

Furze Platt Senior School



Curriculum Policy



FURZE PLATT SENIOR SCHOOL

Curriculum Policy

This Curriculum Policy supports the values and visions of Furze Platt Senior School.

The Governors are ambitious for our students and aim to provide them with a curriculum which will be stimulating, varied, relevant and appropriate. Our inclusive school aims to give each student a broad curriculum which is responsive to individual needs and which will provide them with the knowledge, skills and attributes necessary for success in our rapidly changing world.

- In accordance with the National Curriculum we ensure that all students have access to the full range of statutory subjects.
- Appropriate attention is given to personal, learning and thinking skills to ensure our students develop as:- independent enquirers, creative thinkers, reflective learners, team workers, self-managers, and effective participants.
- The National Curriculum cross curricular themes of 'Identity and cultural diversity', 'Healthy Lifestyles', 'Community participation', 'Global dimension and sustainable development', 'Technology and the media', and 'Creativity and critical Thinking' are explored across a number of subjects and are also features of assemblies and enrichment activities.
- Students are afforded the opportunity to develop their linguistic, mathematical, scientific, aesthetic, practical, historical, digital, geographical, technological, physical and academic skills and talents through an extensive range of learning activities.
- Students have access to a range of appropriate qualifications enabling them to exploit their abilities and talents and to extend their education in a variety of ways so as to ensure their further progression in education, employment or training. Students will embark on accredited programmes of study at the point most appropriate to their ability and personal development.
- A range of curriculum pathways are in place to enable students to personalise their curriculum to match their interests, needs and abilities. Our curriculum becomes increasingly specialised as the students move through the school.
- The five outcomes of 'Every Child Matters' underpin the development and delivery of our curriculum.
- A range of support mechanisms are in place to provide additional curriculum support to learners of all abilities. These include:- SEN support, AURA support, Corrective Reading, Maths Buddies, Raising Achievement

Interventions, Gifted and Talented Group. Please refer to the appropriate policy for further details.

- We work with a range of external partners in providing curricular opportunities most notably:- Maidenhead Sixth Form Consortium, BCA, Windsor Skills Centre, RBWM Diploma consortia and EBP.
- We recognise that as well as the timetabled curriculum that many avenues of learning, development and experience can be promoted through extra-curricular activities, trips and visits and through participation in community activities and competitions. We therefore encourage these activities.
- Our curriculum is subject to ongoing review and is responsive to changing student needs, new statutory requirements and the opportunities provided by evolving qualification routes.

Further Statutory requirements:-

- Citizenship Education – Citizenship and personal, social and health aspects of education form an important part of students' life in school, and are taught formally in Citizenship lessons.
- Sex Education – is available for every student (see Governors' Sex Education Policy). According to age, students are given information and the opportunity to question and discuss. Due concern is given to the importance of family life and to individual respect for others.
- Religious Education – It is the Governors' intention to ensure that the teaching of Religious Education accords with the agreed syllabus of the local S.A.C.R.E (Standing Advisory Committee on Religious Education).

This policy will be monitored by the Governors' Teaching and Learning Committee.