



## **St Augustine of Canterbury Catholic High School**

### **Curriculum Policy**

**This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.**

#### **Equality statement**

The governors and staff are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

This policy operates within the context of the Aims and Mission Statement of St Augustine's.

The policy covers the following:

- aims of the curriculum
- purpose of the curriculum
- responsibilities
- outcomes of the curriculum
- Lower school curriculum
- Upper school curriculum

#### **Aims of the curriculum**

The aim of the curriculum at St Augustine's is to help students to:

- develop lively, imaginative and enquiring minds;
- acquire knowledge, understanding and skills relevant to adult life in a world of rapid and continuous technological change;
- develop good numeracy and literacy and communication skills;
- access fully the curriculum irrespective of gender, ethnicity, belief, social or cultural background, academic ability, special need, learning difficulty or disability;
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life;
- develop an understanding of the world in which they live;
- appreciate human achievements and aspirations,
- explore their spiritual, moral, social and cultural development;
- take their place in society as informed, confident and responsible citizens.

#### **Purpose of the curriculum:**

- To ensure all students of our school receive a balanced, broad, coherent, relevant and personalised curriculum to suit their own specific needs.
- To promote knowledge and understanding; mastery of intellectual, physical and interpersonal skills and personal qualities, values and attitudes.
- To provide a vocationally relevant curriculum to world of work opportunities with the local community and beyond.
- To shape future organisational decisions related to curriculum plans.

- To ensure all forms/styles of learning are valued and given emphasis with the appropriate accreditation/recognition.
- To ensure equality of access for all students to academic experiences.
- To allow the curriculum to develop for the benefit of students of St Augustine's and students of partnership schools where relevant.

### **Responsibilities:**

#### **Governing Body**

- To review the St Augustine's curriculum policy and make amendments to reflect any changes nationally.
- To have an overview of local and national issues that will effect and shape future curricula.
- To have an overview of local needs and ways in which the St Augustine's curriculum may address these needs.
- To have an overview of curriculum issues both inside and outside school across all year groups.
- To have an appropriate understanding of the St Augustine's curriculum model and the impact this has on the curriculum on offer to students and impact on their achievement and progress.

#### **Headteacher**

- To have an overview of local and national issues that will effect and shape future curricula.
- To have an overview of local needs and ways in which the St Augustine's curriculum may address these needs.
- To have an overview of curriculum issues both inside and outside school across all year groups.
- To ensure an appropriate and relevant curriculum is on offer to students of St Augustine's and to monitor its impact on the students with regard to standards, achievement and progress.
- To annually review the St Augustine's curriculum model.
- To ensure a timetable is devised to reflect the needs of the students.
- To ensure that staffing is appropriate for the agreed curriculum model and within budget constraints.

#### **Deputy Headteacher Curriculum**

- To have an overview of local and national issues that will effect and shape future curricula.
- To have an overview of local needs and ways St Augustine's curriculum may address these needs.
- To have an overview of curriculum issues both inside and outside school across all year groups.
- To ensure an appropriate and relevant curriculum is on offer to students of St Augustine's and to monitor its impact on the students with regard to standards, achievement and progress.

- To annually review the St Augustine's curriculum model and present this to Governors and consult with other appropriate groups both inside and outside school.
- To question staff and suggest ideas to develop the curriculum.
- To evaluate the impact of the curriculum.

### **Leadership Team**

- To have an overview of local and national issues that will effect and shape future curricula.
- To have an overview of local needs and ways in which the St Augustine's curriculum may address these needs.
- To have an overview of curriculum issues both inside and outside school across all year groups.
- To ensure an appropriate and relevant curriculum is on offer to students of St Augustine's and to monitor its impact on the students with regard to standards, achievement and progress.
- To have a working understanding of the curriculum on offer in the faculties they line manage.
- To annually review the St Augustine's curriculum model.
- To devise a timetable to reflect the needs of the students and financial restraints within which the school operates.

### **Subject Leader/Teacher in Charge of Subject**

- To have an overview of local and national issues that will effect and shape future curricula.
- To have an understanding of local needs and ways in which the St Augustine's curriculum may address these needs within their subject area.
- To have an overview of curriculum issues both inside and outside school across all year groups.
- To analyse student attainment data to evaluate relevance and effectiveness of their curriculum provision.
- To implement changes within their subject area to improve the curriculum being delivered, based on student needs, abilities, aspirations and local and national agendas.
- To have a working understanding of the curriculum on offer in the faculties they line manage, as appropriate.
- To ensure the curriculum is delivered in line with other school policies including the Teaching Policy.
- To annually review the curriculum in their subject area(s).

### **Subject Teacher**

- To have an understanding of local needs and ways in which the St Augustine's curriculum may address these needs within their subject area(s).
- To have an overview of curriculum issues both inside and outside school across all year groups.
- To continually develop their knowledge of the curriculum they are responsible for delivering.
- To have at least a good working knowledge of the curriculum they are responsible for delivering.

- To differentiate the curriculum delivered to enable access to all learners.

### **Lower School Curriculum (Years 7 and 8):**

	<b>No. of lessons</b>	
<b>Subject</b>	<b>Year 7</b>	<b>Year 8</b>
English	8	8
Maths	8	8
Science	6	6
RE	4	4
PE	4	4
Art	2	2
Computing	2	2
Drama	1	1
Geography	3	3
History	3	3
Languages	4	4
Music	2	2
PSHCE	1	1
Technology	2	2

As a Catholic school we assist our students in their journey of faith and we share, with all our students, the Catholic vision of life through a structured programme of Religious Education. The Religious Education syllabus supports and helps strengthen the general ethos of the school and the partnership between family, parish and school.

### **Upper School Curriculum (Years 9, 10 and 11):**

<b>Year 9</b>			
<b>Core Subjects</b>	<b>Option P (4)</b>	<b>Option Q (4)</b>	<b>Option R (4)</b>
English (8)	Business Studies	Art & Design	Art Graphics
Maths (8)	Computer Science	Business Studies	Art & Design
Science (10)	Food & Nutrition	Drama	Food & Nutrition
RE (4)	History	Food & Nutrition	History
PE (4)	PE	Geography	
Computing(4)/ Languages(4)		Product Design	
<b>Year 10</b>			
<b>Core Subjects</b>	<b>Option P (4)</b>	<b>Option Q (4)</b>	<b>Option R (4)</b>
English (9)	Art & Design	Art & Design	Art Graphics
Maths (8)	Computer Science	Art Graphics	Business Studies
Science (10)	Drama	Food & Nutrition	Food & Nutrition
RE (5)	Geography	History	Health & Social Care
PE (2)	History	Music	History

Computing(4)/ Languages(4)	Product Design	PE	Product Design
		Spanish	

<b>Year 11</b>			
<b>Core Subjects</b>	<b>Option P (5)</b>	<b>Option Q (5)</b>	<b>Option R (5)</b>
English (8)	Art & Design	Art & Design	Art & Design
Maths (6)	Health & Social Care	Business Studies	Art Graphics
Science (10)	History	Computer Science	Food Technology
RE (5)	Music	Drama	Geography
PE (2)	Resistant Materials	Food Technology	History
Computing(4)/ Languages(4)	Art & Design	French	PE
		History	
		Resistant Materials	

**Reviewed on: June 2017**

**Next Review date: June 2018**

**Reviewed by: Paul Bennett**

## Equality Impact Assessment

**Title of Policy, Decision, Practice or Programme:** Curriculum Policy

**Department:** Leadership Team

**Responsible Officer:** Paul Bennett

**Date Completed:** June 2017

**Date Review Required:** June 2018

1. **Aims:** Please identify the main aims of the policy, decision or function?

To help students to fully understand and have full access to the curriculum
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2. **Impact upon different sections of the School / Community / Staff Groups:**  
It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

Equality Strand	Issue	How will this be taken into account?
General Issues	No issues	
Age	No issues	
Disability – Including Carers	No issues	
Sex (Gender)	No issues	
Transgender	No issues	
Race (Ethnicity)	No issues	
Pregnancy and maternity	No issues	
Religion or Belief	No issues	
Sexual Orientation	No issues	
Community	No issues	

Equality Strand	Issue	How will this be taken into account?
Cohesion		

### 3. Indirect discrimination

**Are there any rules or requirements in the policy / decision that:**

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

### 4. Publishing the results of the assessment:

**Decisions This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.**

**Policy This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.**

**Practices and Programmes The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.**