



Curriculum Policy

Effective Date:

May 2015

Date of minuted/ review approval by the Board of Governors:

23 January 2019 18 May 2021

Review Committee:

Secondary Local Board and Sixth Form Consortium Board

Review Date:

January 2021 May 2023

Owner:

Deputy Headteacher

“Everyone can achieve the extraordinary”

The school curriculum comprises all learning and other experiences that the school provides for its students. The curriculum will be balanced and broadly based and will include the Religious Education, Sex & Relationship Education, Citizenship and Careers Education.

The school curriculum has four aims:

- to support the delivery of the Academy Trust Vision
- to provide opportunities for all students to learn and achieve
- to promote students’ spiritual, moral, social and cultural development and an appreciation of British Values
- to prepare all students for the opportunities, responsibilities and experiences of life.

The curriculum will secure for all students, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens.

The school will modify, as necessary, curriculum programmes of study to provide all students with relevant and appropriately challenging work at each Key Stage. Teachers will have due regard to the four principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges that enhance the progress of students
- responding to students’ diverse learning needs
- having high expectations for all
- overcoming potential barriers to learning and assessment for individuals and groups of students.

There may be times when the school makes a decision about provision that is provided by a partner school or provider to ensure that students have the best opportunity for successful outcomes both socially, personally and academically. These will be well informed decisions and will be discussed with parents.

The curriculum is organised through the teaching of discrete, traditional subjects and is supplemented with the following core elements which serve to achieve the objectives stated above;

Extra-Curricular Activities

The school will provide a full range of extra-curricular activities, in and outside school time and in and beyond the confines of the school. There will be extra support for students in the approach to examinations and the school's 'Homework Policy' and 'Marking and Feedback Policy' will support their learning throughout.

Personal, Social, Health Education (PSHE)

PSHE includes Relationship and Sex Education (SRE) and offers opportunities to discuss key issues for a life in modern Britain, including democracy, the rule of law, respect and tolerance. Learners will be provided with opportunity to demonstrate skills and attitudes in line with the school ethos to promote positive contributions to a pluralistic society. It will encompass a taught programme, special events, the tutor programme and projects and the involvement of outside agencies and organisations.

Religious Education (RE) - Theology

All students study RE throughout the subject of Theology at KS3 and all students follow the RE GCSE Curriculum in KS4.

At KS3, students follow the Agreed Syllabus for Religious Education which is the result of a collaborative partnership between the Standing Advisory Councils for Religious Education (SACREs) of the four local authorities that comprise the Humberside region. Student study all of the six core religions of Buddhism, Christianity, Islam, Sikhism, Hinduism and Judaism, as set out in the statutory key content of the agreed syllabus.

In addition to these lessons, there will also be opportunities for reflection in other curriculum areas and through seminars and guest speakers.

Impartial Careers Information, Advice and Guidance (ICIAG)

ICIAG is delivered through special events, the tutor programme, assemblies and through one to one and small group meetings with our Careers Lead, Career Advisor, External Organisations as well as through PSHE.

Curriculum Time

General	Y7	Y8	Y9	Y10	Y11
English	8	7	9	9	9
Maths	7	8	9	9	9
Science	9	9	9	9	9
History	3	3	3		
Geography	3	3	3		
Theology/RE	2	2	2	1	1
MFL	4	4	4		
Reading efg	4	4	4		
ICT	1	1	1		
PSHCE	1	1	1		
PE	3	3	3	2	2
Drama	2	2	2		
Music	2	2	2		
Art	2	3	3		
Res Mat	1	1	1		
Textiles	1	1	1		
Food	1	1	1		
Option P				5	5
Option Q				5	5
Option M				5	5
Option N				5	5
Voc				6	6
TOTAL	50	50	50	50	50

Foundation	Y7	Y8	Y9	Y10	Y11
English	8	7	10	10	10
Maths	7	8	10	10	10
Science	9	9	9	9	9
History	2	2	2		
Geography	2	2	2		
Life	2	2	2	2	2
MFL			2		
Lit/Num	6	6	6	1	1
FL PSHCE	1	1	1	1	1
ICT	2	2	2	4	4
PE	2	2	2	2	2
Drama	2	2	2		
Music	2	2	1		
Art	2	2	2		
Res Mat	1	1	1		
Textiles	1	1	1		
Food	1	1	1		
Option R				5	5
Voc				6	6
TOTAL	50	50	50	50	50

College/Training Provider /half day release

Reading for some lower ability groups

Foundation Learning support

In the majority of curriculum areas, the Key Stage 4 phase of education begins in Year 10 with a focus on both skill and knowledge acquisition.

Students study 50 lessons per fortnightly cycle spread over 25 hours in lessons of 60 mins. Summary of key features of the KS3 curriculum at Hessle High School (Year 7, Year 8 and Year 9)

- the student population is banded into three groups based on prior academic ability and potential, within these bands they are placed into home groups. We then set within bands for English and Maths to maximise progress
- students spend just under half their time in home groups in Year 7, Year 8 and Year 9. The rest of lessons are either in sets or in other mixed practical groups
- there is a strong emphasis on English, Maths and Science with Humanities for all and Modern Foreign Languages for a significant majority, ensuring future access and availability to an EBacc curriculum if appropriate. Following a review of the English, Maths and Science curricula, greater emphasis has been placed on the skills required to enable students to arrive in Y10 "GCSE ready"
- identified groups follow a guided reading scheme in both Year 7 and Year 8 to advance reading and spelling ages
- there is a broad curriculum to ensure full coverage of Art and Technology subjects, with Drama and Music for all students
- 95% of students do a Modern Foreign Language in Year 7, Year 8 and Year 9 - Students study either French or Spanish. This enhances listening skills and memory as well as encouraging students to participate more effectively and responsibly in a multi-cultural world. Students have the opportunity to study both at GCSE.
- there are smaller class sizes for key vulnerable groups in the bottom 20% ability range with a very small Foundation Learning group who receive additional literacy, numeracy and life skills input through the Nurture programme
- the RE and PSHE curriculum is supplemented with whole year seminar sessions
- In core subjects students are assessed for their 'secondary school readiness' and programmes of study to support learning to bridge current issues with KS2 and KS3 expectation gaps are addressed swiftly

Summary of key features of the KS4 curriculum at Hessle High School (Year 10 and Year 11)

- KS4 starts in Year 10 after students choose their option subjects during the Pathways programme in Year 9
- English, Maths and Science groups have an average size of 28 in Year 9, Year 10 and Year 11 with curriculum flexibility to adjust group membership to provide specific interventions
- our Pathways programme ensures balance and choice in terms of academic and vocational qualifications to ensure the 'right student takes the right course' to maximise attainment
- typically, 50-65% of students take a Modern Foreign Language from Year 10
- currently 75% of students study Combined Science and approximately 25% study Separate Science, though this is flexible to accommodate the academic ability of the cohort
- All students study both English Language and English Literature
- we are committed to an off-site vocational offer with strong links with GTA Motor Trades, a local training provider and both Hull College and East Riding College. This programme is for our Foundation Learning taster programme in Year 10 delivered in conjunction with our Consortium partners.
- all students have the option of following a qualifications in ICT
- the majority also follow a qualification in RE.

KS5 Curriculum at Hessle Sixth Form College

Hessle High School and Sixth Form is part of a well-established Consortium Partnership with Wolfreton School and Sixth Form College and Cottingham High School. Students follow three A Level or Level 3 courses split into a morning and afternoon block to allow for transport between the three Sixth Form College campuses.

The Consortium offers an enrichment programme to all of its students. These activities enable useful practical skills to be gained, some of which award nationally recognised qualifications and support students with life-skills and additional skills for progression on to their next stage of life and learning.

A Level and Vocational courses at Hessle Sixth Form College	Other A Level and Vocational courses offered by Consortium
Art	Economics
Biology	French
Business	Health & Social Care
Chemistry	Japanese
English Language	Law
English Literature	Music Technology
Geography	Politics
History	Psychology
Maths	Sociology
Further Maths	Spanish
PE	BTEC Media Production
Sociology	BTEC Health and Social Care
Classics	Criminology
Photography	
Textiles	
BTEC Applied Science	
BTEC Engineering	
ICT OCR National	
GCSE English	
GCSE Maths	

- Emergency First Aid Qualification TEFL
- Open University Short Courses
- National Pool Lifeguarding Qualification
- Community Sports Leaders Award
- Higher Sports Leaders Award
- In School Work Experience
- Sign Language
- Extended Project Qualification