



Curriculum Policy

Our aim is to provide students with a curriculum which will be stimulating, varied and relevant. Our inclusive school gives each student a balanced curriculum which is responsive to individual needs and which provides them with the knowledge, skills and attributes necessary for success in further study, in the workplace, and as active participants in all aspects of their lives.

This policy supports the values and visions of Furze Platt Senior School. Through our curriculum we will ensure that students:

- enjoy a stimulating, challenging and rewarding learning experience;
- develop positive attitudes to learning together with deep and sustained knowledge and understanding;
- experience a broad range of subjects, content, ideas and concepts in Years 7 and 8, leading to more specialised study in Years 9-13;
- undertake, as far as possible, the full suite of English Baccalaureate qualifications at Key Stage 4
- develop the foundation for lifelong learning, fulfilling employment, and active citizenship.

Key Stage 3

All students follow a 2-year Key Stage 3. In Years 7 and 8 students take a broad range of subjects: English; Mathematics; combined Science; two foreign languages, Art, Design Technology, Food Technology, Games, Geography, History, Music, Drama, Philosophy and Religion, and PSHE.

Key Stage 4

Year 10 follow a 2-year Key Stage 4. The current Year 9, and all subsequent year groups, will follow a 3-year Key Stage 4. The new Year 9 curriculum consists of: English; Mathematics; Combined or Separate Sciences; Games; PSHE and RE; and four option choices, including vocational option courses that are delivered on site. Further details of the number of hours per fortnight allocated to each subject are listed in the Curriculum Statement which can be found on the website.

Key Stage 5

In order to maximise student choice, qualification success and progression to universities and careers of their choice, from 2016 we will operate a pathways model:

- Applied Pathway - three applied A-Level or applied vocational qualifications;
- Academic Pathway – three linear A-Level qualifications
- Extended Pathway – three linear A-Level qualifications plus either a one-year AS-Level or the Extended Project Qualification.

Students are also offered a recreational sport session or community service session each week. Independent study periods are timetabled for all students.

In addition to the core curriculum outlined above, students have the opportunity to engage in a wide range of cross- and extra-curricular opportunities at all Key Stages.

Personal, Social and Health Education (PSHE) and Social, Moral, Spiritual and Cultural Awareness (SMSC)

The school will fulfil its statutory and non-statutory duties, in order to ensure that students:

- Develop healthy, safe lifestyles, both in the real and the online world.
- Develop good relationships, respecting others and themselves.
- Take responsibility for their finances and begin to ensure their future economic well-being.
- Make a positive contribution to the school and society.

The programmes for PSHE and SMSC are implemented through: discrete PSHE and Philosophy and Religion (RE) lessons in Years 7-11; other subject lessons; school assemblies and the tutorial programme; the involvement of outside organisations and speakers; and special events during collapsed-timetable days.

Citizenship, including the upholding of fundamental British values

The school fulfils its statutory Citizenship duties to ensure students:

- Understand the rule of law, individual liberty, and mutual respect and tolerance.
- Understand the role of government and political processes.
- Learn to make informed personal and political decisions.

Citizenship is overseen by the head of PSHE, Citizenship and Careers. The programme is implemented through discrete Citizenship or Core lessons from Year 7-11; other lessons in subjects such as History; events during collapsed-timetable days; students taking on leadership roles or influence younger students through activities such as peer mentoring; students influencing school decisions through focus groups, student panel interviews and the School Council; student involvement in house challenges and mock elections.

Sex and Relationships Education

The school's statutory duty to cover Sex and Relationships Education is fulfilled via PSHE lessons in Years 8-11 and includes: physical development; emotional development; relationships; online dangers including the dangers of pornography and sexting; marriage; sexual behaviour and the possible consequences; sexual health including HIV and AIDS, and other STIs; contraception; reproduction; cultural and religious issues; sources of advice and the law and sexual relationships. Further details can be found in the Sex and Relationships Policy.

Religious Education

The school considers it essential for all students to have a good understanding of different religious beliefs and practices. Religious Education is a compulsory part of the Furze Platt curriculum in Key Stages 3 and 4. RE is taught through Philosophy and Religion in Years 7 and 8, and students can choose RE GCSE in Years 9-11. RE is also taught through school assemblies, the tutorial system, and PSHE and RE

lessons in Years 9-11. The school follows the recommendations of RBWM's Standing Advisory Council on Religious Education.

Careers Education, Information, Advice and Guidance (CEIAG)

All students from Years 8-13 benefit from high-quality careers provision that is independent, impartial, aspirational and inspirational. The level and intensity of provision will vary according to student age and individual need, including whether students are in receipt of Pupil Premium, have SEN status, or are in danger of becoming NEET (not in education, employment or training).

CEIAG is overseen by the Head of PSHE, Citizenship and Careers. The programme is implemented through: discrete careers and options lessons from Years 8-11; a Careers and Higher Education Fair for Years 9-13 ; taster sessions to ensure students are fully informed of their GCSE choices, plus a Year 9 Options Evening; visits to Oxford University for the most able; university visits for all GCSE students; visits to local colleges for open evenings and taster days; discrete opportunities to develop enterprise and other business-related skills, including work experience in Year 12; opportunities for students to engage with local businesses and role models, both in and out of school; careers mentoring for all students, provided by Form Tutors; group and individual careers interviews, with school staff, Adviza staff, and other outside organisations; dedicated support in Years 12 and 13 for those intending to go to university, and for those entering other forms of education, employment or training, including apprenticeships.

Support in Accessing the Curriculum

1. Support is provided for those who have difficulty in accessing the curriculum through: literacy support, support for children with Specific Learning Difficulties; a paired reading and paired maths scheme with sixth form mentors; small-group instruction in English and Maths; a team of dedicated learning support assistants who provide dedicated in-class support in subject areas; a team of learning mentors who work with students withdrawn from lessons in order to help them catch up or improve their work in other parts of the curriculum; a specialist unit dedicated to supporting the learning of those with autism, and personalised support for those with physical needs. Further details can be found in the school's SEN and Shine policy.
2. Disadvantaged students are provided with targeted support in lessons and, where required through additional interventions. If necessary, a child's curriculum will be further personalised to maximise their progress and close the gap between their achievement and that of their peers.
3. Significant examination support, including a programme of revision sessions is provided to students in Year 11, 12 and 13. Disadvantaged students are provided with additional support.

Where students' needs cannot be fully met within the school, alternative, specialist education providers are used to supplement school provision.