THE BECKET SCHOOL
A CATHOLIC VOLUNTARY ACADEMY

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Curriculum Policy

Part of
OUR LADY OF LOURDES
CATHOLIC MULTI-ACADEMY TRUST

Nottingham Diocese
Multi Academy Trusts
CATHOLIC SCHOOLS
Moving Forward Together

Title of policy:	**Curriculum Policy**
Policy Reviewer:	**Miss S Shenton – Deputy Headteacher**
Normal review frequency:	**Annually**
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"I have come in order that you might have life – life in all its fullness."
John 10:10

OUR MISSION STATEMENT

Through practising the catholic values and virtues found in The Becket Way, every person at The Becket School will achieve their full potential spiritually, morally, socially and academically.
We will work in partnership with parents and carers to support our young people in following Jesus as our role model and living life in all its fullness.

WORK HARD

In all that we do – our faith, our schoolwork and our relationships, embracing the opportunities offered to us

BE LOVING

By treating others as we wish to be treated, recognising that everyone is made in the image and likeness of god

DO THE RIGHT THING

By helping each other to encounter Jesus Christ through practising the gospel values within our school, local and global communities

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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, Celebration of the Word, 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, MFL, Personal Development, Computing, Art & Design, Drama, Music, Design & Technology, Food Technology and Physical Education (P.E.).
b) There are curriculum options at KS3. At the start of Year 7 students' study both French and German and then around February of Year 7 opt to carry on their preferred language. At the end of year 8 students opt for either History or Geography, this enables them to have more timetabled lessons in Year 9 for 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 KS3 to support increased intervention with numeracy or literacy. See Section 7 regarding Curriculum Entitlement and withdrawal from lessons.

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 two further subjects via the Option Programme to support their individual interests and aspirations.
c) The Option Pathway are put together to ensure that all students can 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 liner course with most examinations and NEA being in Year 13.
c) Most students select 3 A-Levels, there are in some instances where students select Further Maths and therefore complete 4 A-Levels.
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. C**urriculum Entitlement and Withdrawal from Lessons**

a) All students at The Becket School are entitled to a broad, balanced and ambitious curriculum which prepares them academically, spiritually, socially and for their future pathways.
b) Students are expected to follow their full timetabled curriculum, including all core and option subjects, unless the school identifies an exceptional and evidence-based need for alternative provision or intervention.
c) Any decision to withdraw a student from part of their timetabled curriculum:

- will be made by the school
- will be based on assessed need and progress
- will be time-limited and regularly reviewed
- will include appropriate alternative provision delivered or commissioned by the school
- will not disadvantage the student's long-term curriculum entitlement

d) The school does not permit the routine withdrawal of students from curriculum subjects at the request of parents or carers, including for the purpose of private tuition or external provision, unless this has been formally agreed as part of a school-led support plan.
e) Teaching and intervention during the school day will be delivered by school staff or by professionals commissioned, supervised and quality-assured by the school. The school

does not facilitate or host privately arranged tuition or external teaching during the school day.

f) Participation in elite sporting, artistic or other recognised external programmes may, in exceptional circumstances, be authorised as absence from school in line with attendance guidance. This does not constitute alternative curriculum provision and does not involve external adults delivering education within the school. Such arrangements are distinct from, and do not create precedent for, the replacement of timetabled curriculum subjects or the facilitation of private tuition during the school day.

8. Organisation of Teaching groups, timetabling and examination entry

a) The school determines the organisation of teaching groups, sets, and classes, as well as the timetabling of lessons, in order to ensure an efficient and effective delivery of the curriculum. Pupils may be placed in different bands (e.g., X and Y bands) to support timetable organisation and curriculum access; these bands are not intended as streaming or ability groupings. Requests for changes to groupings or timetables cannot normally be accommodated.
b) Decisions regarding examination or qualification entry, including timing and level, are made by the school in the best educational interests of the pupil. Entries are determined based on curriculum coverage, readiness, attainment, and available school resources.
c) The school retains discretion over all such decisions to ensure that teaching and learning run smoothly, fairly, and in line with operational capacity.

9. Equal Opportunities

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

10. 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.

11. R.E.

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

12. 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.

13. 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.

14. 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.

15. 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.

16. 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.

17. Remote Learning

In the event that the school implements remote learning, Google Classroom will be used as the primary platform for delivering online lessons and resources.

18. Further information and Concerns/Complaints

Parents/carers can find additional information regarding the curriculum on the school website or by directly emailing the subject teacher or Head of Department (Leader of Learning). 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.

19. Monitoring and Review

This Policy will be monitored by the Deputy Head teacher (Quality f 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.