunities provided through the lunchtime and after school extra-curricular PE programme and the extended sports programme, co-ordinated by the School Sports Co-ordinator and the community providers. Team sport is a regular feature in Mentor and House activities and competitions.

2.5 CITIZENSHIP/PSHE

Citizenship/PSHE is delivered through:

- Discreet, timetabled lessons
- All subject schemes of work, as a cross-curricular approach
- Mentoring
- Contribution of visiting specialists
- Whole-school events
- Assemblies

2.6 **RELIGIOUS EDUCATION**

Religious Education is available to all students and is delivered in accordance with Bristol City Council RE guidelines. Parents/carers have the right to withdraw their children from religious education.

2.7 **SCHEMES OF WORK**

Schemes of work are planned and developed by Curriculum/Subject Leaders and subject teams with regard to:

- Requirements of the National Curriculum
- Qualifications and Curriculum Development Authority (QCDA) guidance
- The National Strategies' guidance
- Local Authority guidance, such as Assessing Pupil Progress best practice
- Whole school policies and practices, eg explicit inclusion of Personal Learning and Thinking Skills (PLTS), Assessment for Learning, ICT across the curriculum (ICTAC)
- Students' needs – including additional educational needs (Special Educational Needs and Gifted and Talented provision), learning styles and reflecting diversity issues.

2.8 **DIFFERENTIATION**

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs. Effective differentiation is at the heart of all planning.

2.9 **ENRICHMENT OPPORTUNITIES**

External links enrich and enhance learning, and allow students to make a positive contribution to our local community. Enrichment opportunities are an integral part of our curriculum, and also include opportunities for informal learning in a range of settings such as clubs and communities.

2.10 **ACTIVITIES WEEK**

We run an Activities' Week in the Summer Term, which enhances our curriculum. Key Stage 3 students have opportunities to visit or take part in experiences not normally available within lesson time. Experiences raise student awareness of their personal development and well-being, and their personal, learning and thinking skills as well as offering the development of expertise in specific focus areas. We encourage and support all Year 7 students to participate in a residential experience during the week.

2.11 **HOMELEARNING**

Differentiated Homelearning is a key part of our curriculum and is used to extend or consolidate learning that has been encountered during the school day. A number of curriculum areas provide students with extended homelearning tasks, which are structured to complement the learning of a particular topic and lead to a project, which is then assessed. Full details can be found in the Homelearning Policy.

2.12 **MENTORING**

Mentoring is structured to allow students to:

- Discuss their needs for curriculum support
- Be actively involved in target-setting

- Record and discuss progress and achievements
- Review study skills through the planner

2.13 The time will also be used to:

- Reinforce Citizenship/PSHE topics
- Deliver assemblies

2.14 **PROGRESSION BETWEEN KEY STAGES**

A member of the Strategic Leadership Team leads the Transfer Programme, working with our Primary partner schools to ensure effective transfer of information and Key Stage 2-3 transfer. Heads of House visit all of our Primary partner schools to ensure we have a detailed profile of each student to assist with planning their move to Redland Green School. The SENCo and Assistant SENCo play a key role in planning and monitoring the personalised transfer process for students with special educational needs. We have a developing programme of curriculum links with local Primary schools sharing expertise and specialist facilities.

The Key Stage 3-4 transfer is overseen by Heads of House, who liaise with the Deputy Head responsible for Curriculum and the SENCo as appropriate, to ensure students make informed and relevant curriculum choices.

The Key Stage 4-5 transfer is overseen by the Director of the Post 16 Centre, the Assistant Headteacher with responsibility for post 16 and the Student Services Leader. Extensive liaison occurs with partner schools to ensure that students make informed and relevant curriculum choices.

2.15 **HOME-SCHOOL PARTNERSHIP**

Education is a joint venture between students, school and parents/carers. Further details can be found in the Home-School Agreement documentation.

3 **STATUTORY OBLIGATIONS**

3.1 **EQUAL OPPORTUNITIES**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

3.2 **Disabilities:** In accordance with the statutory requirements the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Access Policy, which is available to parents/carers on request.

3.3 **SEX EDUCATION**

The school provides sex education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

3.4 A full statement of the school's sex education policy is available to parents/carers. It has been drawn up in consultation with staff, students and parents/carers, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

3.5 In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provision without giving reasons.

3.6 **CAREERS EDUCATION AND WORK RELATED LEARNING**

The school provides careers education to all students through the PSCE curriculum and through the scheduled Mentor programme. Work related learning is augmented by a cross curricular approach to enterprise education for all students and through a block work experience programme for Key Stage 4 students. Connexions and other external agencies support and enhance the provision for careers education and work related learning.

Add about connexions and other agencies.

3.7 **POLITICAL EDUCATION**

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner, specifically as part of the Citizenship syllabus, which permeates all curriculum areas.

3.8 **E-SAFETY**

Being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Staff follow the Acceptable Use Policy regarding ICT in school. Students are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Through its Behaviour for Learning, and Anti-Bullying policies and the work of the e-safety committee, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber-bullying.

3.9 **DISAPPLICATION**

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes to:

- Allow a student with individual strengths to emphasise a particular curriculum area; and
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions about any of the above will only be made after discussion with the student and parent/carer.

3.10 **SPECIAL EDUCATIONAL NEEDS (SEN)**

Students with SEN access a broad, balanced and relevant curriculum which is differentiated to meet their individual needs. This is monitored and evaluated to ensure the curriculum promotes academic progress and self-esteem. Parents/carers and students are involved in decisions affecting their curriculum opportunities. Full details of the school's provision for SEN can be found in the SEN Policy.

4 **MONITORING AND REVIEW**

4.1 The whole curriculum is monitored by the Governing Body.

4.2 Curriculum review is carried out by the following groups:

:

- The Student Research Council
- Curriculum Teams
- The Extended Leadership Group
- The Strategic Leadership Team

- Outside consultants

The Governing Body and these groups proactively seek the views of parents'/carers' and students as part of their monitoring of the Curriculum Policy.

5 CONCERNS

- 5.1 Parents/carers who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's tutor. If the issue is not resolved parents/carers should contact the Headteacher in writing.

6 OTHER RELEVANT POLICIES

- 6.1 This policy should be read in conjunction with:

- Homelearning Policy
- Sex & Relationships Education Policy
- Special Educational Needs Policy
- Gifted & Talented Policy

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
N/A	N/A	11 JUL 2006	ANNUALLY	11 JUN 2007	19 NOV 2009		