



## ST WILFRID'S CATHOLIC SCHOOL

### CURRICULUM POLICY<sup>1</sup>

***“Who is wise and understanding among you? Let him show it by his good life, by deeds done in the humility that comes from wisdom ..... The wisdom that comes from heaven is first of all pure; then peace loving and considerate, submissive, full of mercy and good trust, impartial and sincere.”***

**James 3: 13-14 + 17**

#### **1 Aims**

**1.1** The secular curriculum is designed, within the broader framework of the school, to accord with aims expressed in documents from the DCSF, Her Majesty's Inspectorate, the Local Authority and the National Curriculum. In addition, it witnesses throughout to our distinctive Catholic philosophy of education.

**1.2** This school is a Catholic School in which Religious Education is in accordance with the teachings of the Roman Catholic Church. This aspect of our teaching influences the whole curriculum, goes beyond the academic, and is seen as the foundation for the values we strive to develop in all students. The extra curricular expression of our religion contributes greatly to the ethos of our school, and, as such, all students are expected to participate in RE classes and in the community occasions during which the school worships. If prospective parents envisage a problem with their child's involvement, they should contact the school.

#### **2 Principles**

**2.1** The design of the curriculum is revised annually as part of the academic cycle. The factors determining curriculum design are as follows:

- The nature of the prospective intake
- The needs and abilities of the students
- The financial restraints/opportunities
- The Whole School Improvement Plan (Curriculum)

#### **2.2 Key Stage 3 (Years 7, 8 and 9)**

When students enter the school at the start of Year 7, they will be placed in mixed ability tutor groups in which they will be taught for some subjects. They will remain in these tutor groups until the end of Year 11. Setting according to ability within subjects will be introduced progressively throughout Key Stage 3, but always with flexibility for movement.

**2.3** Year 7 and 8 courses are designed to take account of the National Curriculum requirements in all core and foundation subjects, these will be:

Religious Education, Art, Drama, English, French, Spanish, Geography, History, Mathematics, Music, PE, Science and Technology (to include Food Technology). Information Technology will be taught as

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<sup>1</sup> This policy predominately covers the 'formal curriculum' i.e. that delivered in formal, timetabled lessons.





a component of many subjects and will also be given specified slots on the timetable. For the academic year 2010-2011 a trial has been initiated where all Year 8 and 9 students will be entered to study an OCR National Award in ICT. This trial will be reviewed in February 2011. All students will also follow a course in Social & Ethical Studies which includes PSHE and Citizenship.

**2.4** The needs of students who would benefit from extra support in some or all areas of the curriculum will be met in a variety of ways, including the provision of extra help in the classroom and the use of small group teaching for the development of basic skills.

**2.5** With some adjustments, for example the introduction of a second Modern Language in Year 8 for some, this pattern will continue throughout the years of Key Stage 3.

**2.6** A small number of students may be disappled from a foreign language to follow a course in learning for life – a basic life skills course.

### **3. Key Stage 4 (Years 10 and 11)**

**3.1** During the Autumn term of Year 9 students receive information regarding Key Stage 4 courses. In most cases these will be subjects they will study to GCSE or equivalent. Students are able to choose between some subjects and are provided with guidance in these choices; parents are involved in this process.

**3.2** All students follow GCSE courses in Religious Education, Science, English and English Literature, Mathematics.

**3.3** Physical Education and Social & Ethical Studies will continue to form a compulsory part of the curriculum for all students.

**3.4** The majority will choose to take a Modern language and the double certification in Science. Students are able to choose between some other subjects and will be provided with guidance in all these choices; parents will be involved in this process.

**3.5** A banding system operates in Year 10 and 11 across core subjects. In some other subjects there is a possibility of setting.

### **4. Sixth Form (Years 12 and 13)**

**4.1** Having completed their compulsory education up to GCSE (or Key Stage 4), most St Wilfrid's students carry on and enrol in our Sixth Form. A certain level of GCSE success (5 A\*-C passes) is necessary before students may embark upon AS Levels. Most students following A Level courses will be expected to take 4 AS Levels in the first year of the Sixth Form and then continue with 3 of these to A2; however, other models are possible. Students whose university entrance applications will be enhanced by the inclusion of Key Skill qualifications will study for these in the first year of the Sixth Form.

**4.2** A range of subjects and qualifications is available, including GCSEs, RSA, GNVQ Intermediates, up to A Levels and Oxbridge entrance.





**4.3** The spiritual life of the Sixth Form is very important. There is a weekly Sixth Form assembly; there are Sixth Form services, and RE lessons, visiting speakers, who are invited to address students in the weekly lecture, an annual retreat for all Sixth Formers and the opportunity to participate in the Lourdes Pilgrimage.

## **5. Other Aspects of the Curriculum**

### **5.1 Business and Enterprise with Ethics Specialist Status**

St Wilfrid's has specialist school status in the area of **Business and Enterprise with the added dimension of Ethics**. The reasons for the choice of specialism were – and remain – strategic:

- To enhance the profile of the school locally and regionally
- To create links with local employers establishing work-related learning opportunities for students and career development and training opportunities with businesses
- To provide for coherent, integration of critical curriculum developments in enterprise education, vocational qualifications and personalised learning into the whole school planning
- In keeping with the mission of St Wilfrid's Catholic School, to equip students with an understanding of ethical business practice which will enable them to make informed choices as adult workers and consumers.

**5.2** Our St Wilfrid's enterprise skills and attitudes will equip our young people to use their abilities with confidence and to succeed in today's rapidly changing and challenging world.

Our six enterprise skills are:

- Presentation
- Teamwork
- Research

- Communication
- Problem-Solving
- Leadership

**5.3** Enterprise teaching and learning is incorporated into lessons across the curriculum and across the school. Furthermore, enterprise focus days and activities for specific year groups are planned and make use of our business partners.

### **5.4 Careers Education**

Careers Education is provided through the Social & Ethical Studies course, by the Careers Staff and the Connexions Service. During Year 10 all students are given the opportunity of one week's work experience; work shadowing is available for Sixth Formers.

### **5.5 Sex Education**

Sex Education is taught through Religious Education, Social & Ethical Studies and Science lessons, as appropriate, and reflects the teaching and values of the Catholic Church.

**Ratified at the Full Governors Meeting on 13<sup>th</sup> September 2009**

This policy will be reviewed in June 2011.

