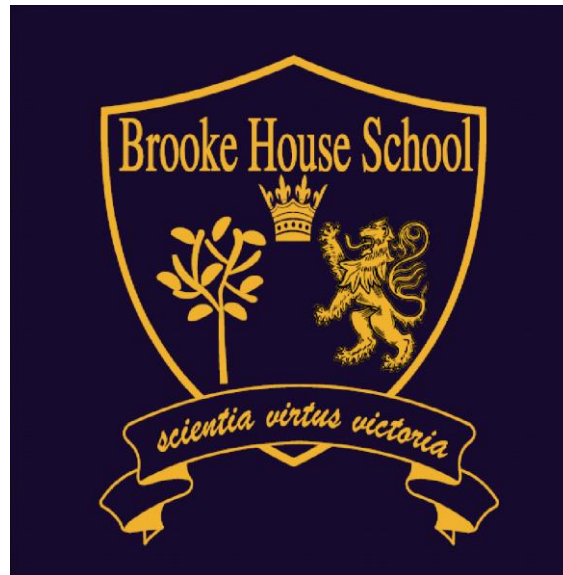


Curriculum Policy

BROOKE HOUSE SCHOOL



Approved by: Mrs Joy Parker **Date:** 22nd January 2021 **Policy to be reviewed:** Annually

APPROVED BY	REVIEW DATE	DESCRIPTION OF CHANGE
Joy Parker	8 th March 2022	Future aspirations added
Joy Parker	January 2023	No changes made
Joy Parker	October 2023	Future aspirations deleted

1. Aims of The Curriculum Policy

We are a co-educational school striving for a curriculum which inspires, challenges and safeguards all our students. We aim to create an inclusive curriculum which enables our students 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.

Successful learners who:

- Have the essential learning skills of literacy, numeracy, and ICT.
- Are creative, resourceful and able to solve problems.
- Have enquiring minds and think for themselves to process information, reason, question, and evaluate. Have resilience and to equip themselves for further/higher education and employment.
- Are able to understand their physical and mental development and take responsibility for their own health.
- Communicate well in a range of ways.
- Understand how they learn and to 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.

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.

It should be stressed that academic and personal education are not separate, but are both essential aspects of our teaching. While the curriculum is designed to fulfil the academic potential of each child it is always remembered that the overall personal development of each student is paramount.

2. Objectives

Our school aims to produce students with both breadth and balance in their educational experience. The curriculum for each stage is planned as a whole so that each subject can contribute to the overall progress and achievement rather than appear discreet and unconnected. Balance is achieved by giving each area appropriate attention in the curriculum. Choice is controlled, at each stage, so that the overall timetable of a student is appropriate. However, in individual cases, subjects may be added or removed in the overall interest of the student. This is only done after consultation with parents, teachers, and the Principal.

2.1 The National Curriculum

Although the National Curriculum forms the foundation of our curriculum, other subjects are included to broaden and deepen the curriculum available to each student, ensuring that the educational experience for them is relevant, engaging and meets their specific needs.

2.2 Evaluation

It is recognised that the true value of the curriculum is difficult to establish. Teacher assessments and tracking of student progress is a convenient and usually very satisfactory way of gauging the success of the curriculum policy. The school supplements this by carefully considering all feedback from students and parents.

2.3 Legislation and guidance

Requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

2.4 Early years

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. How the Curriculum is delivered

3.1 Responsibility

The Principal is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the management.
- The school's procedures for assessment meet all legal requirements.

- The managers are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The management team are advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for students with different abilities and needs, including children with SEN.

The Early Years Professional has responsibility for ensuring the delivery of the EYFS.

The Teachers are responsible for the lesson plans and delivery of the curriculum.

3.2 Monitoring arrangements

- Planning
- Subject specific moderation meetings
- Planning scrutiny
- Learning walks
- Book scrutiny
- Meetings with the teachers
- Meetings with the students

3.3 Concerns regarding academic progress

Any concern over the academic progress of a student is followed up in the first instance by the class teacher who will collect information, and then ensure it is referred to the Principal and SENCO if appropriate. The Principal will make contact with the parents/guardians when appropriate. Concerns should be raised at the earliest opportunity. The aim is for staff to work with parents and students in order to give each child the greatest possible opportunity for academic and personal success. Assessments and case discussions are used to monitor student progress and to provide evidence for feedback in written and verbal assessment reports and parents evenings.

The Principal may see students at any time to give praise or to discuss work which is giving cause for concern. This is done to encourage teamwork and generate an attitude of problem solving rather than to condemn.

3.4 Learning Support

The school has a separate Special Educational Needs and Disability policy. As stated in the policy it is the intention of the school to identify and meet the needs of all students with educational needs or social difficulties. Concerns voiced by teachers are passed to the Principal. In the case of students entering the school, information can be collected from feeder school reports, interviews and communication from parents.

4. Curriculum through the school

The Curriculum is designed to provide breadth and balance, and is designed to meet the requirements, and expand on, the National Curriculum. The following highlight the way in which the curriculum may differ from that in other schools.

- Modern Languages
- Children from Year 1 are introduced to German
- Life Skills including Food Technology
- Climate Literacy
- Creative and Technical subjects
- The aim is to give all students exposure to as many aspects of these subjects as possible. Students receive courses in Art, Design, Cooking and Music.
- There are many opportunities for all students throughout the school to participate in dramatic productions of many varieties.
- Frequent trips (weekly for some children) to the schools plot at the local allotment where children plan, nurture and harvest vegetables.

4.1 EARLY YEARS FOUNDATION STAGE

Foundation Stage 1 & 2 curriculum is based on the new EYFS framework.

4.2 KEY STAGES 1 AND 2 CURRICULUM

In key stages 1 and 2, students are taught the subjects outlined in the National Curriculum with these subjects being broadened by other subjects which meet the needs of the students, preparing them for the future.

4.3 Subjects from Year 1 – Year 6

All of our key stages 1 and 2 students study a balance of English, Maths, Mental Maths, Reasoning and Problem Solving, Science, Geography, History, Music, PSHCE, Faiths & Cultures, Art/DT, Modern Foreign Languages, P.E/Games and ICT.

These are supplemented with Life Skills and Climate Literacy.

4.4 KEY STAGE 3 CURRICULUM

In Years 7 - 9, students study the core subjects of English, Mathematics, Physics, Chemistry, Biology, ICT, Modern Foreign Languages, Art and Design, DT, Geography, History, P.E, Music, PSHCE, Faiths & Cultures, Climate Literacy, Food Technology, and Psychology.

4.5 KEY STAGE 4 CURRICULUM

IN Year 10, all students study the statutory subjects of Mathematics, English Language, English Literature, Chemistry, Physics, Biology, Citizenship and P.E.

Students are then entitled to opt for up to 4 other subjects to study to GCSE level or equivalent. The subjects currently on offer are:

- History
- Geography
- Business Studies
- Psychology
- Art & Design
- Food Technology
- Religious Education

4.6 PSHCE (including the new RSE)

We offer all our students from EYFS through to Years 7 and 8 a structured programme which includes Physical, Health, Social & Citizenship Education and Relationship & Sex Education. We will deliver this through:

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

4.7 ICT

All students receive ICT instruction in basic skills and have access to a wide range of ICT equipment according to age. ICT provision is integrated into subject schemes of work, as appropriate, and delivered through the various subjects. Supervised access to the internet is available for students.

4.8 RELATIONSHIPS AND SEX EDUCATION

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

4.9 FAITHS AND CULTURE (RE)

Our Faiths & Culture lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions,

their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

4.10 GAMES AND P.E.

The school promotes a healthy lifestyle. Games and PE are compulsory for students. A structured programme is offered for all. Students may be excused because of long term illness or physical difficulties but every effort is made to provide alternative activities. There are many enrichment opportunities provided through the lunchtime and after school extra-curricular PE programme and the extended sports programme, coordinated by the school sports teacher.

4.11 CLIMATE LITERACY

With our UN accredited climate change teacher, we hope to give students an intuitive understanding of the issues of climate change. These lessons are designed to raise awareness of current issues with regard to our changing climates around the world impacted by human activity and how these changes are affecting biodiversity, animals and their habitats and ultimately humankind.

4.12 EXTRA CURRICULAR ACTIVITIES

It is recognised that clubs and activities are a valuable contribution towards social, personal and academic progress of students. Although some activities are academic in nature the interaction between students of different age groups benefits both the younger and the older students in terms of development of social skills and a whole school identity. It is intended that these activities reflect both the academic and the leisure interests of the students. Some of the activities are targeted towards a certain age range. It is through such clubs and societies that additional opportunities for social, moral, cultural and personal development can be offered. Some examples are participation in choir, sport/dance clubs, first aid etc. It is therefore regarded as essential that as many students participate in these activities as possible. This is done through encouragement rather than compulsion. Care is taken not to exclude students because of gender, disability, academic ability, economic background or religious reasons.

4.13 THE SCHOOL LIBRARY

"The role of the school library is to be at the centre of the curriculum" (DfE).

It is the school's aim to follow this recommendation as part of its pastoral objective to encourage independent study and learning throughout the school. The Library is being developed as a research and resource centre. It is school policy to develop continuously

the stock of books and ICT based resources in both quality and quantity to cater for the needs of all ages.

5. A Whole Curriculum Approach

Our school understands 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 thus providing extended learning opportunities.

5.1 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.

5.2 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 learning in a range of settings such as clubs and communities. The schools link to the local allotment society is particularly beneficial with the school joining in with village activities such as a Scarecrow competition.

5.3 ACTIVITIES WEEK

We run activity weeks in the school holidays, which further enhances our curriculum. These often include visits to the school plot at the local allotments.

5.4 HOME-SCHOOL PARTNERSHIP

Education is a joint venture between students, school and parents/carers. We operate an open-door policy for all.

5.5 EQUAL OPPORTUNITIES

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

5.6 CAREERS EDUCATION AND WORK-RELATED LEARNING

The school provides careers education to all students through the PSICHE curriculum. Work related learning is augmented by a cross curricular approach to enterprise education for all students. We use external agencies and career/apprenticeship fairs to support and enhance the provision for careers education and work-related learning.

The careers programme is designed to meet the needs of the students at Brooke House School to ensure progression through activities that are appropriate to students' stages of

career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management.
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

5.7 BRITISH VALUES

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. British Values are included in Citizenship education.

5.8 THE NINE PROTECTED CHARACTERISTICS

All students are taught the Nine Protected Characteristics throughout school according to their age and level of understanding. The Equality Act 2010 outlines nine protected characteristics which it is illegal to discriminate against.

The characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

5.9 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. 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 ICT teacher, the school works to prevent any member of its community becoming the victim of online exploitation and/or cyber bullying.

5.10 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.
- 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.

Students with SEND 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 SEND can be found in the Specific Learning Differences and Disabilities policy.

We have adapted to the new changes in the GCSE Curriculum. The new GCSE standards are followed as and when required.