

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

CURRICULUM POLICY

Mission statement: We deliver high quality teaching and learning in an environment that meets the needs of our students, so that all achieve and enjoy.

This policy should also be read in conjunction with other key documents such as:

- The Curriculum Plan – Appendix 1
- The Key Stage 3/4/5 Curricula – Appendix 2
- The Options Process – Appendix 3
- The KS4 Online Booklet
- The KS5 Booklet

Philosophy

It is important that Shirley High School not only fulfils its statutory obligations with regard to the curriculum, but also regularly reviews the curriculum offer to ensure that all students receive a broad and balanced education that meets their interests, aptitudes and needs. It is designed to ensure that all students are as well prepared for the future as possible, including further and higher education and employment. The Options process (Appendix 3) has been designed with this in mind, ensuring that every student has studied the appropriate subjects to give them every possible opportunity for the future.

Curriculum Outcomes

- The curriculum enables students to feel confident, valued and successful, respecting themselves and others as learners whilst also promoting spiritual awareness, moral and cultural values.
- It enables students to work and learn together in a high quality teaching and learning environment
- It provides broad, balanced, flexible, relevant, inclusive and well planned education; matching the needs of the individual, irrespective of gender, race or background.
- It enables students to make a significant contribution to their School community and the wider world.
- It provides continuity, supporting progression and successful transition whilst promoting the lifelong learning skills necessary to live a full, flexible and rewarding life in the diverse cultures of the modern world

Curriculum Statement

The school curriculum comprises all learning and other experiences that are planned for its students and comprises two broad and balanced aims. Development in both areas is essential to raise standards of attainment for all students.

- 1) The curriculum should provide opportunities and an environment conducive for all students to learn and to achieve. It should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and the highest attainment for all students. It should build on students' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively. It should equip them with the essential learning skills of literacy (Language for Learning), numeracy and promote an enquiring mind and capacity to think rationally.
- 2) The curriculum should aim to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities responsibilities and experiences of life. It should promote students' self-esteem, physical and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, work and in the community. It should enable students to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity. It should prepare students for the next steps in their education, training and employment and equip them to make informed choices at school and throughout their lives.

The organisation of the school day and the allocation of its resources will be with the distinct purpose of furthering these two aims. We will:

- provide a broad and balanced curriculum for all our
- equip students with the essential skills of Language for Learning and numeracy
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers. providing, where appropriate, further teaching in the core subjects
- provide equal opportunities for all students to realise their full potential and succeed at the highest possible level in all subjects undertaken.
- be flexible and appropriate to all students' wide ranging needs including the provision of extension/enrichment activities for very capable students
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- provide the best possible basis for students' employment prospects and/or future studies whether vocational, advanced or in further/higher education leading to qualifications that are of worth for employers and for entry to higher education
- provide a KS4 Curriculum that is designed to be as broad and balanced as possible while still giving students as much choice as possible. It is therefore centered on a specific combination of 8 subjects (Appendix 3) and provides for all students an EBACC option pathway to ensure that curriculum flexibility remains for students depending on their needs and abilities.
- provide key stages 4 and 5 curriculum which encourages students to reach their potential through a vocational as well as academic courses.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- provide a responsible and relevant sex education programme as approved, taking into account any special sensitivities of religious views.
- provide appropriate religious education and collective worship.
- throughout the curriculum proactively teach and value students' knowledge of their own and other cultures and an appreciation of multiculturalism.
- ensure that there is no ideological, political or religious bias in the provision, content, delivery or assessment of any of the school's teaching programmes.
- make every effort to assist the understanding of the curriculum by parents and students and to enlist their support.
- ensure continuity and progression within the school and between phases of education.
- prepare students to make informed and appropriate choices at the end of ks3, ks4 and beyond.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- In KS4 and 5 only offer courses in teaching groups for which there is sufficient demand and which present best and efficient use of the school's resources.
- provide opportunities to develop physical and emotional well-being and understanding of healthy living. All students follow a programme of Personal, Health, Social and Economic Education with Citizenship.
- provide educational opportunities to equip students with the skills, knowledge and attitudes to enable them to take their place in society as responsible, caring, well informed citizens.

Curriculum Plan 2018/19

Year 7	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
48	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	35	42	42	28	16	8	8	14	21	21	16	8	8	16	24	14	14	14	349

Year 8	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
48	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	Sc ₅	Ma ₆	En ₆	Fr ₄	Ar ₂	Dr ₁	Da ₁	Mu ₂	Hi ₃	Gg ₃	Dt ₂	Ft ₁	IT ₁	Cs ₂	Pe ₃	SD ₂	Pd ₂	Enr ₂	
	35	42	42	28	16	8	8	14	21	21	16	8	8	16	24	14	14	14	349

Year 9	Tsci ₈	Ma ₆	En ₈	1) Bu ₅	Bu ₅	Ar ₅	Bu ₅	Pe ₃	Rs ₃	Pd ₂	
	Tsci ₈	Ma ₆	En ₈	2) Dr ₅	Dt ₅	Dr ₅	Cc ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	3) Fr ₅	Gg ₅	Dt ₅	Cs ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	4) Ft ₅	Hi ₅	Dt ₅	Fr ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	5) Gg ₅	Ms ₅	Fr ₅	Ge ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	6) Ms ₅	Gp ₅	Gg ₅	Gg ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	7) Mu ₅	Gp ₅	Hi ₅	Hi ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	8) Su ₅	Ph ₅	Su ₅	Ms ₅	Pe ₃			
	56	42	56	40	40	40	40	24	21	14	373

Year 10	Tsci ₈	Ma ₆	En ₈	1) Bu ₅	Ar ₅	Dr ₅	Ar ₅	Pe ₃	Rs ₃	Pd ₂	
	Tsci ₈	Ma ₆	En ₈	2) Cs ₅	Dt ₅	Fr ₅	Bu ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	3) Ft ₅	Fr ₅	Gg ₅	Dr ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	4) Gg ₅	Gg ₅	Hi ₅	Dt ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	5) Gg ₅	Hi ₅	Gp ₅	Fr ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	6) Hi ₅	Ms ₅	Gp ₅	Ms ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	7) Ms ₅	Mu ₅	Ph ₅	Sp ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	8) Da ₅	Su ₅	Sp ₅	Su ₅	Pe ₃			
	56	42	56	40	40	40	40	24	21	14	373

Year 11	Tsci ₈	Ma ₆	En ₈	1) Bu ₅	Ar ₅	Ar ₅	Dt ₅	Pe ₃	Rs ₃	Pd ₂	
	Tsci ₈	Ma ₆	En ₈	2) Ft ₅	Fr ₅	Bu ₅	Dr ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	3) Gg ₅	Fr ₅	Cs ₅	Fr ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	4) Hi ₅	Gg ₅	Da ₅	Fr ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	5) Ms ₅	Gp ₅	Dr ₅	Gg ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	6) Ph ₅	Gp ₅	Gg ₅	Ms ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	7) Dt ₅	Hi ₅	Ms ₅	Dt ₅	Pe ₃	Rs ₃	Pd ₂	
	Dsci ₈	Ma ₆	En ₈	8) Su ₅	Mu ₅	Sp ₅	Sp ₅	Pe ₃			
	56	42	56	40	45	40	40	24	21	14	378

Year 12	Tg ₂	1) Ar ₈	Bu ₈	En ₈	Ph ₈	Dr ₈	Pe ₂
	Tg ₂	2) Hi ₈	Py ₈	Dt ₈	So ₈	Cs ₈	Pe ₂
	Tg ₂	3) Ms ₈	Bi ₈	Ch ₈	Ma ₈	Ms ₈	EPQ ₂
	Tg ₂	4) Ap ₈	En ₈	Mu ₈	Py ₈	Gg ₈	
		5) P ₈		Cc ₈		Pe ₈	
		6) PA ₈	PA ₈	PA ₈			
		7) PS ₈	PS ₈	PS ₈			
		8) Bu ₈	Bu ₈		Bu ₈		

Year 13	Tg ₂	1) Ar ₈	Bu ₈	En ₈	Ph ₈	Cs ₈	Pe ₂
	Tg ₂	2) Hi ₈	Py ₈	Dt ₈	So ₈	Ms ₈	Pe ₂
	Tg ₂	3) Ms ₈	Bi ₈	Py ₈	Ma ₈	Gg ₈	EPQ ₂
		4) Ap ₈	En ₈	Mu ₈	Py ₈	Dr ₈	EPQ ₂
		5) P ₈				Ch ₈	
		6) PA ₈	PA ₈	PA ₈			
		7) PS ₈	PS ₈	PS ₈			
		8) Bu ₈	Bu ₈		Bu ₈		

KEY STAGE 3/4/5 CURRICULUA

In line with the National Curriculum all students at Key Stage 3 (Years 7-8) follow a broad education within the KS3 Strategy, placing emphasis on improving Language for Learning, numeracy and ICT skills through:

Art	Enrichment Activities	Mathematics
Computer Science	Food Technology	Music
Dance	French	Physical Education
Design & Technology	Geography	PSHEE
Drama	History	Science
English	Information Technology	Spiritual Development

At the end of Year 8, students make their choices of subjects from the following list, allowing increased personal flexibility for all students as they progress through Years 9, 10 and 11:

Art & Design	Geography
Business Studies	German
Child Development	History
Computer Science	Media Studies
Dance	Music
Design Technology	Photography
Drama	Physical Education (GCSE)
Food Preparation and Nutrition	Sports Science (L2 National Certificate)
French	

Throughout Years 9 to 11 we provide a full curriculum, leading to GCSE examinations. All students study the following subjects:

English (Language and Literature)	Mathematics
Science (Physics, Chemistry, Biology)	Physical Education
Spiritual Development	PSHEE and Citizenship

All students can study up to 10 subjects to GCSE/BTEC level at Key Stage 4 with many achieving A* - C grades in all their subjects. Some students will study more than 10 subjects to examination level.

In the Sixth Form a range of AS/A2 subjects, Level 3 BTEC Qualifications and Enrichment activities are offered. We are constantly developing our Sixth Form and will be adding many more subjects to this list in the future. Currently we offer:

(Subjects below are all studied to AS and A2 level unless stated)

Applied Science	Geography
Art	History
Biology	Mathematics
Business Studies	Media Studies
Business Studies BTEC (L3 National Extended Diploma)	Music (L3 National Extended Certificate)
Chemistry	Performing Arts BTEC
Computer Science	Photography
Dance	Physical Education (A Level)
Design Technology: Product Design	Psychology
Drama	Sociology
English Literature and Language	Uniformed Public Services BTEC (L3 Extended Diploma)
Extended Project Qualification (Level 3)	Children's Play, Learning and Development (L3 National Extended Certificate)

Setting:

The school has a policy of setting students by ability. This means that students work in smaller teaching groups with children of similar abilities. Students are placed in ability sets in core subjects in KS3 and 4. This is extended to other subjects where possible.

Homework:

It is the policy of the school that homework is set regularly as appropriate to the needs and the academic level of the student. There is a Homework Schedule that students follow and it is set electronically by teachers. Homework set can be viewed by students and parents/carers through our Student and Parent app. Homework builds up a pattern of self-discipline and organisation which benefits the student at examination level and in later life. Our parents/carers are expected to commit themselves to providing suitable facilities at home for homework to be carried out.

KS4 Options and Combination 8

All Students Study the Core Subjects of:	Option 1		Option 2		Option 3	Option 4
	If a language is required	All other students	for Ebacc Route	For Open Route		
Mathematics English Lit. English Lang. Science Religious Studies Core PE PSHEE	French German	French German Geography History	French German Geography History	Any Option Subject	Any Option Subject	Any Option Subject

