

Holy Family Curriculum Statement

Our curriculum is built upon our Catholic ethos which underpins all that we do in the school. Our ASPIRE values successfully incorporate our Catholic principles and prepare our students well for life in modern Britain. All students study RE which underpins so much of British culture and British values - they learn about their Catholic faith and also about other major faiths and those with no faith. We offer every student at Holy Family an ambitious, broad and balanced curriculum at each key stage of their education. Teachers have carefully constructed the curriculum which they deliver to their students across their different subject specialisms.

1. Curriculum Aims

- To place our Catholic ethos as the bedrock of our community
- To deepen, develop and enhance education at Holy Family so it is a rich, diverse and engaging experience for all learners
- To ensure that there is a love of learning evident in our school community
- To ensure our curriculum is diverse and inclusive and meets the needs of all students, celebrating diversity and fostering a sense of community so that we contribute to the common good
- To provide a rigorous curriculum that enables all students to succeed, thrive and develop
- To ensure that all students are treated with dignity and valued as unique individuals
- To enable all students to develop the skills and knowledge to progress through education and into employment able to take up their place as adult members of the community
- To develop students who embody the values of the Holy Family Way and who show kindness and concern for others

2. Curriculum Principles

Our curriculum should

- Be broad and balanced and appropriate for all our students for as long as possible
- Meet the needs of all our students and the requirements of the National Curriculum
- Ensure equal access for all including students with SEND needs or those experiencing disadvantage
- Be academically rigorous and aspirational
- Encourage deep learning and engagement and intellectual curiosity
- Be diverse, challenging and encourage the asking of questions about the world in which our students live
- Develop core knowledge and conceptual understanding through a coherent and appropriately sequenced curriculum so that new knowledge and skills build effectively on previous learning
- Support effective transition at all key stages
- Promote high standards of literacy and numeracy.
- Offer extensive extra-curricular experiences
- Ensure all students have access to out of classroom learning opportunities
- Be a knowledge-based curriculum that develops deep understanding and effective skills

- Make clear links to future employment opportunities ensuring we meet the Gatsby Benchmarks and develop high quality careers education
- Develop lifelong learners, confident to continue with their education throughout life
- Ensure that we take account of the gaps in learning due to the pandemic and reduce the inequalities that have arisen during the pandemic so that no child is left behind

Legislation and guidance

Our curriculum reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. 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.

Roles and Responsibilities

The Governing Body has responsibility for ensuring that the school delivers an appropriate curriculum that covers the National Curriculum and other statutory requirements; that all courses provided for students below the age of 19 lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state; the school implements relevant statutory assessment arrangements; ensures that proper provision is made for students with different abilities and needs, including students with special educational needs. The Governing Body plays an active role in the monitoring and evaluation of the curriculum and ensures a robust framework for setting curriculum priorities and aspirational targets.

The Headteacher is responsible for ensuring that this policy is adhered to and has a duty to ensure that the curriculum is delivered effectively and efficiently. The Headteacher, Senior Leadership Team and Curriculum Leaders take prime responsibility for ensuring that what is taught is appropriate to the needs of the students and is taught by staff with relevant expertise and training, using materials and methods which fulfil the curriculum aims, qualification specifications set by examining bodies and the legal requirements for assessment.

Other staff will ensure that the school curriculum is implemented in accordance with this policy and in particular curriculum leaders who are responsible for ensuring that curriculum planning provides appropriate levels of challenge, allowing for progression from one-year group to the next and preparing students appropriately for examination. Every department must have schemes of learning, meeting curriculum aims, the National Curriculum and examination body requirements. Schemes of learning must establish how the course content is structured so that students' knowledge and skills are developed progressively. They must set out the knowledge and skills that students will gain at each stage. Schemes of learning must be followed by all department staff and monitored by Curriculum Leaders.

Curriculum Planning

Curriculum planning is underpinned by the following principles:

- **Balanced** - developing the spiritual, intellectual, moral, cultural, social and physical potential of students; ensuring each area of learning and experience is given sufficient attention in relation to others and the whole curriculum.
- **Rigorous** – cognitively demanding and suitably challenging, aiming to support high

- standards of achievement and nurture aspiration.
- **Coherent** – making explicit connections and links between different units of work and different subject domains developing an appreciation of the interconnectivity of knowledge.
 - **Vertically integrated** – focusing on progression by carefully sequencing knowledge and skill development; providing clarity about what ‘getting better’ at the subject means.
 - **Appropriate** – meets the needs of all students, matching and extending levels of challenge to a student’s current level of maturity / knowledge / skill.
 - **Focused** - keeping the curriculum manageable by teaching the most important knowledge, the big ideas or key concepts within a subject.
 - **Relevant** – identifying valued outcomes of a curriculum both in terms of progress within school and in the world beyond school.

Structure of the School Day

There are five teaching periods per day Monday to Thursday with a twenty minute form tutor time each morning. Friday has a slightly different structure as detailed below. The school operates a two-week timetable.

Monday to Thursday

Time	Activity
8.40am	Tutor time
9.00am	Period 1
10.00am	Period 2
11.00am	Break
11.20am	Period 3
12.20pm	Period 4
1.20pm	Lunch
2.10pm	Period 5
3.10pm	End of school day Extra-curricular activities and interventions

Friday

Time	Activity
8.40am	Extended tutor time for PSHE/RSE
9.30am	Period 1
10.25am	Period 2
11.20am	Break
11.40am	Period 3
12.35pm	Period 4
1.30pm	Lunch
2.20pm	End of school day

Key Stage 3

Students study a three year KS3 curriculum maintaining a focus on a wide range of subjects including maths, English, science, RE, geography, history, technology, information technology, art, drama, music, modern languages, PE and PSHE. They develop skills and knowledge which is reinforced and developed from Yr 7 through to Yr 9. All students study French or Spanish and are encouraged to continue with a language into KS4. Throughout KS3 we seek to nurture students' enjoyment and love of learning. The broad and balanced curriculum at KS3 is designed to give all students a range of experiences and opportunities to help them develop into well-rounded individuals. Most importantly, the KS3 curriculum contains real challenge and rigour, building the academic foundations for GCSE and further study. Students with special educational needs are provided with a balanced and broad curriculum which enables them to have full access to the curriculum. Teaching is differentiated to meet the needs of all students through quality first teaching strategies. Further support is provided for students with an Educational, Health and Care Plan and students with special educational needs via in-class and tailored interventions. EAL students needing intensive support to rapidly develop their English language skills follow a special short-term programme.

Key Stage 4

At KS4 students follow differentiated pathways including an EBacc route, though this is not compulsory. Most students study 9 or sometimes 10 GCSE subjects. They choose from a range of options including triple science and the opportunity to study subjects including computing and sociology. There are many options in the creative arts including music, art and photography, drama and performing arts as well as textiles. Students also have the opportunity to study further maths at KS4. Extra-curricular opportunities abound including the popular Duke of Edinburgh programme. There is a significant amount of intervention and study support made available to students in KS4 and this has intensified in response to the learning gaps from the covid19 pandemic. There is a major focus on careers education and support for the transition to post-16 education. All Yr 10 students take part in two weeks of work experience at the end of Yr 10.

Key Stage 5

In the sixth form we have a strong belief in the importance of being an inclusive sixth form that offers an A level pathway with around twenty subject choices, six vocational level three options and a pathway for students who have not yet qualified for level three study. Sixth formers take part in a range of additional learning including an enrichment programme and core RE lessons. Most students follow a three (or sometimes 3.5/4 A level programme). A significant minority of students follows a 3 A level equivalent vocational level 3 programme and we also operate a bridging course at level 2 for those who do not yet have the grades to begin a level 3 pathway. There is great emphasis on pastoral care and support for students and we maintain our strong Catholic ethos in the sixth form. All students take part in additional programmes of study including a tutorial programme, weekly core RE lessons, careers guidance and preparation for university entrance, PSHE and RSE and must take part in our enrichment programme. We have an excellent record of progression to higher education including many applications to Russell Group universities including Oxbridge.

Extra-curricular programmes

Throughout the school, the taught curriculum is supported by an extensive extra-curricular programme including sports, drama, music, STEM club, subject clubs such as history, trips and activities and residential experiences including a popular Duke of Edinburgh programme. There are opportunities to hear from guest speakers in both face to face and remote contexts.

Teachers have carefully designed the curriculum in their subject areas so that they are able to build skills and knowledge as students progress through the school. Understanding is developed year on year and lessons are carefully planned and sequenced and almost always taught by subject specialists.

Careers education

Students receive high quality careers guidance to help them choose their subjects for study at GCSE level and then again in post-16. There is a carefully devised careers programme which takes students from Yr 7 to Yr 13 and provides a mixture of face to face, online input, trips and visits to employers and also work experience. While the large majority of our Yr 11 students choose to remain in our sixth form we provide independent advice and guidance so that they are fully able to explore any alternative pathways.

PSHE and RSE

All students receive weekly lessons in PSHE delivered by their form tutors. Aspects of the relationships and sex education are covered in these sessions alongside content delivered in science, RE, ICT and other subjects. This includes specially tailored sessions on harmful sexual behaviour and internet safety.

Reading and literacy

Reading is given high priority because of the importance of literacy skills in being able to access the curriculum. Students who need to develop their English skills because English is not their first language receive specialist support and intensive sessions so that they can quickly acquire these language skills. All staff are trained in delivering quality first teaching to students with special educational needs and this is supplemented by the work of the SEN teachers and learning support assistants including delivery of sessions in small groups where appropriate.

More able students

All departments are directed to ensure that their curriculum is carefully thought through and constructed, that it is ambitious and stretches and challenges all students and that it is inclusive and appropriate to life in modern Britain. More Able students are directed to additional resources, wider reading and activities and are provided with additional extra-curricular opportunities appropriate to their ability level.

Assessment

We have developed a clear assessment policy which is understood by staff, students and parents. Teachers need to understand what their students have learned, students need to know how to improve and parents need to be clear about how their child is doing. Much use is made

of formative assessment in every lesson so that teachers are able to build on prior learning and reinforce knowledge and understanding.

Monitoring

We review our curriculum annually and work with our teaching staff to ensure that it is delivered in the most effective way and that student progress through the curriculum is monitored to ensure that all students from whatever background and with whatever learning needs are supported to achieve well. We report to the governing body about the curriculum and governors visit to see it in practice.

How do we know the curriculum is implemented effectively? We see the impact of an effective curriculum in a number of ways including outcomes on GCSE, A level and vocational courses. We also see high progression rates into post-16 and post-18 education. These are ways that can be objectively measured. Less easy to measure but no less important is that we see the outcome of an effective curriculum in the values, skills and abilities of the young people who leave our school community and in the numbers of former students who have become teachers and who choose to come back and work in our school.

Appendix

Curriculum time allocations

KS3 includes Year 7 and 8 and 9

The school operates a two week timetable. The number of hours outlines the curriculum time allocated over the two week period.

SUBJECT	YEAR 7	YEAR 8
Art	2hrs	2hrs
Computing	2hrs	2hrs
Drama	2hrs	2hrs
English	6hrs	7hrs
French	4hrs	4hrs
Geography	3hrs	3hrs
History	3hrs	3hrs
Maths	6hrs	6hrs
Music	2hrs	2hrs
Religious Studies	4hrs	4hrs
Science	6hrs	6hrs
Food/Textiles	2hrs	2hrs

Resistant Materials	2hrs	2hrs
PSHE	50 mins	50 mins
Physical Education	4hrs	4hrs

SUBJECT	YEAR 9
English	7hrs
Maths	7hrs
Science	6hrs
Religious Studies	4hrs
Physical Education	2hrs
PSHE	4hrs
History	3hrs
Geography	3hrs
French or Spanish	4hrs
Art/Drama Carousel	2hrs
IT/Music Carousel	2hrs
Technology - 2x RM per fortnight, 2x Food or Textiles on a carousel	4hrs

Key Stage 4 Curriculum Entitlement - 2021-22

This identifies the 2021-22 curriculum entitlement for all KS4 students. KS4 includes Years 10 and 11. GCSE's start in Year 10, a two year KS4 programme. The school operates a two week timetable. The number of hours outlines the curriculum time allocated over the two week period.

SUBJECT	YEAR 10	YEAR 11
English	8hrs	8hrs
Maths	8hrs	8hrs
Science	8hrs*	8hrs*
Religious Studies	5hrs	5hrs
Physical Education	2hrs	2hrs
PSD	2hr	2hrs
Year 10/11 Option 1	5hrs	5hrs
Year 10/11 Option 2	5hrs	5hrs
Year 10/11 Option 3	5hrs	5hrs

* Additional teaching time for triple science will be scheduled as a period 6 lesson

In Key Stage 4 students have the option of studying the following subjects:

GCSE Subjects:

- Art
- Computing
- Digital IT
- Drama
- French
- Geography
- History

- Music
- Product Design
- Sociology

Vocational Subjects:

- Digital IT
- Food and Cookery
- Sport
- Media
- Performing Arts

Key Stage 5 curriculum subjects

Our Key Stage 5 curriculum offers a mixture of academic A level and vocational level; 3 pathways. Students are full-time students in the sixth form and they must follow a complete programme of study. Beyond their core courses all students in the sixth form attained a personal tutoring programme including PSHE and RSE lessons, core religious education sessions and must take part in the enrichment programme. This comprises personal enrichment activities and community-based activities.

Time allocations for A level and level 3 Btec programmes

A level classes received 5 hours tuition per week and single as do single award Level 3 Btec programmes. Double awards receive 10 hours and treble awards receive 15 hours

We offer the following A level courses

Art and Design (including photography), Biology, Business Studies, Chemistry, Design Technology, Drama, Economics, English Literature, Film Studies, French, Geography, Government and Politics, History, Maths, Further Maths, Physics, Psychology, Religious Studies, Sociology, Spanish,

We offer the following vocational level 3 courses, equivalent to A levels

Business, Health and Social Care, ICT, Media, Performing Arts, Sport

Students receive 5 hours tuition per A level subject per week. Contact time on vocational courses depends on whether they constitute 1 A level, 1.5 A level, 2 A level or 3 A level equivalent.

All students who have not yet completed GCSE Maths or English at grade 4 or better must follow a course to enable them to pass this qualification.

We also offer a bridging course based on studying either business or health and social care

at Level 2 to support students who are not yet ready to take a level three course or to start a college-based programme