



HESSLE FEDERATION OF SCHOOLS



HESSLE HIGH SCHOOL

CURRICULUM POLICY

Effective Date: May 2010

Date of minuted approval by the governing body: 13 May 2010

Review Committee: Curriculum and Standards

Review Date: May 2012

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 National Curriculum, Religious Education, collective worship, sex and relationship education, citizenship and careers education.

The school curriculum has three aims

- to provide opportunities for all students to learn and achieve
- to promote students' spiritual, moral social and cultural development and
- 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, the National 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 three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs and
- overcoming potential barriers to learning and assessment for individuals and groups of students.

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 will support their learning throughout.

Personal Social Health & Citizenship Education will encompass a taught programme, special events and projects and the involvement of outside agencies and organisations. Religious education will provide the core contribution to developing students' self awareness but there will be opportunities for reflection in other curriculum areas and through assemblies. We shall make provision for students to learn through work, about work and for work. Careers information, advice and guidance and a planned work experience programme will be an entitlement for all students.

In **Key Stage 3** the curriculum will follow statutory guidelines, including the teaching of RE in accordance with the local agreed syllabus. German is offered as a second language for more able students. There will be projects that link up the work in Art and History and RE and History at various points in the Key Stage.

In **Key Stage 4** all students will study the statutory core of English, Maths, Science, RE, PSHE and ICT. There will be a guided choice of a wide range of optional subjects.

This pattern will be modified for some students who will follow the statutory core and a foundation learning programme, developed in association with partner providers and incorporating the alternative accreditation schemes.

The school will strive to raise levels of participation and achievement in the **Sixth Form**. We shall encourage students to view learning as a lifelong pursuit that enhances their employability and to take a responsible role in the school and wider communities.

Curriculum provision is co-ordinated with our partner schools in the East Riding South Consortium to provide a wide choice of GCE and vocational courses. There are also opportunities for sport and recreational activities.