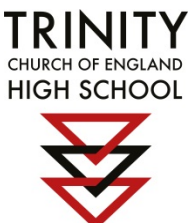


CURRICULUM POLICY

 <p>TRINITY CHURCH OF ENGLAND HIGH SCHOOL</p>	Reviewed by:	Governors' Curriculum Committee
	Approved by:	Full Governing Body
	Date approved:	14 th July, 2020
	Date adopted:	1 st September, 2020
	Next review due by:	End of 2020/21 academic year

AIMS/PURPOSE/VALUES

The main values and purposes of the curriculum are linked to the type of education in which Trinity High School believes and seeks to provide, namely, that of a Christian environment in which young people are safe, secure, cared for and happy, and are able to develop into articulate, confident and well qualified citizens of the world. We believe that every child is valued by God to become a perfect creation and, therefore, that every child matters.

GENERAL PRINCIPLES

Education is a route to the spiritual, moral, social, cultural, physical, mental development and well-being of the student. It is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development. Education should help students to value themselves, their families, relationships, wider groups, the diversity of society and the environment in which they live. Education should also strengthen the virtues of truth, justice, honesty, trust and duty.

Simultaneously, education should prepare students to respond to opportunities and challenges, and prepare them to succeed as individuals, parents, and citizens in a diverse and rapidly changing world.

Such values and purposes are reflected in the aims of the Trinity curriculum:

- i) To provide opportunities for all students to learn and achieve.
- ii) To promote students' spiritual, moral, social and cultural development.
- iii) To prepare students for the opportunities, responsibilities and experiences of life.

Within these aims the curriculum seeks the following:

- ◆ To develop the skills of literacy, numeracy and information technology (IT).
- ◆ To create opportunities for students to think creatively and critically and to solve problems.
- ◆ To be creative, innovative, to show enterprise and leadership potential and, by doing so, prepare students for their future lives.
- ◆ To develop financial literacy.
- ◆ To develop physical skills and to encourage a healthy, safe lifestyle.
- ◆ To distinguish right from wrong and appreciate the beliefs and customs of others.
- ◆ To encourage integrity and autonomy, and help students develop into caring citizens who can contribute towards society.
- ◆ To develop a respect for the environment.

Our curriculum intends to encourage equality of opportunity, challenging discrimination and stereotyping, this is especially important in our diverse multi-ethnic, multi-cultural and multi-faith community. The curriculum aims to promote self-esteem, emotional well-being and the capacity to maintain worthwhile relationships based on respect, to relate to others and to work for the common good.

Our curriculum emphasises the development of the whole student.

THE CURRICULUM AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

At Key Stage 3 students study a curriculum that is broader than the National Curriculum, including drama and engineering. Sex and relationship education, and financial literacy, are included in our PSHE and Citizenship programmes. This broad and balanced curriculum is delivered across Years 7–9.

The Key Stage 3 curriculum is made up as follows;
(average number of periods in 50 period cycle across the key stage, numbers add up to more than 50 due to rounding)

English (7 periods)	French or Spanish (4 periods)
Mathematics (7 periods)	Art (2 periods)
Science (5 periods)	Music (2 periods)
Religious Education (3 periods)	Drama (2 periods)
History (3 periods)	Physical Education (4 periods)
Geography (3 periods)	Enquiry Skills (3 periods)
Engineering, Food & Nutrition (4 periods)	PSHE & Citizenship (2 periods)

At Key Stage 3 the particular learning needs of a minority of students will be met through a Key Stage 3 class that includes students from Years 7–9, known as Aspire. This class will cover all aspects of the National Curriculum but with a focus on improving literacy and numeracy skills to enable students to engage with Level 1 & 2 learning at Key Stage 4. In Key Stage 4, these and other students will be offered the opportunity to study an ASDAN assessed option to complement their core curriculum and two other choices.

As outlined in our Assessment Policy, students will be assigned a Starting Point Score on their arrival at Trinity. Minimum expected point scores and progress through a flight path of Attainment Point Scores will be reported to parents.

At Key Stage 4 (Years 10 & 11) all students will study a broad core curriculum of English Language, English Literature, mathematics, combined science, Religious Education and physical education. Students will make three choices in the Year 9 options process from a broad curriculum offer that includes a full range of EBacc subjects and wider academic and vocational courses. All qualifications offered, currently GCSE, BTEC and Cambridge National, are from the DfE approved lists of syllabuses. All courses will provide routes to Key Stage 5 opportunities and will cover the breadth of Level 1 & Level 2 attainment. Most students will study for nine individual subject qualifications.

Approx. 20% of the cohort will be offered the opportunity to study 'Separate Sciences', this will entail them studying for ten qualifications. Students will have proven academic ability and

will need to demonstrate a commitment to the additional time spent in science lessons and to the rigor of a ten GCSE curriculum. The additional teaching will be scheduled in place of Core PE and students will be required to commit to undertaking two hours of physical activity in an extra curriculum manner.

We believe that students should be free to choose the subjects relevant to their future careers or passions, students do not have to study a 'full' EBacc type curriculum if this is not right for them.

At Key Stage 5 students will choose a maximum of four AS, or the equivalent BTEC, courses in Year 12. In Year 13 the majority of students will drop one subject to be studying three subjects to A Level examination or BTEC L3 final assessment. The school has a commitment to L3 sciences and will offer individual A Level sciences to all students who attain at least two grade 6 science GCSEs (including Combined Science) and at least grade 6 in Maths GCSE. All students will undertake a core RE course across Years 12 & 13 and a two hour a week enrichment programme in Year 12.

In Year 13 students are required to engage with an additional assessment period every two week cycle of the timetable for each subject they are studying.

Following option choices at Key Stage 4 and Key Stage 5 the school will undertake a process to assess the viability and sustainability of courses with low student numbers.

A full CEIAG curriculum is delivered to all students across all Key Stages of the school, please see our CEIAG policy for details.

All areas of the curriculum are regarded as of equal worth. Awards for the school's work in the arts and sport are evidence of our commitment to a broad curriculum: Religious Education and Sportsmark Awards are currently held by the school.

MONITORING AND EVALUATION

The curriculum will inevitably grow and develop, responding to changes in society and the needs of students. Such changes will be made known to the Governors' Curriculum Committee who, with senior staff advice, will have oversight of the monitoring, evaluation and development of the school curriculum. Any policy changes will be ratified by the Full Governing Body.