
Policy: Curriculum

1. Aims

- 1.1. In line with the school's overall 'Aims and Ethos', West Buckland School aims to provide a broad and stimulating curriculum which challenges every pupil throughout the whole school, encourages intellectual curiosity and independence, and prepares the way for learning throughout their lives.
- 1.2. We aim to ensure that our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, spiritual, physical and artistic and creative education; with subject matter that is appropriate to the age and aptitudes of all the pupils.
- 1.3. We aim to ensure that our curriculum gives students the opportunity to possess the qualifications, skills and knowledge which will enable them to make effective choices about how they live their lives, including their continuing education and employment. In all aspects of the curriculum, students are enabled to develop skills in speaking and listening, literacy and numeracy.
- 1.4. The school's curriculum follows relevant statutory requirements and some subjects follow National Curriculum guidelines in relation to content. While the National Curriculum influences our work, we take full advantage of our independence to provide wide ranging and stimulating experiences for our children.
- 1.5. The school offers a wide range of extracurricular activities, which provides the basis for broadening and enriching the experience offered through the formal curriculum.
- 1.6. West Buckland establishes a positive, supportive and secure environment in which children can learn and develop, together with a School ethos which promotes in all pupils a sense of being valued, listened to and respected. Activities and opportunities within PHSE equip pupils with the skills they need to stay safe from abuse and which will help them develop realistic attitudes to the responsibilities of adult life. The PHSE programme is updated annually to reflect the requirements of the KCSIE guidance. Furthermore, the school supports students to build resilience to the risks presented by safeguarding and welfare issues such as online safety, by providing a range of opportunities to learn about these issues, through assemblies, tutor time and the curriculum. This is delivered through the E-Safety Programme and reviewed by the E-Safety and IT Committee.
- 1.7.

2. Years 7 to 9

- 2.1. The emphasis in these important years is on breadth and enabling pupils to study a wide spread of subjects. Pupils are taught in mixed ability classes, except in English, mathematics and modern languages where pupils placed in sets according to ability.
- 2.2. Modern foreign languages are seen as an important curriculum area with pupils studying French and Spanish from Year 7¹.

¹ A small number of pupils will study French or Spanish, and take 'Language for Life' lessons in place of the second of the two modern languages.

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2.3. Sciences are taught as separate subjects (biology, chemistry, physics) rather than as 'science' throughout this age phase and beyond. The following table shows the periods allocated to subjects in Years 7 to 9. Periods are 35 minutes in duration.

Subject	Year 7	Year 8	Year 9
English ²	5	4	4
Mathematics	5	5	5
French ³	3	3	4
Spanish	3	3	4
Biology, Chemistry, Physics	2 per subject	2 per subject	2 per subject
Geography, History, RS	2 per subject	2 per subject	2 per subject
Art & Design	2	2 periods for two thirds of the year.	2 periods for half a year.
Design & Technology	2 periods for two thirds of the year.	2	2 periods for half a year.
Drama	1	1	2 periods for half a year.
Music	1	2	2 periods for half a year.
Computing & Information Technology	2	2	2
Games	4	4	4
Physical Education	1	1	1
Food & Nutrition	2 periods for one thirds of the year.	2 periods for one thirds of the year.	0
Tutor Period (PHSE)	1	1	1

² Also ESL lessons for International students

³ A small number of pupils do not study French or Spanish, but join Language for Life lessons.

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3. Years 10 to 11

- 3.1. A greater element of choice becomes important at this stage of education, and the school endeavours to shape the curriculum to ensure that the students can develop their special strengths and interests.
- 3.2. English (examined as English Language and English Literature) and Mathematics are compulsory elements of the curriculum. Students are expected to opt for at least one modern language (French and/or Spanish), and to opt for at least two science subjects.

Subject	Year 10	Year 11
English	5	5
Mathematics	5	5
Options: Seven subjects selected from Biology, Chemistry, Physics, French, Spanish, Business Studies, Geography, History, Religious Studies, Art & Design, Computing, Design & Technology, Drama, Music and Physical Education	4 per subject	4 per subject
Games	2 and 4 alternating weeks	2 and 4 alternating weeks
Careers	-	1
Enrichment (PHSE)	1	-

4. Sixth Form

The majority of students study four subjects for AS-level leading to three at A2-level. However, where appropriate, some will begin Year 12 taking three AS-level subjects; some students opt to continue with all four subjects for A2-level. The school adapts the option blocks to match the subject choices made by the students.

5. Enrichment and Extension of the Curriculum

- 5.1. The formal academic curriculum for all pupils, including those in the Sixth Form, is enriched and extended by a diverse programme of extracurricular activities which includes intellectual, creative and sporting activities, opportunities for personal development, preparation for life beyond school, leadership and character building. These are viewed as an essential aspect of the school's full curriculum for pupils of all ages.
- 5.2. For more detailed information please refer to the Curriculum Handbooks for Years 7-9, Years 10-11 and Sixth Form on the school website. Hard copies are also available on request. (http://www.westbuckland.devon.sch.uk/senior_school/academic/curriculum/).

6. Religious Education

- 6.1. Religious Studies is a compulsory part of the curriculum for all pupils in Years 7-9. The scheme of work reflects strongly the school's Christian foundation, but does include the study of other religious traditions and philosophies.
- 6.2. Religious Studies is not a compulsory subject in Years 10-13; but is available as a GCSE and A-level option. All students are able to experience the spiritual life of the school through

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assemblies and other corporate acts of worship, Christian Union and other features of the extracurricular life of the school. These form part of the religious education of pupils.

- 6.3. Parents have the right to withdraw their children from aspects of religious education on application to the Headmaster.

7. Personal, Health, Social and Citizenship (PHSE)

Personal, social, health and citizenship education (PHSE) reflects the school's aims and ethos. It is delivered in a single period per week by tutors in Years 7-9, and by a specialist team of PHSE teachers in Years 10, 12 & 13 (under the title of 'Enrichment'). Use is also made of outside specialists to deliver this programme. A summary of the scheme of work can be seen as an appendix to this policy. More information regarding PHSE provision is available on the school website in the 'Policies & Documents' section.

8. Sex and Relationships Education

- 8.1. The school provides sex and relationships education in the curriculum for all pupils, in which pupils are encouraged to consider and develop moral principles and taught to recognise the value of family life.
- 8.2. A full statement of the school's Sex and Relationships Education Policy is available to parents. It has regard for the government's guidance in Sex and Relationships Education Guidance (0116/2000).
- 8.3. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex and relationships education provided without giving reasons.

9. Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Any political issues that may be introduced are presented in a balanced manner.

10. Careers Education, Information, Advice and Guidance

- 10.1. Careers Education, Information, Advice and Guidance is provided through a discrete timetabled period in Year 11, and as part of the PHSE programme throughout the school. There is a Head of Careers and Higher Education, to whom all pupils have access, as well as a wide range of guidance and reference materials relating to careers education and career opportunities in the library, online, via monthly newsletters elsewhere.
- 10.2. The school draws upon the careers advice and work experience opportunities of the wider community, including parents, alumni, local employers and friends of the school. Working in association with the West Buckland School Foundation, the school invites alumni to come into the school to talk to students about their careers in a Friday lunchtime programme that continues throughout the year. In addition, recent alumni who are still in higher education speak to Year 12 students about their experiences of life at college or university. For those students in Year 10-13 who are unable to secure their own work experience placement, the school uses a local organisation to help facilitate this at any location in the South West.

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11. PE and Games

All pupils below Sixth Form are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. Sixth formers are encouraged to participate in sport and physical education; opportunities are offered within the timetable as well as part of the extensive extracurricular programme which makes provision for pupils of all ages.

12. Homework (Prep)

12.1. Homework is an important part of the week's programme, and needs to be given priority of time and place by the pupils. A timetable for homework is devised to meet the differing needs of each year group. Homework serves a number of purposes:

- a) encourages pupils to develop the skills, confidence and motivation needed to study effectively on their own;
- b) provides opportunities for the memorisation of basic rules or vocabulary;
- c) provides opportunities for increasing skill speed, used for improving pupils' abilities to apply skills in more complex situations;
- d) deepens understanding of a concept - providing pupils time to read further, elaborate on a new idea and expand their understanding;
- e) creates time for preparation for the following day's learning - to increase readiness for new information.

12.2. As guidance, the average time that the school expects a pupil to spend on homework is as follows:

- 25 minutes per subject in Years 7-8. Usually 2 or 3 subjects per night.
- 30 minutes per subject in Years 9-11. Usually 3 or 4 subjects per night.

12.3. Members of Year 12 are expected to devote at least 3½ hours per subject each week to private study both at home and during in school private study periods. In Year 13 this allocation rises to 5 hours per subject.

13. Equal Opportunities

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

13.2. In accordance with the school's Entry Criteria (available on the school's website) children are admitted to the school if, following an assessment, it is considered that the school can meet the child's needs. This includes children with an Education, Health and Care Plan.

13.3. Disabilities: in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has a policy regarding access for pupils with Special Educational Needs/Disabilities (SEND) which is on the school's website in the 'Policies & Documents' section, and available to parents on request.

13.4. Education, Health and Care Plans (EHCPs)/Statements of SEND

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- a) The school aims to ensure that children who have EHCPs receive an education which fulfils the requirements of their plan.
- b) There is an annual review of each EHCP conducted by the Head of Learning Support, in consultation with academic and pastoral staff within the school, and in conjunction with parents, the Local Educational Authority's representative and other appropriate staff.

14. Special Educational Needs and/or Disabilities (SEND) and Able, Gifted and Talented pupils

- 14.1. The school has a SEND policy for all pupils who may require additional educational support, including pupils with an Education, Health and Care Plan (EHCP). This policy is available on the school website in the 'Policies & Documents' section and should be read in conjunction with this Curriculum Policy.
- 14.2. Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, sexual orientation, race, disability, religion or belief.
- 14.3. In accordance with the school's Entry Criteria (available on the school's website) children are admitted to the school if, following a successful assessment, it is considered that the school can meet the child's needs. This includes children with a Statement of Educational Needs/EHCP.
- 14.4. Disabilities: in accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has a policy regarding access for pupils with disabilities which is on the school's website in the 'Policies & Documents' section, and available to parents on request.
- 14.5. Statements of Educational Needs:
 - a) The school aims to ensure that children who have a Statement of Educational Needs/ EHCP receive an education which fulfils the requirements of their statement.
 - b) There is an annual review of each Statement of Educational Needs/ EHCP conducted by the Head of Learning Support, in consultation with academic and pastoral staff within the school, and in conjunction with the Local Educational Authority's representative, parents and the student if appropriate.

15. Special Educational Needs and/or Disabilities (SEND) and Able, Gifted and Talented pupils

- 15.1. The school has a SEND policy for all pupils who may require additional educational support, including pupils with a Statement/EHCP. This policy is available on the school website in the 'Policies & Documents' section and should be read in conjunction with this Curriculum Policy.
- 15.2. Differentiation: a variety of differing teaching and learning methods and materials is used in all courses to suit pupils' different needs. There is a sensitive and creative adaptation of the curriculum to suit all students' aptitudes and abilities.
- 15.3. Able, Gifted & Talented: The school maintains a register of those it considers to be 'Able, Gifted & Talented'. In line with the concept of a growth mindset, this register will be termed a register of 'higher starters' and will be compiled by the Director of Studies on the basis of entry assessment scores, CEM assessment data, internal examinations and teacher

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- recommendation. The register, which is subject to annual review, is an internal document to assist in monitoring the provision and progress of 'Able, Gifted & Talented' pupils.
- 15.4. The school believes that the needs of all pupils can be successfully catered for by differentiation within the curriculum, and departments are expected to find appropriate ways to 'stretch and challenge' pupils in an inclusive way. There is a range of extra-curricular activities arising from subject-based clubs, music, drama and sport that also provide extension for all pupils, including 'Able, Gifted & Talented'.
- 15.5.
- 15.6. There is a range of extra-curricular activities arising from subject-based clubs, music, drama and sport that also provide extension for all pupils, including the 'able', 'gifted' and 'talented'.
- 15.7. English as a Second Language: those students for whom English is a second language follow a curriculum adjusted to their needs. Those who require it have their own English language provision, and are also withdrawn from other subjects, such as Modern Foreign Languages, for that provision. Instruction in all subjects is in English.
- 15.8. More information regarding ESL provision is available on the school website in the 'Policies & Documents' section.

16. Concerns and Complaints

Parents who have concerns about, or would like to know more about, any aspect of the curriculum should normally discuss these in the first instance with the Director of Studies. If the issue is not resolved, parents may raise the matter with the Headmaster.

Author/Updated by: Mr C J Burrows

Date: May 2017

Next Review Date: September 2018

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Appendix: PHSE and Enrichment

PSHEE Curriculum Statement: West Buckland School

PSHEE education is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHEE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The West Buckland PSHEE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition, the learning provided through a comprehensive PSHEE education provision is regarded as essential to safeguarding our pupils.

PSHEE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Aims

The overarching aim for PSHEE education is to provide pupils with:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.

Subject Content

The three overlapping and linked 'Core Themes' (Health and wellbeing, Relationships, living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage Learning. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

PSHEE education will respect and take account of pupils' prior learning and experiences. Programmes reflect the universal needs shared by all children and young people as well as the specific needs of the

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pupils in the school. PSHE education is taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

Enrichment/PHSEE: Structure 2018-19

This is the structure as it will exist from September 2018. This document sets out the responsibilities of the Team Leaders within this structure.

KS3 Team

Year 7: ANK (team leader) – PHC, ERH, AWP, SJF

Year 8: DS (team leader) – DGP, KAH, ER, LHN

Year 9: JOB (team leader) – PJB, CM, MJB, ANK

As a guideline, team leaders should spend about half of the PHSE sessions in the classroom. Such classroom activities may involve:

- Delivering a topic(s), e.g., sex education, puberty talk
- Covering for an absent member of the team
- Observing members of the team
- Team teaching

The team leaders are also responsible for oversight of the delivery of the existing scheme of work and for revision of the scheme of work as directed by the Head of PHSE (DS). In order to carry out these duties, team leaders are given a timetabled PHSE period.

Year 10 Team

DS (team leader) – ANC, PHC, JOB, HEC

Year 11

DS – Enrichment is no longer a dedicated subject in Y11, but DS will arrange guest speakers during the course of the year as directed by Pastoral Deputy. The Autumn Term "Field Day" will be dedicated to Y11 Enrichment.

Year 12 & 13 Enrichment

DS (team leader) – YH (Enrichment), MTB (Careers), GJM (Careers)

DS runs Sixth Form Enrichment day-to-day.

Programmes of Study: Over page

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	Autumn term	Spring Term	Summer term
Year 7	Settling in to WHSB Promoting Emotional Health Two Lessons Work - Life Balance "About Me" Personal Qualities Self Esteem Role Models "This is me" Puberty (genders are split) Bullying Bullying Scenarios/How to Stop Bullying	E- safety Cyberbullying The effect of one cigarette A cigarette is more than just tobacco Resisting peer pressure to smoke The strengths of alcoholic drinks The laws about alcohol The short and long term effects of alcohol Friendships and peer relationships Healthy Living	Revision Strategies Money Matters: Budgeting Money: Special Offers E-Safety Being Impersonated CSE: Online gaming: Who are you playing with? British Values: Prevent radicalisation British Values: Individual Freedom British Values: What is the law? "This is me" – reflecting on the year Looking back, looking forward
Year 8	Introductions and Ice-Breakers 50 Things to do before you're Twenty! Alphabet of a Teenager Performance Review of Alphabet Performance Becoming a Teenager Becoming a Teenager – Resilience Bullying Personal Safety (Online Safety) Fire Safety (D&S Fire Service) E-Safety – "Frapping" E-Safety – "Sexting"	Mental Health: Poor Coping Techniques Mental Health: Good Coping Techniques British Values: Rights and Responsibilities British Values: Prevent Radicalisation Healthy Living Personal Fitness British Values: Prejudice vs Tolerance Finances, taxes and rights "Life outside the bubble" – Global awareness	British values: Democracy v Dictatorship CSE: Exploitation Relationships: Just good friends Dating Peer Pressure Qualities in a relationship Decisions Under Pressure Careers: Personal Qualities

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<p>Year 9</p>	<p>Effective Habits for Life: Introduction (4 lessons) Careers and GCSE options (5 lessons)</p> <p>Mental Health and Well Being – The Samaritans Britkid –British society and culture.</p>	<p>Online Safety - Chatguide Sexual education on rota with body image STI Game Mental Health: Mindfulness</p>	<p>Abortion awareness and debate CSE: Worst Case scenarios and staying safe on social media. British Values: The British Political System British Values: Voting (democracy) Respect Activity British Values – Prevent Radicalisation British values – children’s rights in third world child labour. British values: individual rights</p>
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	Autumn term	Spring Term	Summer term
Year 10	Alcohol Awareness Illegal Drugs (semi) Legal Highs Emotional wellbeing and resilience Mental health depression Mental health anxiety Mental health body image Mental health achieving happiness Study skills delivered during tutor time	Healthy and unhealthy relationships Sex and relationships Sexual bullying Growing up gay Practical economics	Radicalisation and extremism British values – Tolerance Careers
Year 11	<p>Off Timetable and speakers as available</p> GCSE Revision Techniques (Outside Speaker) Drugs and alcohol awareness (Outside Speaker) Sexual Relations and the Internet (video) Guest Speaker: DSFRS, Road Safety (Outside Speaker) Sexual Consent, DCP (Outside Speaker) Study skills is delivered in tutor time in the Autumn term		

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	Autumn term	Spring Term	Summer term
Year 12	Study Skills (Teacher Led) Study Skills (Y13 Led) Michael Griffin –Study, stress and Music Political Awareness Alis Testing NHS blood and organ donation North Devon Hospice Employability, CV’s and LinkedIn registration (on rota) Royal Navy Dr. A. Jeffrey: Forensic Pathology Bullying and protected characteristics delivered during tutor time Safeguarding – e-safety delivered during tutor time.	Wasted Youth: Peter hall Alternatives to university Phil Leonard, D and C Police: Kayleigh’s love story Degree apprenticeships: Applegate Overseas universities Universities in Europe Universities in the UK the UCAS process Choosing universities and course: Plymouth university UCAS exhibition	Mike Leverton – Street Awareness (rota) Why we fight Researching universities and booking open days Teenage cancer trust Angela Findlay: The second world war through the eyes of an ordinary German family Personal statements 4 lessons

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<p>Year 13</p>	<p>Political awareness: Tolerance vs radicalisation HE the application process HE employment applications 3 weeks</p> <p>University – Work/Life Balance Michael Griffin – study, stress and music HE employment applications 3 lessons University: Risky behaviour Royal navy Careers: Employability and CVs two lessons Bullying and protected characteristics delivered during tutor time Safeguarding – e-safety delivered during tutor time.</p>	<p>Wasted youth Phil Leonard, D and C Police: Kayleigh’s love story Replying to offers and student finance: fees, loans, grants, bursaries and scholarships. STIs – Prevention and Guidance HE: Plymouth University – Budgeting at University Media Manipulation Post Graduate Studies at University Political Correctness at University</p>	<p>Results day: confirmation and clearing Angela Findlay: Crime, Prison and Reoffending the role arts can play. HE: Preparation for University Katherine Jones: The alexander technique 2 sessions.</p>
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