

Curriculum Policy



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Governors' Committee Responsible:	The Trinity Catholic School FGB
Nominated Lead Member of Staff:	Michael Griffin
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Author/s	Michael Griffin

Approvals

This policy requires the following approvals:

Date Approved	Version	Review Date
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Curriculum Policy

I. Introduction and Ethos

“The Catholic school is a path that leads to the three languages a mature person needs to know: the language of the mind, the language of the heart, and the language of the hands.” Pope Francis

Our overarching aim of our curriculum is to educate the whole child so that students live out the teachings of the Gospel and the Catholic Church; we look to develop the students spiritually, morally, socially and academically. This is summarised in our ‘head, heart and hands’ student formation and curriculum intent statement.

Head – Knowledge-Focused:

Students study a broad and balanced curriculum that is sequenced carefully over time. We aim to ensure that ambitious knowledge is at the heart of the curriculum. As a Catholic school we will prioritise knowledge of Jesus, scripture and the Church’s teachings.

Heart – Faith, Love and Respect:

Through students’ experiences of the curriculum and wider school life, we will ensure that our school is built on faith, love and respect. Relationships are at the heart of the school. Students will have the opportunity to develop their relationship with Jesus through prayer, liturgy, retreat experiences and reflection.

Hands – Application of Knowledge:

Once secure, we will focus on the application of knowledge (e.g. problem-solving, evaluation). Important skills will be modelled and practised. Students will be encouraged to live out their knowledge of the Catholic mission in all of their actions and to use their knowledge to make a difference in the world.

The curriculum is the formal means by which the school translates its aims and values into practice. It comprises all the planned activities and experiences which the school provides to help students to learn. The curriculum offered at Trinity will be broad, balanced and relevant. It will include all elements of the national curriculum that are mandatory and all that our experience and past success deems desirable.

The Catholic Education Service/Diocesan requirement for 10% of curricular time devoted to Religious Education will be met.

The Head, SLT, Subject leaders and Subject Managers will have matters which concern the Curriculum raised regularly at meeting forums as well as informally.

2. Academic Curriculum

The policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

2.1 Key Stage 3

Pupils study a broad and balanced curriculum in Years 7-9 providing a strong foundation for developing their knowledge further at KS4. We are careful to ensure that students' curriculum is not narrowed unnecessarily early.

All students study RE, English, Maths, Science, French, History, Geography, ICT/Computing, DT, Music, Drama, PE, Orchestra and Personal Development.

Pupils are taught in small teaching groups, particularly in specialist areas such as PE and DT. We offer unrivalled opportunities in music, where all students take up an instrument, play in an orchestra and learn to read music.

For those who may otherwise struggle to access the curriculum in KS4, a small number may temporarily follow a Direct Instruction numeracy or Thinking Reading literacy course.

2.2 Key Stage 4

All students will study a core programme of RE, English, Maths, Science (separate or Trilogy), Geography or History. Students are then able to choose two option subjects from French, Computing, Art, Drama, Music, DT (Resistant Materials, Graphics or Food), PE, Dance and ICT (OCR National). Students of all abilities are able to access the Ebacc qualification.

In addition to the pupils GCSE options they also take part in Physical Education for health and to encourage healthy lifestyles.

In response to a student's individual needs, the school may also make a judgement that a student may be better suited to an alternative curriculum (e.g. AIM awards); such decisions would be made in full consultation with the parent/guardian/student.

2.3 Key Stage 5

Students in the Sixth Form typically study 3 A-levels in Year 12 and continue these courses into Year 13 or level 3 equivalent qualifications. In addition to academic qualifications, students take part in Religious Education lessons (Core RE). All students have personal development lessons.

The qualifications delivered are designed to allow students the maximum possible opportunity to progress towards Higher Education, Level 4 Apprenticeships or paid employment. Students are offered the opportunity to study for the Extended Project Qualification and engage in a variety of enrichment activities.

3. Personal Development

The Personal Development curriculum is delivered via fortnightly lessons, tutor time and a series of assemblies. Some aspects of the curriculum are taught within specific subjects due to their expertise in these areas.

4. Enrichment Opportunities

In addition to the Academic and Pastoral Curriculum that we offer, there is a rich and varied extra-curricular offer with a range of sporting, musical, performance and charity activities amongst others. Students are encouraged to take advantage of these opportunities to encourage their all-round development.

An Opportunities Fair is held each year in September for students to find out about our extensive extra-curricular offer and sign up for clubs.

5. Equal Opportunities

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

6. Disability

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 Equality Policy which is available to parents/carers on request.

7. Religious Education (RE)

All students, from Years 7-13, study RE All programmes follow the curriculum directory from the Catholic Church.

8. Relationships & Sex Education (RSE)

The school provides Relationships & Sex Education for all students. Relationship & Sex Education (RSE) is essential for young people to learn about the nature of marriage, family life and relationships, taught in an age appropriate way. In Catholic schools RSE must be taught in the context of Church teaching and with the full consultation and involvement of parents. See the Relationships & Sex Education policy for further detail.

9. Physical Education (PE)

All students are expected to take part in the school's Physical Education. Students can only be excused from PE lessons for medical reasons, or other reasons agreed with the school. A student excused from a PE lesson will be asked to assume a role within the lesson.

10. British Values

British values are promoted as part of the whole curriculum but there is a particular emphasis within the pastoral/personal development curriculum. Assemblies are also used as an opportunity to promote British values.

11. Careers Education

Through the academic curriculum and pastoral curriculum we ensure that we meet the Gatsby benchmarks. Students are also given the opportunity to undertake work experience or take part in a work experience week in partnership with local industries and employers.

12. SEND

The school has a Special Educational Needs & Disability Policy to support students with special educational needs and/or disabilities through a graduated response. The school will determine the appropriate courses in consultation with the parents/carers.

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

13. Concerns and Complaints

Parents/carers who have concerns about any aspects of the curriculum should discuss these in the first instance with the student's Tutor/Progress Coordinator. If the issue is not resolved, parents/carers should make an official complaint in writing to the Headteacher as per the school's Complaints Policy.

14. Monitoring and Review

This Policy will be monitored by the Deputy Headteacher (Quality of Education), who will report to the Headteacher on its implementation on a regular basis. The Deputy Headteacher (Quality of Education) will report to the Governing Body, or the relevant representative, on the effectiveness of the Policy