



Curriculum Policy

September 2023

Company Number: 7743523

Registered Office: The Becket School, The Becket Way, Wilford Lane, West Bridgford, Nottingham NG2 7QY

Contents

1. Introduction
2. Principles
3. Curriculum Structure
4. KS3 Curriculum
5. KS4 Curriculum
6. KS5 Curriculum
7. Equal Opportunities
8. Disability
9. R.E.
10. Sex & Relationships Education (S.R.E)
11. Spiritual, Moral, Social and Cultural (S.M.S.C.) Development.
12. Physical Education (P.E.)
13. Extra-Curricular Activities
14. Special Educational Needs Disability
15. Concerns and Complaints
16. Monitoring and Review

Mission Statement

The Becket is a Catholic school. Our mission is to work in partnership with parents and carers to provide an outstanding Catholic education for all our young people. This means:

- *Inspiring and motivating young people to 'Work Hard' and achieve their full potential academically, spiritually, socially and in a full range of extra-curricular activities*
- *Helping young people to grow in the love and knowledge of Jesus Christ*
- *Developing in young people a deep knowledge and understanding of the Catholic faith*
- *Practising Gospel values, such as forgiveness and helping those in need, within our school community and in society as a whole.*

An intelligent mind acquires knowledge, and the ear of the wise seeks knowledge - Proverbs 18:15

1. Introduction

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 Becket School is a Catholic school which is firmly committed to the principle of providing a broad and balanced curriculum. This supports our aim of providing outstanding Catholic education for all.

2. Principles

The aims of our curriculum are to:

- a) Provide knowledge and understanding of the Catholic Faith;
- b) Provide equal opportunities for all students regardless of gender, cultural or ethnic background;
- c) Offer a broad and balanced entitlement to all students;
- d) Prepare students for further study, the world of work and to become active citizens;
- e) Encourage students to develop spiritually, morally and socially so that their experience within the curriculum will underpin the knowledge and skills that they develop;
- f) Provide a variety of activities which bring about effective learning, provide appropriate challenges for all students and lead to achievement for all students;
- g) Provide continuity and progression from the point of transfer to the time of leaving school.

3. Curriculum Structure

- a) The curriculum is planned in a coherent manner ensuring it meets legal requirements and embraces cross-curricular themes and cross-curricular skills, in particular, those of literacy and numeracy.
- b) Each curriculum area has a curriculum intent statement which is based around powerful knowledge, spiritual development and enrichment. These can be found on the school website along with information on how each subject sequences their curriculum.
- c) The development of students' personal and social skills and their spiritual and cultural development are addressed specifically through discrete Personal Development lessons, drop down sessions once every half term, retreat days for each year group, residential trips, Acts of Worship as well as permeating the whole school curriculum intent.
- d) There is 25 minutes of daily reading (Becket Reads) to support students literacy and also wider their culture capital.

4. KS3 Curriculum

- a) In Year 7-9, students study a common curriculum comprising timetabled lessons in Religious Education (R.E.), English, Maths, Science, Geography, History, French and German, Computing, Information Technology (I.T.), Art & Design, Drama, Music, Design & Technology, Food Technology and Physical Education (P.E.).
- b) There are curriculum options at KS3. At the end of Year 7 students opt for either French or German and at the end of Year 8 they opt for either Geography or History. This enables them to have more timetabled lessons in these particular subjects to build up the foundational knowledge and skills to support them in KS4.
- c) There is a small number of students who may alter from this curriculum structure at KS5 to support increased intervention with numeracy or literacy.

5. KS4 Curriculum

- a) In Years 10-11, students study a broad core of subjects including R.E., English Language, English Literature, Maths, Science (this is studied as three individual subjects or as a dual

award) P.E. and Personal Development. All of these subjects, excluding P.E. and Personal Development, are studied at GCSE level.

- b) In addition students are able to express a preference for a further subject via the Option Programme to support their individual interests and aspirations.
- c) The Option Pathway are put together to ensure that all students have the opportunity to achieve the English Baccalaureate.
- d) In response to a student's individual needs, during KS4, the school may also:
 - allow a student to participate in extended work-related learning.
 - allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.
 - Provide a vocational course to support their progress

More detailed information regarding what is studied within each subject area can be found on the schools website.

6. KS5 Curriculum

- a) In Years 12-13, students can select from a range of Level 3 subjects which are taught at The Becket School Sixth Form.
- b) Students follow a 2 year linear course with most examinations and NEA being in Year 13.
- c) Most students select 3 A-Levels, there are in some instances where 4 can be offered but this is decided by the school.
- d) The qualifications delivered are designed to allow students the maximum possible opportunity to progress towards Higher Education, Level 4 Apprenticeships or paid employment.
- e) Students are offered the opportunity to study for the Extended Project Qualification, follow a general Religious Education programme and engage in a variety of enrichment activities.
- f) In Year 12 there is daily timetabled super curricular time to support wider reading.

7. Equal Opportunities

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

8. 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.

9. R.E.

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

10. 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.

11. Spiritual, Moral, Social and Cultural (S.M.S.C.) Development

- a) Students are encouraged through the curriculum to develop their self-esteem, self-knowledge, self-confidence and how these relate to the democratic process within our society.
- b) Students are encouraged to appreciate the range of different faiths and beliefs and why tolerance of these are part of a democratic society.

12. Physical Education (P.E.)

- a) All students are expected to take part in the school's Physical Education programme.
- b) Students can only be excused from P.E. lessons for medical reasons, or other reasons agreed with the school - a note from a parent/carer will suffice in such circumstances. A student excused from a P.E. lesson will be asked to assume a role within the lesson.

13. Extra-Curricular Activities

The school has a wide and varied programme of extra-curricular and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme. The timetable of the extra-curricular provision is published every half term on the school website.

14. Special Educational Needs & Disability

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

15. 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 Leader. 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.

16. Monitoring and Review

This Policy will be monitored by the Deputy Head teacher (Quality of Education), who will report to the Headteacher on its implementation on a regular basis. The Deputy Head Teacher will report to the Governors, or the relevant representative, on the effectiveness of the Policy, and will recommend any changes.

Approved by Full Governing Body: 30.01.2021

Next review date: September 2024