Denefield School

Curriculum Policy

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Date of next review	October 2023
Review cycle	Triennial
Policy control sheet updated	Yes
Type of policy	Statutory
Policy owner	Headteacher
Location of policy	Website

Curriculum Policy

Status:
Recommended

Aim

The overarching aim at Denefield is for all students to enjoy Success for Life and the curriculum is integral to achieving this. We aim to ensure that through our curriculum provision, our students are able to become:

Confident, readily seeking new opportunities to develop themselves and believe that they can change things for the better;
Happy with an enjoyment of learning, a clear sense of their own self-worth and an ability to lead safe, healthy and fulfilling lives;
Articulate, with well-developed literacy, numeracy and communication skills;
Resilient, with an ability to demonstrate grit and persevere when faced with challenges;
Ambitious, with high expectations of themselves and the determination to be the best they can be;
Courageous individuals who are creative, resourceful and active problem solvers and are prepared to take measured risks;
Tolerant, appreciating difference;
Empathetic, relating well to others and able to form positive relationships and
Respectful, acting with integrity and contributing positively to society.

Purpose

The purpose of the curriculum is:

- To provide a broad and balanced education for students, prioritising a strong academic core of subjects including English Baccalaureate subjects, as well as providing creative, artistic, technical, sporting and vocational opporutnities for all;
- To encourage ambition in learning at school and ambition toward futures study, apprenticeshps or careers;
- To ensure learning is coherently planned and sequenced, enabling students to accumulate knowledge and skills that can be applied to future learning and employment;
- To support students' spiritual, moral, social and cultural (SMSC) development;
- To ensure students understand fundamental British values (FBV) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- Support students' physical development and responsibility towards their own physical and mental health;
- Promote a positive attitude towards learning;
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support;
- Develop students' independent learning skills and resilience, to equip them for further learning or employment.

Roles and responsibilities:

The Trust Board will:
- monitor and review the curriculum policy;
- review the curriculum intent, implementation and impact through the Standards Committee.

The Headteacher, in conjunction with the Senior Leadership Team, will:
- implement the school's curriculum policy within the school;
- ensure appropriate curriculum provision, including enrichment activities, to meet the needs of all students. This includes disadvantaged students, those with SEND, and the most able;
- ensure that staff are suitably qualified, trained and supported to deliver the curriculum
- monitor curriculum intent, implementation and impact, including through book scrutiny, lesson observations, data analysis and schemes of work reviews;
- Challenge poor performance whether by teaching staff or curriculum leaders;
- consult with the learning and guidance teams regarding curriculum provision proposals as necessary;

The Assistant Headteacher (Inclusion) will:
- ensure appropriate curriculum provision for students with special educational needs and disabilities.

Curriculum/Standards Leaders will:
- ensure that programmes of study, schemes of work and the methodology used in each subject are are well planned and sequenced;
- secure high quality learning, teaching and engagement through use of appropriate teaching strategies;
- identify training needs of, and provide appropriate and effective training for, staff in their areas in order to secure high quality delivery of the curriculum;
- monitor curriculum delivery in their area through book scrutiny, lesson observations, data analysis and schemes of work reviews and challenge poor performance;
- monitor student performance against targets and put in place appropriate intervention where necessary;
- liaise with the Assistant Headteacher (Inclusion) to ensure appropriate cirruculum support for vulnerable students.

Heads of House will:
- deliver high quality and impactful weekly assemblies;
- ensure that the CHARACTER and tutor programmes are delivered by tutors;
- quality assure the provision of the CHARACTER and tutor programmes.
- ensure that appropriate students are targeted for enrichment opportunities;

Class teachers will:
- deliver the curriculum in all aspects to the highest possible standards;
- encourage students to demonstrate the CHARACTER values during lessons;
- secure high quality learning, teaching and engagement through the use of appropriate teaching and learning strategies;
- plan interesting and challenging lessons that keep students engaged and encourage good behaviour;
- monitor student performance against their targets and make adjustments to curriculum delivery to support progress;

- write and contribute to schemes of work as directed by their Curriculum/Standards Leader.

Tutors will:
- encourage students to demonstrate the CHARACTER values;
- deliver the CHARACTER and tutor programmes.
- promote enrichment opportunities;

Curriculum Provision
The school will offer a broad range of subjects and promote styles of learning within the constraints of available funding and principles of best value. The school retains the right to withdraw an advertised course if insufficient numbers are recruited to make the course viable or if there is no staff expertise to deliver the course to the expected standards. The school recognises that some students may have specific needs that may require additional support and funding.

As well as ensuring that students are qualified for life beyond the classroom, the curriculum will also provide opportunities for personal and social development and the development of the school's CHARACTER values. These opportunities will be provided through Success for Life lessons, CHARACTER week, House activities, the CHARACTER and tutor time programmes and other events such as the Autumn Fair, Christmas Market, Careers Fair and Enterprise sessions.

Key Stage 3
In Year 7 and 8 students follow a curriculum which includes all National Curriculum subjects including Religious Studies and Success for Life. There are opportunities for withdrawal from normal lessons for intensive tuition in literacy, numeracy and other necessary skills for students' development. This programme is managed by the inclusion and intervention team. The duration and nature of the Key Stage 3 curriculum is due for review in autumn 2020.

Key Stage 4
From Year 9, all students follow a core curriculum consisting of English, mathematics, science, Success for Life, and PE. Students select from a range of options to complete the remaining time; this includes GCSEs and a range of other academic and high level vocational courses. In Year 11 students also take a module in Self Directed Study. All students who are able are encourage to take the full suite of English Baccalaureate subjects. Students are guided to make the most appropriate subject choices through the structure of the options process and data analysis.

Science at KS4
The majority of students at KS4 study Combined Science, which covers the content of the three sciences: Biology, Chemistry and Physics. A targeted group of students study the Biology, Chemistry and Physics as discrete subjects.

English at KS4
All students study both English Language and English Literature.

Key Stage 5
The school operates an open admissions policy for students aged 16, subject to the availability of appropriate courses and to particular requirements as published in the Sixth Form prospectus. For access on to specific courses, clear entry criteria exist. This supports student progress at post 16, through ensuring that their prior attainment influences which courses they can access and secure success on.

Success for Life – Denefield's Personal, Social, Health and Economic education (PSHE) programme

Statutory Requirements
PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.
- Relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- Health education under the same statutory guidance

This policy also complies with the terms of our funding agreement.

Purpose and intention
The intention of our engaging Success for Life curriculum at **Key Stage 3** is to provide students with the knowledge and tools they need to confidently and happily navigate the twin transitions into secondary school and into early adolescence, and to manage the new opportunities and experiences these bring.

The intention of our engaging Success for Life curriculum at **Key Stage 4** is to provide students with the confidence and self-awareness to become increasingly independent during the middle stage of adolescence, and to be able to happily manage the pressures from themselves, their peers, their school and their society.

The intention of our engaging Success for Life curriculum at **Key Stage 5** is to provide students with the knowledge and tools they need to confidently and happily navigate the twin transitions into adulthood and into further education, employment or training.

Embedded in our Success for Life programme are the Denefield CHARACTER values. As students learn about their world, the issues they will need to consider now and in the future and the world around them, they better understand the importance of developing confidence, happiness, articulacy, respect, ambition, courage, tolerance, empathy and resilience.

Specifically, our Success for Life programme aims to:
- enable students to fulfil their personal and academic potential;
- empower students to participate effectively in society in line with British values as active, informed, critical and responsible citizens;
- develop self-awareness and confidence in coping with the transition from a dependence on parents to taking responsibility for their own lives;
- develop the ability to make considered choices with a positive attitude to their life and to become aware of the opportunities for self-fulfilment in adult life outside the work environment;
- develop the resilience to cope with change, and the ability to develop positive and healthy relationships with other people;
- understand and manage responsibly a wider range of relationships as they mature, including sexual relationships
- to show respect and tolerance for the diversity of people, and differences between them;
- acquire a broader understanding of the opportunities available both in work and education;
- develop skills which will enable them to take greater responsibility in managing their life-long learning and career development plan;
- promote equal opportunity, irrespective of race, gender and disability;

- remain safe and healthy, including having positive mental health and being aware of the dangers of drug and other substance abuse;
- develop practical knowledge and skills to help them become financially aware;
- develop practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood; and
- reflect on their experiences and on how they are developing in line with British values.

Curriculum provision
- The school's Relationships and Sex Education Policy gives details of what we teach
- Appendix 1 gives details of the other aspects of our Success for Life / PSHE provision.

Curriculum Delivery
- At Key Stages 3 and 4, students participate in many Success for Life activities. These consist of daily tutor sessions, weekly assemblies, and weekly Success for Life lessons.
- At Key Stage 5, Success for Life is delivered through daily tutor sessions.
- Where appropriate, groups of students are taken off-timetable to attend sessions with external speakers.
- In the summer term, all students are invited to take part in a CHARACTER week. For students in Year 7 this takes place in the form of a residential and, for other year groups is a timetable of extra-curricular activities that broaden each student's school experience beyond traditional subjects.
- Success for Life lessons are planned by the Guidance Team, using resources and expertise from a variety of sources. Lessons are taught by a range of qualified teachers and, occasionally, by visiting experts and representatives from outside agencies.
- Lessons are designed to be inclusive of all students and, where appropriate, include opportunities to both challenge and support students. All students, regardless of ability or special educational needs are therefore able to access the curriculum. Teaching styles include using presentations and videos to prompt discussion and debate, individual reflection and practical tasks.
- Progress is monitored in lessons using a combination of teacher questioning, written work and evaluations, with feedback generally given verbally to students during lessons and to parents via academic monitoring reports.
- At times, the topics that are discussed with students will be controversial or may prompt difficult questions from students. Teachers of Success for Life lessons are reminded not allow their own personal beliefs and attitudes to influence their teaching.
- Teachers may occasionally raise concerns about their ability to teach certain topics without letting their personal beliefs and attitudes influence teaching. They are invited to discuss their concerns with the member of SLT with responsibility for the Success for Life curriculum.
- For some topics, students may be signposted to organisations that can give support and advice.

Religious Education

Religious Education is an important part of the curriculum. It aims to develop students' knowledge and understanding of the religions and beliefs which form part of contemporary society. It also aims to promote the development of students' CHARACTER values as well as their social, spiritual, moral, cultural (SMSC), mental and physical development. Parents have the right to to withdraw their child from RE lessons; however, this right of withdrawal

does not extend to other areas of the curriculum when issues related to religion might arise.

At Key Stage 3, all students study Religious Education as part of their core curriculum. At Key Stage 4 and Key Stage 5, all religious education is delivered, along with spiritual, moral, social and cultural (SMSC) eduction, as part of the Success for Life programme and the tutor time programme. All students attend a weekly House assembly and take part in a weekly Critical Thinking session. In addition, students are offered the opportunity to study GCSE Religious Studies and A Level Philosophy and Ethics.

Relationships and Sex Education

Details of the school's Relationships and Sex Education (RSE) provision can be found in the separate RSE policy.

Enrichment and Extra-Curricular

Enrichment activities are an integral element of our curriculum provision at Denefield School.. There is a wide range of activities available to all students at Denefield School. These include:

- Sports clubs, training sessions and opportunities to represent the school;
- Music clubs, recitals and concerts;
- Duke of Edinburgh award;
- Greenpower car building and racing;
- Combined Cadet Force (in conjunction with Pangbourne School);
- Autumn Fair;
- Christmas Fair;
- Charitable events such as the Link to Hope Christmas Shoebox Appeal;
- House/School Council;
- Student Ambassadors;
- Comprehensive range of trips and visits within the UK and abroad.

Grouping of Students

Decisions about the principles of grouping of students will be made by the Senior Leadership Team following consultation with the school's learning and guidance teams.

Responsibility for allocating students to classes rests with the respective subject leaders. It is recognised that different decisions will be appropriate for different subjects. Some subjects by necessity or by choice may be taught in mixed ability groups; others may prefer to operate a form of ability-based or gender-based setting. The decisions made will be based upon the following principles:

- groupings will enable all students to access the curriculum at a level appropriate to their potential;
- particular care will be taken to meet the needs of all vulnerable students including disadvantaged students, the most able students and those with special educational needs or disabilities;
- the use of setting should be flexible and will allow students to move between groups if misplaced or assessed to be achieving above the set in which they are placed at that time. Allocation of students to sets will be based upon ability and not simply prior attainment; every effort must be taken to avoid placing a student in a set which reinforces underachievement.

Arrangements for Monitoring and Evaluation
This policy will be reviewed regularly and will be updated in response to new guidance and/or legislation as necessary.

The Senior Leadership Team, with Curriculum/Standards Leaders, will monitor the delivery of the curriculum and will review the curriculum provision annually as part of the Options process and through exam reports and exam meetings. The Guidance Team will monitor the quality of the CHARACTER and tutor programmes on a termly basis through their House impact reports.

The Headteacher reports termly to the Trust Board to enable them to monitor and evaluate the impact of the school's policies, practices and procedures.

Who/what was consulted
The Senior Leadership Team
Department for Education Curriculum Updates

Links to
Assessment, Recording and Reporting Policy
Attendance Policy
Drugs Education Policy
e-Safety and Data Protection Policy
Equality Policy
Exclusions Policy
Extended Learning Policy
Learning and Teaching Policy
Safeguarding, Child Protection and Radicalisation Policy
Relationships and Sex Education Policy
Special Educational Needs Policy

Appendix 1   Success for Life (PSHE)

Curriculum map from September 2020

Denefield School
SUCCESS FOR LIFE

	Autumn 1 **Ambition and Articulacy**	Autumn 2 **Empathy and Tolerance**	Spring 1 **Resilience and Happiness**	Spring 2 **Confidence and Respect**	Summer 1 **Courage and Respect**	Summer 2 **Resilience and Confidence**
Year 7	Developing goal setting, organisation skills and self-awareness: • Personal identity and values • Learning skills and teamwork • Respect in school	Developing empathy, compassion and communication: • Making and maintaining friendships • Identifying and challenging bullying • Communicating online/social media	Developing agency, strategies to manage influence and decision making: • Regulating emotions • Diet and exercise • Hygiene and dental health • Sleep	Developing self-confidence and self-worth: • Puberty and managing change • Body satisfaction and self-concept	Developing assertive communication, risk management and support-seeking skills: • Rights in the community • Relationship boundaries • Unwanted contact • FGM and forced marriage	Developing agency and decision making skills: • Drugs, alcohol and tobacco • Safety • Rules and Laws • Anti-social behaviour
Year 8	Developing risk management skills, analytical skills and strategies to identify bias: • Managing online presence • Digital and media literacy	Developing agency and strategies to manage influence and access support: • Drugs and alcohol • Introduction to contraception • Resisting peer influence • Online choices and influences	Developing goal setting, motivation and self-awareness: • GCSE options • Aspirations for the future • Career choices • Budgeting and risk management • Unifrog	Developing respect for beliefs, values and opinions and advocacy skills: • Stereotypes, prejudice and discrimination • Promoting diversity and equality • British liberty	Developing communication and negotiation skills, clarifying values and strategies to manage influence: • Healthy relationships • Boundaries and consent • LGBT+ inclusivity • 'Sexting' • Managing conflict	Developing agency and strategies to manage influence and access support: • Maintaining positive mental health • Rules and Laws • Anti-Social behaviour (2020-2021)
Year 9	Developing self-awareness, goal-setting, adaptability and organisation skills: • Managing transition to key stage 4 including learning skills • Managing mental health concerns	Developing empathy, compassion and strategies to access support: • Mental health (including self-harm and eating disorders) • Change, loss and bereavement • Healthy coping strategies	Developing self-confidence, risk management and strategies to manage influence: • Friendship challenges • Gangs and violent crime • Drugs and alcohol • Assertive communication	Developing analytical skills and strategies to identify bias and manage influence: • Financial decisions • Saving and borrowing • Gambling, financial choices and debt • Unifrog	Developing assertive communication, clarifying values and strategies to manage influence: • Healthy/unhealthy relationships • Consent • Relationships and sex in the media	Developing decision making, risk management and support-seeking skills • Sexually transmitted infections (STIs) • Contraception • Cancer awareness • Personal safety
Year 10	Developing goal-setting, analytical skills and decision making: • Sources of careers advice • Employability • Identity and the world of work • Unifrog	Developing empathy and compassion, strategies to manage influence and assertive communication: • Relationship expectations • Impact of pornography • Identifying and responding to abuse and harassment	Developing agency and decision making, strategies to manage influence and access support: • First aid and life-saving • Personal safety • Online relationships	Developing goal setting, leadership and presentation skills: • Skills for employment • Applying for employment • Online presence and reputation • Unifrog	Developing respect for diversity, risk management and support-seeking skills: • Nature of committed relationships • Forced marriage • Diversity and discrimination • Extremism	Developing motivation, organisation, leadership and presentation skills, public speaking: • Citizenship project
Year 11	Developing resilience and risk management skills: • Money management – home expenditure • Public expenditure • Fraud and cybercrime • Preparing for adult life	Developing communication and negotiation skills, risk management and support-seeking skills: • Relationship values • Maintaining sexual health • Sexual health services • Managing relationship challenges and endings	Developing empathy and compassion, clarifying values and support-seeking skills: • Families and parenting • Fertility, adoption, abortion • Pregnancy and miscarriage • Managing grief and loss	Developing confidence, agency and support-seeking skills: • Making safe and healthy lifestyle choices • Health promotion and self-examination • Blood, organ, stem cell donation	Developing confidence, self-worth, adaptability and decision-making skills: • Recognising and celebrating successes • Transition and new opportunities • Aligning actions with goals	

Assembly and Tutor Time Planning

2020-2021

			Staff lead
Monday	Year 7	Hall	SSN
Tuesday	Year 8	Hall	ALH
Wednesday	Year 9	Hall	LMY
Thursday	Year 10	Hall	ABD
Friday	Year 11	Hall	ADO / SHS

Day / Year	7	8	9	10	11
Monday	assembly	Current affairs/Quiz	S4L	Current affairs/Quiz	Tutor time
Tuesday	Tutor time	assembly	S4L	S4L	Current affairs/Quiz
Wednesday	Current affairs/Quiz	Tutor time	assembly	S4L	S4L
Thursday	S4L	S4L	Tutor time	assembly	S4L
Friday	S4L	S4L	Current affairs/Quiz	Tutor time	assembly

*Explicit reference to religion to be made

Week beginning	S4L Theme x2 sessions	Assembly	Staff		'Tutor time' – wider world
07 September 2020	Denefield's new normal	Headteacher's message	ETW		Know yourself –KS3 / life skills – KS4
14 September 2020	Democracy and parliament	Headteacher's message	SLT		Student council
21 September 2020	Harvest Festival – Ref. to Paganism, Foodbank collection	International day of peace *	LSN		European Day of languages
28 September 2020	Friendships	Friendship Month	DAV		Choctober
05 October 2020	Mental Health – mindfulness and self soothing	World Mental health day	HOL		How to help others – signposting/follow up activity from assembly
12 October 2020	Black History Month	Black History Month *	ABN		Black History Month
19 October 2020	First Aid	Celebrating success Or United Nations *	HOH		First Aid

02 November 2020	First Aid	Headteacher's message	ETW		First Aid
09 November 2020	Anti-bullying –	Anti-bullying	SSN		Remembrance – importance

	recognising bullying in all its forms	week			of memorials *
16 November 2020	Road Safety	Road safety week	HOL		Diwali *
23 November 2020	Risk taking	Tutor 1			Contacting Emergency services
30 November 2020	Feeling safe	World AIDS day	ABN		Research skills
07 December 2020	Human Rights	Human Rights Day	LSN		Hanukah *
14 December 2020	End of year quiz	Celebrating success	HOH		Christmas/Advent *

04 January 2021	Making mistakes and Putting things right	Headteacher's message	ETW		Interfaith understanding – world religion day
11 January 2021	The power of protest and holding those in power to account – MLK day	Spelling Bee	STT		Spelling
18 January 2021	Importance of good sleep	Tutor 2			Bodhi day *
25 January 2021	Genocide *	Holocaust day *	AMR /LMY		Story telling week *
01 February 2021	Social justice	Tutor 3			Tolerance
08 February 2021	Gender Equality/Equality Act 2010	Int day of women in Science	DAV		Random acts of kindness week *

22 February 2021	Change for the Climate International day of the polar bear	Headteacher's message	ETW		Change for the Climate
01 March 2021	National Careers week	Tutor 4			National Careers week
08 March 2021	International Women's Day – Women for the environment e.g. Greta Thunberg, Anita Roddick	Maths challenge	DGN		Maths challenge
15 March 2021	Change for the Climate Global recycling day	Tutor 5			World poetry day
22 March 2021	Tobacco awareness	Music assembly world piano day	AWS		Music appreciation
29 March 2021	Oral Health	Celebrating success	HOH		Celebrating success

Date					
19 April 2021	Revision skills	Headteacher's message	ETW		Shakespeare Day
26 April 2021	Being assertive and making decisions with confidence	Tutor 6			Jazz music appreciation
03 May 2021	Fair Trade	Tutor 7 Happiness - World laughter day			How to be happy follow up
10 May 2021	Rules and laws	Tutor 8			Justice system
17 May 2021	Disabilities and conditions: seen and unseen	Tutor 9			Disabilities and conditions: seen and unseen
24 May 2021	Volunteering	Celebrating success	HOH		Volunteering
07 June 2021	Bike safety – bike week	Headteacher's message	ETW		Race for Life
14 June 2021	Pride month - discrimination	Pride	LMY/ AFI		Refugee day
21 June 2021	Ageism	Tutor 10			National writing day
28 June 2021	Refugee week	Refugee week			Bad day… what now?
05 July 2021		CHARACTER WEEK			
12 July 2021	Celebrating success		HOH		Celebrating success