



CROWN HILLS COMMUNITY COLLEGE

A Specialist Sports College and Training School

School Policies

Policy title	Curriculum Policy
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Written on		Reviewed on	May 2017	Next review due	April 2018
SLT link	C Bailey	Governor link			

Copies in	Policies folder ✓	Handbook	Student planner	Website
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CROWN HILLS - OUR AIMS AND VALUES

A full copy of our whole college aims and values can be viewed via our online Prospectus. These aims and values have been devised after considerable discussion between teachers, governors, parents and students. They should underpin all aspects of life in the College in general and the curriculum in particular.

CROWN HILLS CURRICULUM

This curriculum is underpinned by sound educational principles and allows significant flexibility for growth and change of emphasis as the need arises.

Students at Crown Hills are entitled to a good education and the chance of real achievement. The curriculum should provide the means of delivery. To this end the Governing Body has adopted the LA Curriculum Statement.

Main Principles:

- BREADTH
- BALANCE
- COHERENCE
- RELEVANCE
- DIFFERENTIATION
- PROGRESSION

Our curriculum also has to take into account a considered view of the law of the land, but will go beyond the requirements of the National Curriculum. We will set up a coherent and flexible structure that allows for change in as natural and organic way as possible. Rather than concentrate solely on subjects, we will incorporate the following as the ingredients for a good curriculum:



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AREAS OF EXPERIENCE	NATIONAL CURRICULUM	WIDER THEMES
Aesthetic	Art, Music, Dance, Drama	RS
Human/social	English, Geography, History	Community Education Economic & Industrial Understanding
Linguistic/literacy	English, Languages	Diversity, Equal Opportunities
Mathematical	Mathematics	Economic
Moral	Lifeskills, RS	Personal, Social & Health Education, Careers Ed, Citizenship
Physical	PE	Health Education, Citizenship
Spiritual	RS	Environmental Education
Scientific and Technological	Science, Technology	Information Technology Environmental Education

We will combine these ingredients into a workable and coherent curriculum, Thematic cross-curricular learning is facilitated by the Zone Enquiry learning projects.

SMSC As a school we aim to provide learning opportunities that will enable pupils to:

Spiritual Development

- Sustain their self-esteem in their learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Experience moments of stillness and reflection
- Discuss their beliefs, feelings, values and responses to personal experiences
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life

Moral Development

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Distinguish between right and wrong
- Show respect for the environment
- Make informed and independent judgements



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Social Development

- Develop an understanding of their individual and group identity
- Learn about service in the school and wider community

Cultural Development

- Recognise the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- Develop an understanding of their social and cultural environment
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions

CROWN HILLS CURRICULUM STRUCTURE

The structure that we have devised to implement our curriculum is as follows.

Key Stage 3: Years 7 & 8

In the first two years we have a compulsory curriculum of ten subject courses. We see all as equally important in the development of children between the ages of eleven and fourteen. All students, boys and girls, take all subjects. The college policy allows for teaching in both mixed and same ability groups when considered appropriate.

Lesson allocation: (30 period week)

4	English
4	Humanities (History, Geography & RS)
4	Mathematics
3	Modern Foreign Language
3	Physical Education
3	Expressive Arts (Art, Dance, Drama & Music)
3	Science
3	Technology
2	Life Skills (Careers, Citizenship, PSHE)
1	ICT



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Key Stage 4: Years 9, 10 & 11

In Years 9, 10 and 11 students are put into groups according to faculty criteria; this includes mixed ability and setting.

Lesson allocation: (30 period week)

Compulsory:

- 5 English Language and Literature 4 Mathematics
- 3 Physical Education
- 5 Science (Double Award). Triple Sciences offered for the most able scientists
- 2 Life Skills
- 6 **Optional: 2 subjects from:** History, Geography, Religious Studies, GCSE Citizenship and MfL)
- 6 **Optional: 2 subjects from:** Drama, Art, Dance (BTEC), Music (BTEC), Graphics, Industrial Product Design, Food, ICT, Sport (BTEC)

Some students will have the option of following a Foundation Learning programme. This is a credit-based programme combining elements of personal and social developments with vocational education and functional skills in ICT, Maths and English.

Monitoring, Evaluation & Review:

The curriculum is under constant review to ensure we best meet the needs of our students. The college will use its policies on marking, recording, assessing and reporting to assist in these processes.

Homework:

We expect students to do homework on a regular basis. There are whole college guidelines on homework in the Prospectus and Staff Handbook. In KS3, homework for English and Maths will be set on a weekly basis. Other subjects set 2 week homework projects. There will be a timetable available on the College website showing this information. In KS4 homework is set weekly by subject. Students are given a week to complete most homework tasks.

Religious Education:

This is taught as a subject within the Humanities Faculty to all students. The aims of the course are to provide all students with knowledge of the world's major religions and to give them the opportunity to explore and examine their own beliefs and values.

The religious education will be non-denominational in accordance with the Act; however it is permissible under the Act for students to be taught about denominational difference.



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The religious education provided will, as far as is possible, be in accordance with Leicestershire's Agreed Syllabus, which has been drawn up and approved by representatives of all faiths as a new Religious Education Syllabus for Leicestershire Schools.

Learning Support & Special Educational Needs:

A variety of means are used to help students overcome any difficulties that they have. Sometimes they get individual help, sometimes help in small groups and sometimes help in lessons. See the College learning support policy.

Sex Education:

The College Governors have decided that they do wish the College to undertake Sex Education in accordance with their powers under the 1986 Education Act. Sex education takes place formally in Science and Health Education. In year seven reproduction is taught as a bodily function together with respiration, digestion and other bodily functions. In year nine sex education is taught as a part of the Health Education course that each student takes. The course includes: puberty and related problems, conception, birth and AIDS. In years ten and eleven sexual reproduction, contraception abortion and sexually transmitted diseases are taught as a part of the Dual Award Science GCSE. In all cases sexual reproduction is treated factually, just like any other topic.

(cf Relationships and Sexual Education policy)