



Carre's Grammar School A Robert Carre Trust School

Curriculum Policy

The Robert Carre Trust (RCT) Curriculum Statement

The Curriculum Statement has been agreed by the Trustees as the 'touchstone' against which any evaluation of the curriculum is made (evaluation of both provision and impact) and any review and subsequent development of the curriculum is undertaken.

It is our ambition that all students leave RCT schools having achieved their academic potential as well as being fully prepared for their next stage in education, or for work, and having acquired an enthusiasm for lifelong-learning.

Our Trust's schools provide a broad, balanced and relevant curriculum that offers the very best academic (and where appropriate vocational) progression pathways and ensures that the learning needs of each child are taken into account and that the development of the whole child is addressed.

Our commitment is to offer a broad range of opportunities for all students to gain experiences, learning outside the classroom as well as within. The provision of a curriculum which provides enrichment through cultural and sporting pursuits is a key feature of the RCT offer and we seek to continue to develop partnerships locally, nationally and internationally to extend these opportunities.

By encouraging **creativity alongside application, honesty, sensitivity, compassion and moral and spiritual self-awareness**, we believe that we will ensure that our students will develop the capacity to meet the challenges of the modern world and lead happy, healthy and fulfilling lives, making the best of their talents.

The curriculum provided by our schools actively seeks to support the development of students' abilities in the following key areas: **creative thinking, effective participation, reflective learning, independence, resilience, tolerance of diversity, curiosity, self-management and team work.**

The curriculum also actively seeks to enable all students to demonstrate through their actions the three key Trust values of:

- ☐ **Respect** – the celebration of diversity within individuals, cultures and organisations
- ☐ **Commitment to excellence** – aspiration to the best they can achieve
- ☐ **Trust** – the underpinning of all of their relationships with trust.

We believe that the supportive and welcoming atmosphere of Trust schools helps our students enjoy learning, achieve well and develop good relationships with others. We seek to combine this with challenge to encourage students to take increasing responsibility for themselves and for others around them as they grow and develop.

The Robert Carre Trust schools provide an environment in which young people are expected to work hard, behave well, demonstrate responsibility and discipline, and share in the caring ethos and community values of their school.



Aims

The school aims to:

- ☐ ensure that students develop the essential literacy, numeracy and communication skills;
- ☐ provide students with a full and rounded education;
- ☐ foster students' creativity and develop essential skills, including learning skills;
- ☐ promote a healthy lifestyle;
- ☐ inspire students to a commitment to learning which will last a lifetime; and
- ☐ promote the highest standards in all learning and teaching.

As an Academy, the Curriculum broadly meets the requirements of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and of society and prepares our students for the opportunities, responsibilities and experiences of adult life.

Students are expected to acquire skills in speaking and listening, literacy, numeracy and communication skills. Curriculum provision includes:

- ☐ Personal Development, education reflecting the school's aims and ethos (including Sex and Relationships Education);
- ☐ Religious Education for all students – branded as Ethics & Philosophy;
- ☐ appropriate careers guidance and enterprise education;
- ☐ appropriate programmes of activity for students who are above the compulsory school age.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex (within the Joint Sixth Form), race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs.

Subjects Offered

KS3 English, Mathematics, Science, Modern Foreign Languages, Geography, History, Ethics and Philosophy (EP), Information and Communications Technology (ICT), Art and Design, Design and Technology, Music and Physical Education (PE) and Personal Development (PD).

KS4 All students study English, Mathematics, Science, EP, Personal Development (PD) and PE with additional options usually comprising of four subjects which must include a Modern Foreign Language. Additional GCSE courses are based on preference from Art and Design, History, Geography, Business Studies, Music, a second language, Design and Technology, PE and Computing. Engineering and Sport (Cambridge Nationals) are also offered.

Post-16 A range of courses is offered through the Joint Sixth Form and access is on the basis of the individual requirements of courses and negotiated with the Head of Sixth Form.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- ☐ allow a student to participate in extended work-related learning;
- ☐ allow a student with individual strengths to emphasise a particular curriculum area; and
- ☐ allow a student making significantly less progress than other students of his/her age to consolidate

his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the student and parent.

Religious Education

Religious Education (taught as Ethics & Philosophy) is available to all students. Parents have the right to withdraw their children from Religious Education.

Collective Worship

All students are expected to take part in collective worship. The school has a programme of collective worship involving some whole-school assemblies, Key Stage assemblies, year assemblies and tutor group assemblies.

Relationships and Sex Education (RSE)

The school provides Sex Education in the basic curriculum for all students, in which students are encouraged and guided by moral principles and taught to recognise the value of family life in its diversity.

A full statement of the school's Sex Education Policy is available to parents. It has been drawn up in consultation with staff, students and parents, and takes into account the views of representatives from the community. It has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the Sex Education provided without giving reasons.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE and Games

All students are expected to take part in the school's Physical Education and Games programme. Students 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.

Extra-Curricular Activities

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All students are expected to take part in the programme.

British Values

These are incorporated into whole school and individual year group assemblies as well as various different departmental areas.

Independent Learning

Students are expected to develop their learning in the home setting through activities set at school. This work is intended to help develop each student's ability to study independently, to help reinforce work covered in school, and to help staff identify where difficulties are being experienced.

In Key Stage 3, in addition to specific tasks that may be set by subject areas, all subjects have identified independent learning tasks that students should be completing on a regular basis. Typically, a Key Stage 3 student should be completing between one to one and a half hours of study per night. Tasks are recorded in the student planner. If your child is regularly spending appreciably more or less time on work than this, parents are asked to inform the Form Tutor. In Key Stage 4 students should expect approximately two hours work each night.

Failure to complete independent learning work satisfactorily may result in sanctions consistent with the Discipline Policy outlined in Behaviour for Learning.

A variety of tasks are set for independent learning and there may be occasions when personal research or wider reading is set, which may spread over a longer period of time.

Facilities are available at school for students to work in their lunch hour. We encourage this as it means students are prioritising and organising their own time.

Special Educational Needs

The school has a Special Educational Needs Policy for all students with individual needs. The school will determine the appropriate courses in consultation with the parents.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the student's tutor and, if unresolved, discuss the matter with the Head of Department or Head of Year

If the issue is not resolved parents should make an official complaint in writing to the Executive Headteacher.

Monitoring and Review

This policy will be monitored by the Deputy Headteacher, who will report to the Executive Headteacher on its implementation on a regular basis.

The Executive Headteacher will report to the Local Governance Tier on the progress of the policy and will recommend any changes.

Approved by the CGS Governors on 3 July 2023

Review date: July 2024 (annually)