

# HINCHINGBROOKE SCHOOL

*Inspiring Excellence Fulfilling Potential Developing Character*



Policy Statement  
on  
**CURRICULUM**

Revised:

Date approved by Governing Body:

3 Yearly (Anna Nightingale)

February 2019 (Curriculum & Standards Committee)

## **Our Mission**

At Hinchingsbrooke School we are committed to *“inspiring excellence and fulfilling potential”*

We aim for all students to be nurtured as uniquely talented individuals, finding fulfilment through their learning and the development of their intellectual, creative, physical and emotional capabilities. We wish for our students to develop the moral integrity to become responsible global citizens, so that they may take their place in society with confidence and we are confident that everyone associated with the Hinchingsbrooke learning community, student or adult, will leave the richer for their experience.

Our **core purpose** is to nurture all of our students as uniquely talented individuals and principled global citizens, maximising their academic outcomes, their personal development and their capacity to be independent, autonomous learners.

## **The Curriculum**

The curriculum consists of one 30 minute tutorial time every day and fifty lessons, each of 60 minutes duration, over a two week timetable. In Years 7 and 8 students follow a broad and balanced curriculum. In Years 9, 10 and 11 students complete GCSEs and other equivalent qualifications. Our Year 12 and 13 programme consists of a wide range of A Level and other courses, which enable progression to universities, colleges or work-based learning including apprenticeships.

The amount of contact per subject for each year/key stage is set out in Appendix 2.

We publish information for parents and students in the prospectus, in Options booklets and via the website. We also hold a number of calendared evenings, designed to provide greater insight into aspects of the curriculum. These include Open Evenings, Options Evenings and Key Stage 4 Success Evening.

## **PSHCE (Personal, Social, Health, Citizenship and Economic Education)**

The PSHCE curriculum throughout the school includes personal organisation and study skills, health education (including drugs education, sex education and personal safety) and Citizenship. The PSHCE curriculum is delivered in years 7, 8 and 9 in one hour timetabled lessons once a fortnight. The timetabled lessons are currently delivered exclusively by the Head of PSHCE and Head of Year 7. This will be extended to include years 10 and 11 from September 2019 and will be delivered by all Heads of Year from this date. Beyond PSHCE lessons, personal, social, health and citizenship education is an integral part of the work of the school and an extensive programme of study is followed in tutorial times for years 9, 10 and 11 currently. Work is provided by the head of PSHCE and is based on the AQA entry level PSE qualification and OCR Citizenship specification. This system will cease at the end of this academic year to be replaced with discreet lessons.

Across the whole curriculum, we aim to develop students' knowledge, personal and social skills, attitudes and values, to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Personal Development is also a feature of all the other interactions and activities which form part of the life of the school community; notably assemblies, the house system and School/Year councils, in addition to PiXL Edge.

## **Sex and Relationships Education**

1. We believe that sex and relationships education belongs within a broader framework of knowledge, social skills, attitudes and values. As well as providing information, our teaching and guidance aims to encourage students;

- To understand their responsibilities
- To form mature and stable relationships in the context of family life
- To accept and explore the attitudes and beliefs of a variety of cultures, religions and peoples.

We are committed to sharing this role with parents and carers, who are the key figures in their children's social and moral development. Sex education is provided in Science and PSHCE.

Section 241 of the Education Act 1993 gives parents and carers the right to withdraw their children from any part of a school's sex and relationships programme, apart from those required under the National Curriculum for Science. This right applies to all students, including those over compulsory school age.

### **Collective Worship**

Students take part in a Year Assembly at least once a week. Assembly themes address a very wide range of issues important to young people, including those of a spiritual, moral, social and ethical nature. In subjects across the curriculum students are encouraged to reflect on and practice the Golden Rules such as those pertaining to kindness towards others and other moral values. These themes are also covered in the pastoral curriculum delivered during form times.

Parents/carers have the right to withdraw their child from collective worship and religious education should they wish to do so. Students who have been withdrawn will be provided with alternative work.

### **SMSC (Spiritual, Moral, Social and Cultural development)**

Through our tutorial, assembly and personal development programmes and in their wide-ranging curriculum students are encouraged to focus on;

- Understanding the difference between right and wrong and respect for the civil and criminal law of England.
- Developing an understanding of reasoned views about moral and ethical issues.
- An acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- An understanding and appreciation of the wide range of different cultural influences, knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values.
- Developing tolerance towards different religious, ethnic and socio-economic groups

### **Citizenship**

Citizenship is an integral part of the PSHCE provision at Hinchingsbrooke. All students will complete three modules throughout the year.

- Active citizenship
- Democracy and identity
- Justice and fairness

British values are delivered through form time activities, overseen and provided by the head of PSHCE based on government guidelines. Heads of Year will continue to provide these opportunities through form times and the Citizenship programme delivered to all students in a discreet PD lesson from September 2019.

Additional projects, leadership opportunities and learning experiences, including assemblies, also contribute to the development of Hinchingsbrooke students as good citizens.

## **Literacy**

We believe that a focus on literacy in all we do will enable our students to fulfil their potential and achieve excellence. As such there is a discreet literacy lesson in the English curriculum in years 7 and 8. Additionally there is a weekly literacy focus in form times across all year groups in main school including emotional literacy, idioms and the nuance of language. There is also a focus on Tier 2 and 3 language, especially in Key Stage 4 subjects. Students requiring literacy intervention are identified and receive sessions according to their specific need on a regular basis.

## **CEIAG (Careers Education, Information, Advice and Guidance)**

Careers Education, Information, Advice and Guidance is developed throughout the curriculum during the tutorial programme. CEIAG is also supported throughout the year within the Collapsed Days. One of these is dedicated to supporting the whole school with guidance. The whole structure includes work on interviewing skills, information finding, decision making, idea generation, work experience, action planning, CV and letter writing, along with personal statements. Students are encouraged to find out information and explore career opportunities through speaking with the CEIAG staff and via useful websites. Students also have the opportunity to seek guidance from external advisers and visiting professionals. The CEIAG department is represented at all Parents' evenings and separate progression events are held on Post 16 options (Year 11) and Higher Education (Year 12/13). Online materials are utilised to support the year 12 and 13 students with their university choices and additional support events are arranged for other progression choices. The CEIAG department responds to the individual needs of the student and helps in developing their understanding of the career path that they wish to pursue.

## **Work Related Learning**

We recognise that student experience within the working environment is essential given the fact that potential progression routes are widening. We also recognise that there is an increase in the number and uptake of apprenticeships, and provide advice and guidance on these aspects of work-related learning. We are committed to the concept of work related learning through Work Experience, developing relationships with employers, alumni projects and any other aspects of learning within the work environment. This enables students to be prepared for the world of work, in its many and changing forms.

## **Work Experience**

All Year 10 students currently take part in a two-week work experience placement in the Spring term. This is designed to give students a direct insight into the working environment. We feel this plays a crucial role in the social and emotional development of the students, as well as increasing their future employability.

All students are prepared thoroughly for work experience and their progress is monitored by members of staff who visit/call the work placement. Work experience remains a highly valued element of the curriculum. Year 12 students also take part in a work experience placement in the summer term.

## **Homework**

We believe that homework forms an important part of student's learning. Subject teachers will set a variety of forms of homework, which staff record on Doodle. Homeworks fall into one of three categories; preparation, consolidation (practice) and extension.

We expect parents and carers to encourage their child with their homework, both by checking their Doodle account regularly, and by discussing the work with them.

### **The Key Stages**

We believe that smooth transition between the key stages is of paramount importance if students are to be successful. The Head of Year 7 oversees year 6 to 7 transition. Transition between the key stages and to education, training and careers is co-ordinated by the relevant Year teams and our Careers Education, Information, Advice and Guidance (CEIAG) team.

Outline details about the curriculum at each key stage can be found in Appendix 1.

### **Complaints about the curriculum**

Should you have a complaint about the curriculum, it should be addressed in the first instance to the relevant subject teacher, Head of Department or Head of Year.

Parents and carers do, of course, have a right to make a formal complaint invoking the school's complaints procedure. A copy of the Complaints Procedures can be obtained from the school website or from reception.

Please note that this policy should be read in conjunction with our other curriculum-related policies, namely:

- Careers Education, Information and Guidance Policy (CEIAG)
- Inclusion
- Sex Education

## **APPENDIX 1**

### **Key Stage 3 - Years 7 to 8**

All students follow a broad balanced curriculum, with the following subjects being studied: English, Maths, Science, ICT, a Modern Foreign Language, Design & Technology, History, Geography, RPE (Religion, Philosophy and Ethics), PD, Art, Music, Drama and PE.

Each student is allocated to a tutor group on entering the school. These groups are carefully put together to ensure that each group is balanced in gender and ability. A student's form tutor is the first point of contact between home and school if any concerns arise.

In Key Stage 3, students are taught in a mix of groups. Maths groups are set according to ability, and all other subjects teach in mixed ability classes. Setting is reviewed regularly during the key stage as the teachers build up a fuller picture of each student's abilities.

### **Key Stage 4 - Years 9, 10 and 11**

All students take English, Mathematics, Science, PE, PD and RPE. Four option pathways then dictate the number of options a student can choose, although most will study a further 4 subjects. Pathways are allocated via analysis of prior and current data, along with consideration of department and form tutor recommendations. Once allocated a discussion then takes place with each individual year 8 student to ensure the student selects the subjects in which they have the greatest potential to succeed and which they will enjoy. Pathway changes can take place as part of this process. Pathway choices currently include Triple Science and EBACC, EBACC, Bucket 2, Extra English and Maths with college.

In Key Stage 4, students are grouped by ability for maths, English and Science. Grouping for other subjects are largely dictated by option choices. Students usually remain in the same tutor groups as in Years 7 and 8.

All students sit their RPE exam at the end of year 10. The hours allotted to RPE are then redistributed to option subjects in year 11.

### **Post 16 - The Sixth Form (Years 12 and 13)**

The majority of Hinchingsbrooke students return after Key Stage 4 to the Upper School. The school offers a wide range of A2 and Level 3 vocational subjects. A Sixth Form prospectus is available on the Sixth Form website or from the Sixth Form Office. This contains details of all subjects offered at post-16. In addition, students participate in sport, community service and/or work placements.

## APPENDIX 2

### Allocation of time per subject in each Year group

#### Years 7 and 8

Subject	Hours per fortnight	Subject	Hours per fortnight
English	6	Drama	2
Maths	6	Design Technology	4
Science	6	History	4
Modern Foreign Language	5	Geography	4
Music	3 (2)	Personal Development	1
Art	2	PE	4
RPE	2	IT	1 (2)

\*Bracketed figure from September 2019

#### Years 9 -

Subject	Hours per fortnight		Subject	Hours per fortnight
English	7 in Y9	8 in Y10	Option A	4
Maths	8 in Y9	7 in Y10	Option B	4
Core Science	10 (9)		Option C	4
PE	4		Option D	4
RPE	5		(PD	1)

\*Bracketed figure from September 2019

#### Year 11

Subject	Hours per fortnight	Subject	Hours per fortnight
English	8	Option A	5
Maths	8	Option B	5
Core Science	10 (9)	Option C	5
PE	4	Option D	5
		(PD	1)

\*Bracketed figure from September 2019

#### Year 12 and 13

Each subject has 9 hours per fortnight, and students also have tutorial time.

In some cases, where numbers are small, contact time is reduced by 1 or 2 hours per fortnight.

Students also have designated Independent Study periods.