



Curriculum Policy

December 2021

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Responsible Officer	Assistant Headteacher

1. Rationale

Heolddu Comprehensive School provides a curriculum which is balanced and broadly based. The curriculum includes timetabled activities and extra-curricular experiences and activities which promote the spiritual, moral, cultural, mental and physical development of all its learners and prepares them for the opportunities, responsibilities and experiences of adult life.

Aims:

- Cater for the needs of individual children from all ethnic and social groups, including those with additional learning needs
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain exciting and stimulating learning experiences that have at its core the Four Purposes for education in Wales
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the experiences that she/he is asked to engage with

2. Key Stage 3

The Key Stage 3 curriculum complies with the requirements of the National Curriculum (2008) and Literacy and Numeracy Framework

At Key Stage 3 (KS3) the school curriculum consists of:

- Core subjects – English, Mathematics, Science
- Foundation subjects – Art, Design and Technology, Geography, History,
- ICT, Modern Foreign Language, Music, Physical Education and Welsh
- Second Language
- Religious Education
- Personal & Social Education which includes sex education and Careers and the World of Work

Pupils make 3 option choices at the end of key stage 3. They are provided with significant information from teachers and receive a prospectus for them to make informed choices for key stage 4. No pupils are allowed to submit their option choices until the dedicated year 9 options parents meeting has taken place. Pupils receive free choice which leads to subjects being placed in option lines designed to reduce clashes and provide as many of the cohort as possible with the opportunity to follow their first choice of option subjects.

3. 14-19 Curriculum|

The school complies with the requirements of the Learning and Skills (Wales) Measure 2009 for learners aged 14-19 years, in addition to the National Curriculum (2008) at Key Stage 4.

4. Key Stage 4

At KS4 the school curriculum consists of:

- Mandatory subjects: English, Mathematics, Science, Religion, Ethics and Diversity, Physical Education, and Welsh second language,
- PSE (including sex education), Careers and the World of Work and Wales, Europe and the World.
- A broad range of optional subjects leading to external qualifications.
- All pupils follow the Welsh Baccalaureate, which includes the Skills Challenge Certificate at either Foundation or National level

5. Sixth Form

The 6th form is open to all learners who wish to make an application and is part of the Upper Rhymney Valley Consortia.

The Sixth Form curriculum consists of:

- A broad range of courses leading to external qualifications.
- The Welsh Baccalaureate Advanced Skills Challenge Certificate

In line with the increased flexibility, introduced by consortia arrangements, pupils are given a 'free' option choice although considerable impartial advice and guidance is provided to help pupils choose a broad and balanced curriculum but also one which is relevant and appropriate to their chosen pathway and career aspirations. Schools in the consortia will then produce a coordinated set of option lines from which pupils can make their final choices.

6. Assertive mentoring

Through morning registration all pupils are assigned a personal mentor. There are half termly assertive mentoring sessions based on pupil data such as attainment, approach to learning and attendance. These sessions facilitate removing barriers to learning and target setting to maintain and improve pupil standards.

7. The Welsh Dimension and Cwricwlwm Cymreig

In planning the curriculum, the school provides a distinctive Welsh dimension and Cwricwlwm Cymreig underpins the whole curriculum for all learners, helping learners to understand the distinctive quality of living and learning in Wales enabling them to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

8. Alternative Provision

The school recognises that some students will require an alternative curriculum for many different reasons. The school will act promptly with outside agencies to ensure that the best interests of the student are looked after. Each year a small number of pupils may require referral to the CCBC EAOTAS for provision in facilities such as the two Learning Pathway Centres.

9. The principles on which the Curriculum should be designed

- a) It is a basic and fundamental principle that the curriculum of a school, in both its content and delivery, should reject discrimination against pupils on grounds of sex, race, religion, ethnicity or culture.
- b) The Governing Body believes that the purposes of the Heolddu Curriculum are to provide:
 - A curriculum for our Learner that is authentic, develops positive attitudes to learning, prepares learners for life and work and develops high expectations of ourselves and others
 - A curriculum for knowledge that focuses depth over content, is built on robust pedagogy, makes authentic connections between subjects and maintains the integrity of individual subject disciplines.
 - A curriculum for our community that makes us proud of who we are and what we represent, develops kindness and empathy, develops respect for our heritage and encourages collaborative working with our neighbours.
- c) The Governing Body expects that in the delivery of the curriculum, opportunities will be given to every pupil to be involved in each of the following main areas of learning and experience:
 - Mathematics
 - Languages, Literacy, and communication
 - Expressive arts
 - Science and technology
 - Health and wellbeing
 - Humanities

These are not to be seen as discrete elements to be taught separately in isolation one from the other. They provide a checklist for curriculum planners against which individual syllabuses, cross-curricular and cross-modular activities, informal activities and the learning ethos can be judged.

- d) The Governing Body endorses the fundamental principles which must be applied to the curriculum. In this context the curriculum must have the following qualities:
 - The curriculum must be broad. It must introduce the pupils to a wide range of knowledge and experience and develop a range of important skills - intellectual, practical and personal.
 - The curriculum should be balanced. Each area of the curriculum should be allocated sufficient time to make its specific contribution but not so much that it affects other essential areas. Time allocation and management is a crucial matter for success in curriculum design.
 - The curriculum should be relevant. It must be linked with the pupils' own experience. Within this experience there is a need for a practical dimension to learning, to prepare pupils for a society in which new technology is commonplace. The relevance of the curriculum should be enhanced by links with those outside formal education circles—particularly those making a significant contribution to the community.
 - The curriculum should be differentiated. What is taught and how it is taught must be matched with a pupil's age, ability and aptitudes and should allow for progression at all stages.

It is the policy of the Governing Body that these four principles will apply to the formal education of every child. Every effort must be made to enable children with special educational needs to follow a curriculum based on these four principles.