	Curriculum Policy Review Date:	May 2014
	Date of next Review:	May 2015
	Who reviewed this policy?	DHT Curriculum

The Royal Liberty School Curriculum Policy

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Section One: Outcomes for students

We are committed to the idea of academic excellence, encouraging all students to achieve and fulfil not just what they could achieve, but what they should achieve. We also place great importance on the development of respect, tolerance and understanding.

The Royal Liberty School has a responsibility to provide a curriculum which will inspire and motivate all our students and prepare them for the future.

Introduction

We want to ensure that the young men who leave this school are fully prepared to meet the challenges of the new century and have the knowledge and skills to take a responsible role in the society in which they will live.

Students achieve best when their education successfully adapts to their individual needs and is relevant to the demands and contexts of contemporary society. In a world where demands and contexts are rapidly changing (for example, 'half today's children will take jobs in organisations and industries that do not yet exist' - Chris Yapp; Formerly Director of Public Sector Innovation for Microsoft.) it is also essential that the education of our students is informed and balanced by the more slowly changing values of society and of their community. The principles underpinning the curriculum at Royal Liberty need to reflect the shared values of the community we serve. Although these principles may only change slowly, the way in which learning is arranged to meet changing needs and new challenges must be flexible and responsive. At Royal Liberty we periodically reappraise the way in which we plan and organise students' learning experiences.

In our Curriculum Policy Statement we have identified the principles that we believe are important and also relevant outcomes for students, rather than a list of what should be taught. Up-to-date information about exactly what schools must teach can be found on the Qualifications and Curriculum Authority (QCA) website www.qca.org.uk. The Curriculum Policy Statement and this guidance are relevant for key stage 3 and key stage 4 and should support smooth transitions for students as they move through different stages of learning including post 16 learning opportunities. Section 2 provides tools that support our periodic re-appraisal of the curriculum and suggests links with Every Child Matters outcomes.

QCA research identified five major forces for change which currently face our school.

- Changes in society and the nature of work – students will need different skills and knowledge to flourish in the future.
- The impact of technology – this will influence when, where and how we learn.
- New understanding about learning - research is giving us a clearer picture of how knowledge is interconnected, not compartmentalised or static, and that interconnectedness is often the cornerstone of creativity.
- The need for greater personalisation and innovation – entitlement has to be balanced with personal choice and with the voice of the student.
- The increasing international dimension to life and work – global challenges
- Bring changes to responsibilities, roles and attitudes.

Local changes present opportunities and challenges. The changing population, with all its richness and variety, major local improvements such as the development of Westfield Stratford, the 2012 Olympic Games, the Cross rail hub at Gidea Park and the enormous economic and social boost which this can

provide for London as a whole, all present challenges and opportunities for the ways in which our students will live their lives.

Royal Liberty must provide a curriculum which addresses these challenges, is inclusive and innovative and which promotes essential outcomes for our students – the personal and social values, attitudes and skills that support lifelong learning to prepare them to meet the opportunities of the future and ensure effective and constructive relationships with others.

The curriculum should enable all young people to become:

- 'Successful students, who enjoy learning, make progress and achieve.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

(Revised National Curriculum aims; QCA; 2007)

Outcomes for students

For the school curriculum at Royal Liberty to "provide opportunities for all students to learn and achieve" (National Curriculum aims and values), it should:

- Be based on the needs of all students;
- Provide students with stimulating and engaging learning experiences;
- Enable students to see learning as an enjoyable lifelong process;
- Enable students to make constructive choices throughout their lives in order to achieve economically and personally as responsible citizens.

This can only happen if:

1. The curriculum is about the development of the whole person. Opportunities for students to develop values and attitudes are as important as the development of skills and factual knowledge, so that all students can:

- Show success in a variety of ways;
- Develop and maintain a positive self-esteem;
- Follow a healthy lifestyle;
- Show courtesy, consideration and good humour to others;
- Be responsible, honest, caring and confident;
- Be a constructive member of society;
- Communicate effectively about themselves: articulate their own opinions and needs.

2. All students are given equality of opportunity in learning. This will involve countering disadvantage by providing a relevant curriculum, and day-to-day learning tasks that are accessible to, and meet the needs of, all students, so that all students can:

- Feel valued;
- Understand that learning is relevant for them;
- Enjoy learning;
- Take an active part in their own learning in school and want to be lifelong learners;
- Use technology efficiently as a tool for thinking, making or doing;
- Cope effectively with change and diversity.

3. The school curriculum builds on students' strengths; interests and experiences both inside and outside school, including those developed by their first educators – their parents and carers - and equips them with the skills to become confident, enthusiastic and effective learners, so that they can:

- Understand that all learning is valuable, wherever or whenever it happens;
- Be confident to make decisions about their own learning in school and their priorities as lifelong learners;
- Enjoy learning and achieve as highly as they can, especially if they have a special subject or skill which they love.

4. Important skills are embedded in the curriculum for all subjects, using a wide range of practical, theoretical and creative learning opportunities. This will engage students in communication, analysis, problem solving, enquiry and logical and creative thinking in many different contexts, enabling them to become adaptable, responsive and innovative, so that they can:

- Think creatively, analytically and critically;
- Understand that learning skills are transferable;
- Communicate effectively about their learning;
- Understand how to bring these skills to bear in different contexts throughout their lives.

5. The curriculum presents students with new challenges and opportunities. Through experiencing challenge, opportunity and risk in a range of safe contexts, including opportunities to plan for the next stage of their education and their role in society, students learn to take risks and rise to challenges, so that they can:

- Be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- Show initiative, resilience and confidence;
- Take risks, responsibly and creatively;
- Understand and work towards the needs of their community;
- Be innovative and enterprising;
- Use technology as a tool for innovation;
- Make their living in ways that are enjoyable and make a positive contribution to their locality, their country and global society.

6. The curriculum provides opportunities for complex projects which cross subject boundaries and students are provided with practical situations involving collaborative learning in order to solve problems by thinking both creatively and critically, so that they can:

- Be creative;
- Work independently and collaboratively;
- Understand how working together can result in more new ideas, greater creativity and better problem-solving;
- Engage in purposeful, sustained shared thinking with others.

7. The curriculum focuses on knowledge creation as well as knowledge acquisition. By making connections between different bodies of knowledge, students create new learning for themselves, so that they can:

- Understand that learning is an active, creative process, not simply a passive acquisition of information

- Enjoy and feel achievement in thinking analytically and developing reasoning and enquiry skills.

8. The curriculum reflects the students' place in their local community. It gives them opportunities to learn about the place, people and values in which they are growing up. It enables them to develop their sense of belonging, appreciate the diversity of their community and feel empowered to make a difference for the better, so that students can:

- Contribute to the community both in school and outside;
- Value and respect themselves, their families and others around them;
- Value the diversity in our society;
- Value the environment in which we live;
- Participate in decision making and contribute to the community.

9. The curriculum reflects the students' place in the national and global communities. It allows them to develop their sense of identity beyond their personal experience, to develop a sense of belonging and empowerment to make a difference for the better in the wider world, so that they can:

- Be flexible, resourceful and able to adapt to new situations in a rapidly changing world;
- Enjoy and flourish when at key transition points in their lives;
- Understand the relationship between their community and the national and global communities;
- Use national and global resources wisely and contribute to environmental sustainability;
- Recognise their role and responsibilities as members of the national and global community by understanding their own values and attitudes.

It is the Royal Liberty School's view that these nine principles are an entitlement for all students.

Curriculum Organisation

The curriculum is organised as a two week block for both key stages. Lessons are all one hour in length.

The White Paper 'DCSF 2009 Your child, your schools, our future: Building a 21st century schools system' and the White paper 'DFE 2010 The Importance of Teaching' outlined wider challenges to the curriculum and started to encourage schools to move away from just content based subjects and academic qualifications. In year 7 we have introduced an integrated curriculum 'Project Einstein' that encourages students to build skills and pick how and when to use them in real cross curricular thematic learning projects. Royal Liberty is a specialist Science College. To cement Science as the bedrock of everything that we do Science takes an integral part of our year 7 integrated curriculum. PSHE and RE, along with literacy and numeracy as key functional skills also play a significant part. By having Science, PSHE, RE, literacy and numeracy in the year 7 integrated curriculum it gives the integrated curriculum a real sense of importance and relevance to our students. ICT plays a big part in our year 7 integrated curriculum, but the focus of ICT in the year 7 integrated curriculum is on the uses of new technologies as part of the pedagogy and how students learn by using them. One of the main benefits of having a year 7 integrated curriculum is to give staff sufficient time to support pedagogy that encourages our students as independent learners.

We believe that every student should experience the world beyond the classroom as an essential part of learning and personal development, whatever their ability or circumstances. These, often the most memorable learning experiences, help our students to make sense of the world around them by making links between feelings and learning, influence their values and the decisions they make. Learning outside the classroom at Royal Liberty is about raising achievement through an organised, powerful approach to learning in which direct experience is of prime importance. This is not only about what students learn, but importantly how and where students learn. One of the excellent features of the curriculum at Royal Liberty is the wide range of experiences and challenges offered to students during the annual 'curriculum enrichment week' at the end of May. This is an exciting week where the curriculum is enriched by providing students with activities that can not normally take place in an average day. The whole of year 7, 8, 9 and 10 follow a specially designed programme of events and workshops, with activities varying from the physically challenging and the cultural, to school-based activities, day trips and week-long residential courses. All students have the opportunity to try new things, learn new skills, visit new places and challenge themselves individually and in groups. Many of the activities have a cost implication but these are kept to an absolute minimum and on each day there are many activities offered at no cost.

To promote and integrate cross curricular themes into the curriculum, we have a cross curricular week in June that enables subject departments to work with other often very different departmental areas, for example English working with Maths, allowing the creation and delivery of learning activities to students that have a direct focus on cross fertilization of ideas as well as skills.

To motivate, energise and engage students by getting them to think outside the normal 1 hour lessons and thus be more open to change and experiment our curriculum includes four 'flexible days' in year 8. These flexible days enable each faculty to organise a whole days learning and sessions are designed to enable students in-depth study and more practical-based work with a focus on enterprise skills, competencies of communication, team work, initiative, time and resource management, flexibility and risk taking, reflection and improving, finding and using information. Providing students' opportunities to use the skills of independence in learning are seen as the keys to success. Faculties plan the flexible days to incorporate elements of citizenship, new skills and new learning. Faculties have a series of lead in lessons to the flexible day, a reflection lesson after the flexible day and record the skills that have been

learnt by students. The Flexible day concept is an important part of introducing all staff and students at Royal liberty to alternative ways of organising learning.

To help inspire the next generation of scientists, our curriculum has 'science week' each March where all departments organise learning activities incorporating the theme of how the sciences relate to their subject and students' everyday lives. During science week, the science department also provide students with fun and participative activities outside the mainstream science curriculum designed to raise awareness, spark enthusiasm and celebrate science.

Our curriculum uses 'citizenship days' to help meet elements of the national curriculum for citizenship at key stage 3, both in terms of knowledge and understanding, skills of enquiry and communication and participation and responsible action. Citizenship days are in our curriculum to complement, not replace the discrete provision at KS3. Outside agencies as part of our Year 7, 8, or 9 citizenship days, provide relevant and up to date information to young people and give a fresh, insider's perspective on key citizenship issues. A key component of our citizenship days is providing challenging follow-up activities that allow students to consolidate what they have learnt. Our citizenship days are whole year group suspended timetable activities that see individual form groups rotating around different workshops facilitated by organisations and community partners, all linked to a particular theme. The citizenship day themes that are explored are.

Year 7:

- Me and My School
- Crime and Punishment
- Sex and Relationship Education (Relationships between people)

Year 8:

- Drugs, Smoking & Alcohol
- Financial Capability
- Sex and Relationship Education(Sex)

Year 9:

- Racism
- Careers Education (To help inform students about option choices)
- Sex and Relationship Education (Contraception & STD)

Drop down 'KS4 citizenship days' meet the elements of the national curriculum for citizenship at key stage 4, both in terms of knowledge and understanding, skills of enquiry and communication and participation and responsible action. Outside agencies will provide relevant and up to date information giving students a fresh, insider's perspective on key citizenship issues. The themes of the drop down citizenship days are likely to be:

Year 10

- Careers (work experience)
- Financial capability (banks)
- Sex & relationship education (Gendered intelligence day)

Year 11

- You and the law (rights & responsibilities)
- Preparing for the wider world (people & organisations that can give advice and support)

We have a commitment to maintain high quality CEIAG provision and provide students with a planned programme, which will equip them to successfully progress at the end of each key stage to allow them to make informed decisions for their post 14 and post 16 choices. We have established excellent working partnerships with Prospects, HBEP, a number of Further & Higher Educational Colleges, Sixth Forms and Universities and various employers. Students and their parents/carers take part in activities including year 9 options evening, year 10 work experience evening and year 11 college transfer evening. We also hold an annual Careers Fair for Year 9,10 and 11 students which parents are invited to attend. Year 11 parents are invited to attend careers interviews with their son where they have the opportunity to meet with the Prospects Careers Personal Advisor and the school Work Related Learning/Careers Co-ordinator to discuss their son's further education choices. All students have full access to the Careers Resource Area and our Work Related Learning/Careers Co-ordinator where they are able to get help, guidance and advice daily. Careers education is also delivered in the PHSE curriculum with the themes for each year including:

- Year 7: Introduction to careers.
- Year 8: Achievements, jobs, influences, skills and attitudes.
- Year 9: Options, career choices, college life, skills for jobs; Options/Careers Fair; Havering College Taster Day.
- Year 10: Redbridge College Taster Day; Havering Sixth Form Work experience preparation; Work experience debrief; Options/Careers Fair.
- Year 11: Year 11 College Transfer Evening; Options/Careers Fair, University Aspiration Days

We are committed to developing the literacy skills of all our students, in the belief that literacy unlocks students' potential to achieve, not just academically, but in all areas of their adult life. It will allow our students to become effective communicators and will empower them by providing them with the language to succeed. The school curriculum ensures equal opportunities so that students with low levels of literacy are given targeted intervention. The level of support they receive is based on their ability; those below the national average are targeted to ensure they reach levels similar to students nationally. A structured programme is put in place with a strong focus on improving their levels of attainment in reading and writing. Students are withdrawn from some foundation subjects in small groups in order to focus on their particular needs such as their spelling, punctuation, grammar and interpretation of texts. The groups are organised to ensure students are 'Aiming for' their target grade, particularly levels 3, 4 or 5. The literacy programme is delivered by specialist teachers and learning support assistants to provide focused, purposeful provision.

To ensure that students who have English as an additional language are able to access the curriculum a member of support staff acts as our EAL coordinator. The EAL coordinator meets regularly with the SENCO and LEA advisor to discuss students, strategies to support them and the impact of the interventions. EAL students and their parents applying for mid-term admission meet with the EAL co-ordinator to assess the individual student level of need and support in class and withdrawal sessions as required. To make this process more measurable and consistent we have a 6 week induction programme 'Language for Survival' for early stage speakers of English. This covers key vocabulary for getting around school and accessing work in English, Maths and Science. Students are withdrawn from humanities and MFL lessons for a maximum of six weeks to deliver the programme. The programme is presently delivered by staff who have received training (EAL coordinator, one LSA and two members of teaching staff.)

Key Stage 3 curriculum time allocation

Year7 Subjects	English	Maths	Integrated Curriculum 'Project Einstein' Science , Philosophy, P.S.H.E. & Citizenship	Physical Education	Design Technology	Music	Drama	Computing	History	Geography	Modern Foreign Languages German French Spanish	Art
Periods per cycle	6	6	12	4	4	2	2	2	3	3	4	2
% Curriculum Time	12	12	24	8	8	4	4	4	6	6	8	4

Year 8 Subjects	English	Maths	Science	Philosophy	P.S.H.E. & Citizenship	Physical Education	Design Technology	Music	Drama	Computing	History	Geography	Modern Foreign Languages German French Spanish	Art
Periods per cycle	6	6	6	2	2	4	4	2	2	2	4	4	4	2
% Curriculum Time	12	12	12	4	4	8	8	4	4	4	8	8	8	4

Year 9 Subjects	English	Maths	Science	Philosophy	P.S.H.E. & Citizenship	Physical Education	Design Technology	Music	Drama	Computing	History	Geography	Modern Foreign Languages German French Spanish	Art
Periods per cycle	6	6	6	2	2	4	4	2	2	2	4	4	4	2
% Curriculum Time	12	12	12	4	4	8	8	4	4	4	8	8	8	4

Key Stage 4 curriculum time allocation

Year 10	English	Maths	Science	Option A Triple Science Art Product Design Catering Applied Business	Option B ICT Music Geography Engineering History Physical Education	Option C History Applied Business Geography Product Design Computing Key Skills	Option D Art Spanish French German Catering Physical Education	GCSE Philosophy & Applied Ethics	Physical education
Subjects									
Number of GCSE's	2	1	2	1	1	1	1	1	0
Periods per cycle	7	7	9	5	5	5	5	3	4
% Curriculum Time	14	14	18	10	10	10	10	6	8

Year 11	English	Maths	Science	Option A Catering History Product Design Geography ICT	Option B Physical Education Applied Business Media Studies Art Triple Science Key Skills	Option C French German Art Music Spanish Resistant Materials	Option D Resistant materials Drama Geography Physical education Computing Catering	GCSE Philosophy & Applied Ethics	Physical education
Subjects									
Number of GCSE's	2	1	2	1	1	1	1	1	0
Periods per cycle	7	7	9	5	5	5	5	3	4
% Curriculum Time	14	14	18	10	10	10	10	6	8

KS4 students study courses leading to 10 GCSE's

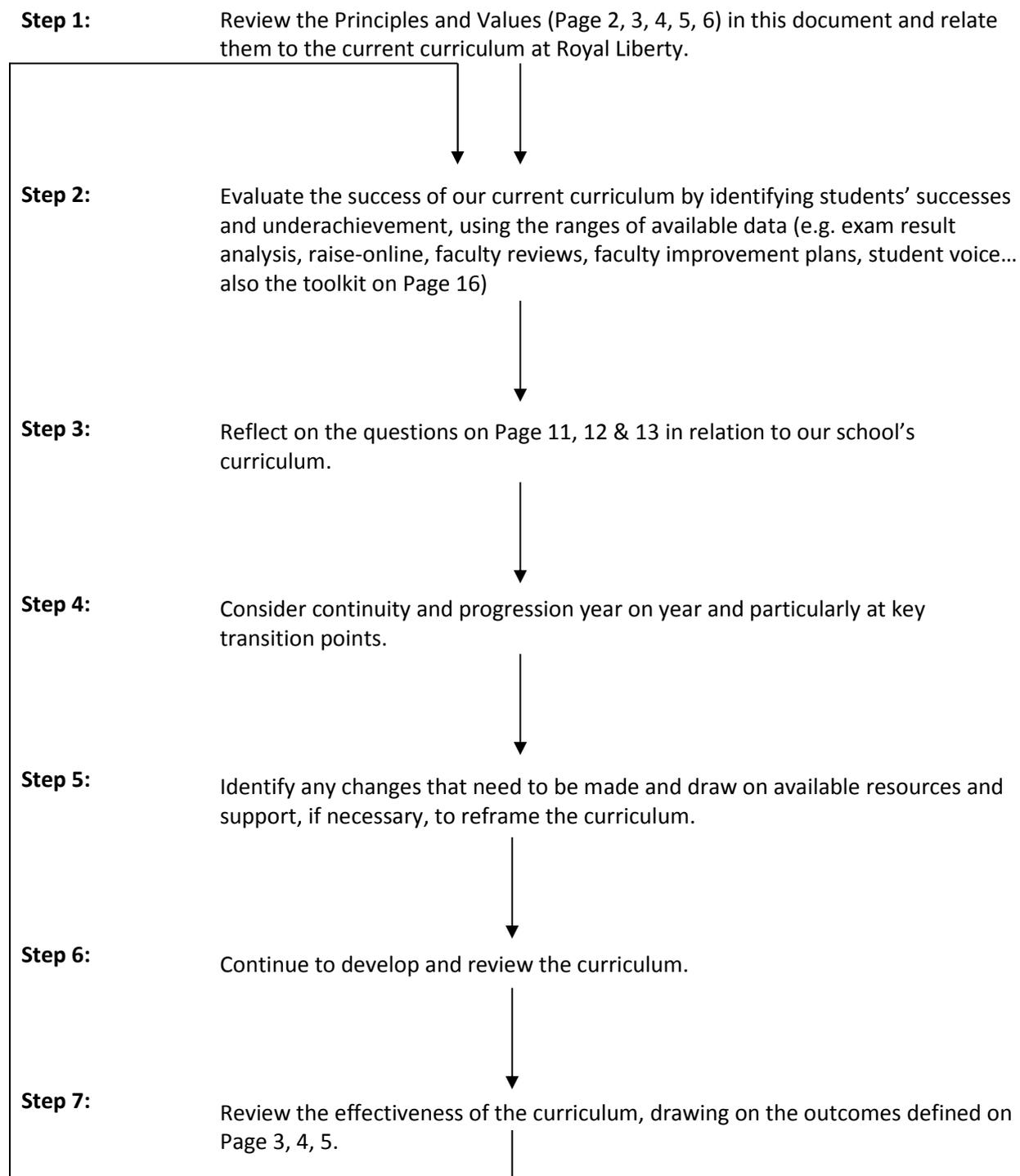
Royal Liberty gives students a 'free option' based on the principal that any system involving pathways is not preferable as someone external has already made a choice for students. Students are asked to pick a 1st, 2nd, 3rd, 4th & reserve option and the option blocks change each year determined by student preferences.

KS4 Citizenship is delivered through a series of 'deep learning' drop down days and within curriculum subjects.

Section Two: Keeping the curriculum under review

The process of developing the curriculum at Royal Liberty

This flowchart describes the process used to support the review and development of our school's curriculum.



What do we consider

When designing a relevant curriculum for our school community to meet the needs of every student, the Senior Leadership Team consider the following questions, defining what we must do (e.g. in relation to statutory requirements), should do (e.g. using Assessment for Learning strategies) and could do (e.g. providing more opportunities for students to learn independently – Ofsted 2009).

Principles into Practice

Our school curriculum offer is reviewed every year. As part of the curriculum review process the Senior Leadership Team consider the following questions that relate to the principles listed on pages 3, 4 and 5.

- 1) How do we ensure that the outcomes for students take as much account of their personal development and well being as their academic achievement?
- 2) How do we create a curriculum that meets the needs of every student in a relevant, flexible and responsive way?
- 3) How do we create a curriculum that engages students and promotes personal learning strategies?
- 4) How can we embed problem solving, enquiry and creative thinking in the curriculum?
- 5) How do we provide a variety of experiences and opportunities in order to develop learning in new ways?
- 6) What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?
- 7) How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?
- 8) How can we make our curriculum both reflect and incorporate aspects of the local community?
- 9) How do we incorporate the global dimension within the curriculum?

(See appendix 2: National and local information and opportunities)

Assessing Pupils' Progress and Achievement

Assessment, to support learning and to provide information about students' progress, is most effective when teachers and students are clear about the objectives and about the criteria for success. This is true whether the intended outcome of learning is knowledge, or the development of a skill, or the development of students' attitudes and values. In each case, progress and achievement will be most noticeable if the teacher has:

- i. identified clear objectives,
- ii. identified the likely change(s) in students' understanding and/or behaviour that will demonstrate that learning or development has happened, and
- iii. shared these with the students, if possible taking students' views into account.

	Principles & Values	Principles into Practice	Outcomes for Students	Links to ECM Outcomes
1	The curriculum is about the development of the whole person.	How do we ensure that the outcomes for students take as much account of their personal development and well being as their academic achievement?	Show success in a variety of ways. Develop and maintain a positive self-esteem. Follow a healthy lifestyle. Show courtesy, consideration and good humour to others. Be a constructive, critical member of society. Articulate their own opinions and needs.	All
2	All students are given equality of opportunity in learning.	How do we create a curriculum that meets the needs of every student in a relevant, flexible and responsive way?	Take an active part in their own learning in school and want to be lifelong learners. Be engaged in making decisions about their own learning in school. Be responsible, honest, caring and confident. Use technology most efficiently as a tool for thinking, making or doing.	1 ii, 2 iii 3 i – 3v 4 i – 4v 5 i, 5ii
3	The curriculum builds on students' strengths, interests and experiences and equips them with the skills to become confident, enthusiastic and effective learners.	How do we create a curriculum that engages students?	Take an active part in their own learning in school and want to be lifelong learners. Communicate effectively. Take risks, responsibly and creatively. Enjoy and achieve. Be responsible, honest, caring and confident.	1 ii, 2 iii 3 i – 3 v 4 i,- 4 ii, 4 iv 5 i
4	Skills and processes are embedded in a wide range of practical, theoretical and creative curriculum opportunities.	How can we embed problem solving, enquiry and creative thinking in the curriculum?	Communicate effectively, Work independently and collaboratively.	All
5	The curriculum presents students with new challenges and opportunities.	How do we provide a variety of experiences and opportunities in order to develop learning in new ways?	Be flexible, resourceful and able to adapt to new situations in a rapidly changing world. Show initiative, resilience and confidence. Take risks, responsibly and creatively.	3 iii, 3 iv, 3 v 4 i – 4 v 5 i, 5ii
6	The curriculum provides opportunities for complex projects which cross subject boundaries.	What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?	Be creative. Problem solve. Work as a team.	All
7	The curriculum focuses on knowledge creation as well as knowledge acquisition.	How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?	Be willing to learn new skills. Think analytically, develop reasoning and enquiry skills.	4 iv, 4 v
8	The curriculum focuses on knowledge creation as well as knowledge acquisition.	How can we make our curriculum both reflect and incorporate aspects of the local community?	Contribute to the community both in school and outside. Value and respect themselves, their families and others around them. Value the diversity in our society and the environment in which we live. Participate in decision making and contribute to the community. Show courtesy, consideration and good humour to others.	1 iv, 1 v 2i – 2 v 4 i – 4 v 5 i – 5 v
9	The curriculum reflects the students' place in the global community.	How do we incorporate the global dimension within the curriculum?	Be flexible, resourceful and able to adapt to new situations in a rapidly changing world. Enjoy and flourish when at key transition points in their lives. Understand the connectedness of their community with the national and global communities. Use global resources wisely and contribute to environmental sustainability. Recognise their role and responsibilities as members of a global society by understanding their own values and attitudes.	4 i – 4 iv, 4 v 5 i – 5 v

1) How do we ensure that the outcomes for students take as much account of their personal development and well being as their academic achievement?

Take account of the following national and local information and opportunities:-

- Every Child Matters outcomes
- David Hargreaves' "Gateways to Personalised Learning" Initiatives to raise aspirations
- The National Healthy Schools Programme
- Research into learning and "Learning to Learn"
- Developments in supporting young people's emotional Intelligence and emotional well-being (SEAL materials and PSHE programmes)
- Developments in pupil consultation – Pupil Voice
- Vocational learning
- Spiritual, Moral, Social & Cultural learning National Curriculum Programmes of Study National Strategy Frameworks
- The school's existing curriculum planning framework
- Social and Emotional Aspects of Learning
- Work experience

2) How do we create a curriculum that meets the needs of every student in a relevant, flexible and responsive way?

Consider...

- Statutory requirements in the curriculum
- Introduction of the English Baccalaureate
- Reform of equivalencies - one qualification will count for one in performance tables from 2014 -this affects September 2012 starts.
- Qualifications smaller in size than a GCSE (120 GLH) will no longer count in headline performance tables from 2014. Short course GCSE's will not count.
- A maximum of two Quals per pupil that are not GCSE, iGCSE, or AS levels will be counted in headlines measures in the performance tables from 2014."
- Developments in personalised learning
- Inclusion – meeting the range of learning needs including gifted and talented, specific learning difficulties, physical difficulties
- Equality and diversity (refer to the Commission for Racial Equality's "Learning for All")

3) How do we create a curriculum that engages students and promotes personal learning strategies?

Consider...

- Assessment for Learning strategies
- Research in learning and thinking skills
- Creativity (refer to "All Our Futures", "Creativity, Find It, Promote It")
- Vocational learning
- Partnerships with parents and carers
- Social and Emotional Aspects of Learning

4) How can we embed problem solving, enquiry and creative thinking in the curriculum?

Consider...

- The Philosophy for Children initiative
- Research into learning and “Learning to Learn”
- Assessment for Learning strategies
- National Curriculum Programmes of Study and Attainment Targets (ref. Skills and processes)

5) How do we provide a variety of experiences and opportunities in order to develop learning in new ways?

Consider...

- Research into learning and “Learning to Learn”
- Developments in pupil consultation – Pupil Voice
- Use of new technologies
- The Outdoor Manifesto
- Social and Emotional Aspects of Learning

6) What projects can we provide which cross subject boundaries, involve practical and collaborative learning and problem solving?

Consider...

- Information from the Innovations Unit e-learning
- Research into Pupil Voice and Assessment For Learning
- Gifted and Talented initiatives
- Skills and process in National Curriculum Programmes of Study with potential for cross-curricular planning

7) How can we develop knowledge creation by providing opportunities to make connections between different bodies of knowledge?

Consider...

- Assessment For Learning, including questioning skills
- QCA’s web-based resource “Creativity, Find It, Promote It”
- Family Learning
- Research in learning and thinking skills
- Gifted and Talented initiatives

8) How can we make our curriculum both reflect and incorporate aspects of the local community?

Refer to...

- Local community leaders
- Local history archives, museums and libraries Local businesses, arts and leisure provision
- Vocational learning
- Parents and carers

Appendix 2

9) How do we incorporate the global dimension within the curriculum?

Consider...

- E-learning
- Commission for Racial Equality's "Learning for All" Materials produced by aid agencies
- Modern Foreign Languages initiatives
- Research on environmental issues

Appendix 2

Toolkit: Questions to support our curriculum audit

The following questions are intended to enable deeper thinking when conducting a curriculum audit.

- Is our curriculum fulfilling the needs of all students?
- Is our curriculum promoting pupils' emotional and physical well-being and their spiritual, moral, social and cultural development?
- Can we identify groups of students who are not accessing parts or all of the curriculum? Which aspects do they have difficulty with and why?
- How are we building on all students' successes in the curriculum to support aspects with which they have difficulty?
- How are we using technologies to engage students and improve their learning? How are we using practical "hands-on" experiences to promote learning across the curriculum?
- How well are we using the investigative and enquiry processes in all subjects? How far do we present students with new challenges and opportunities? How does this happen for groups and individuals?
- How are we promoting the key skills of literacy and numeracy across the curriculum using practical "hands-on" experiences to improve their learning?
- How motivating is our curriculum for all students? Is there continuity and progression?
- How well are we involving other stakeholders and taking account of their views, particularly the students themselves?
- Does the school's resource provision support all areas of the curriculum and all pupils' needs?

All of this evidence and evaluation will support our school self-evaluation process.

Appendix 3

Statutory requirements for the KS3 curriculum time 24/11/11

There are no statutory requirements for time allocated to subjects in Key Stage 3. DfES recommendations suggest that Key Stage 3 pupils should have a minimum of 24 hours teaching each week.

Although there are no legal requirements, the QCA has produced guidance in the form of 'starting points' to help secondary schools to allocate curriculum time appropriately. The following table is drawn from the QCA document, 'Designing the Key Stage 3 Curriculum', available from the [QCDA website](#).

KS3 Curriculum Time

Subject	Recommended time per week*	Total hours over year	Percentage of a 21-hour teaching week
English	3 hours	108	12%
Mathematics	3 hours	108	12%
Science	3 hours	108	12%
ICT	1 hour	36	4%
D&T	1½ hours	54	6%
History	1¼ hours	45	5%
Geography	1¼ hours	45	5%
Modern Languages	2 hours	72	8%
Art & Design	1 hour	36	4%
Music	1 hour	36	4%
PE	1½ hours	54	6%
Citizenship	45 minutes	27	3%
RE	1¼ hours	45	5%
TOTAL	21½ hours	774 hours	86%

Is there a statutory requirement for how much time schools should allocate to teaching each curriculum subject?

QCDA does not set time allocations for subjects. There are however, national targets for literacy, numeracy, PE and sport, and culture. Schools should determine the time allocation that most appropriately meets the needs of their learners, guided by these targets.

Is Religious Education statutory or non-statutory?

RE is a statutory subject in the basic school curriculum and should be taught in all schools. The legal requirement for RE in maintained community schools and voluntary controlled schools is the locally agreed syllabus. The programme of study is included for illustrative purposes so that SACREs can develop their locally agreed syllabus to fit with the rest of the curriculum and schools can plan a whole curriculum.

Voluntary aided schools and academies with a religious designation must follow the syllabus approved by their governing body.

Statutory requirements for the key stage 4 curriculum 24/11/11

What is statutory?

The national curriculum applies to pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and voluntary controlled schools.

The statutory subjects that all pupils must study are citizenship, English, information and communication technology, mathematics, physical education and science. The teaching of careers education, sex education, work-related learning and religious education is also statutory.

(ICT for example has to be taught at KS4 as it forms part of the 2007 national Curriculum, although it is not compulsory for students to take an exam course in it. The subject can be taught discretely or "across the curriculum" or a combination of both. Students are "entitled" to use ICT in all subject areas at KS4.)

What is non-statutory?

The curriculum also includes non-statutory programmes of study for:

Religious Education, based on the Framework for Religious Education

Personal wellbeing, which includes the requirements for sex and relationship and drugs education.

Economic wellbeing and financial capability, which includes the requirements for careers education.

Entitlement

At key stage 4 students are entitled to follow a course of study in a subject within each of four entitlement areas. The entitlement areas are:

Arts (comprising art and design, music, dance, drama and media arts)

Design and technology (comprising only that subject)

Humanities (comprising geography and history)

Modern foreign languages.

From September 2007, key stage 4 students have a statutory entitlement to have access to a course of study leading to at least two science GCSEs. Schools have to offer all students access to either science GCSE and additional science GCSE or all three of physics, chemistry and biology GCSEs. Schools may choose to offer other combinations of qualifications, but these must be in addition to, rather than instead of, these combinations.

Timescale

The revised key stage 4 programmes of study for citizenship and PE become statutory in 2009, and for English, mathematics and ICT in 2010. This coincides with the introduction of new GCSE qualifications in these subjects.

Havering code of conduct regarding sexually explicit or sensitive curriculum content

<p>30. Curriculum</p> <p>Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, i.e. drama. The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to pupils' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.</p> <p>Care should also be taken to abide by the Governing Body's required policy on sex and relationships education and the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education produced (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).</p>	<p>This means that adults should:</p> <ul style="list-style-type: none">• Have clear written lesson plans• Take care when encouraging pupils to use self expression, not to overstep personal and professional boundaries.• Be able to justify all curriculum materials and relate these to clearly identifiable lesson plans. <p>This means that adults should not:</p> <ul style="list-style-type: none">• Enter into or encourage inappropriate discussions about sexual activity Or• Enter into or encourage inappropriate discussions about sexual activity Or• Any behaviour which may offend or harm others.
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References

www.nc.uk.net – the National Curriculum Online

QCA/DfES schemes of work www.standards.dfes.gov.uk/schemes

Further guidance on religious education is provided in DFE Circular 1/94 and in 'Religious education: non-statutory guidance, available from QCA ref: QCA 00/576

Guidance on sex and relationship education is available from the DfES ref: DfES/0116/2000

www.teachernet.gov.uk/teachinginengland/

www.standards.dfes.gov.uk/innovation-unit/Information/powerinnovate - The Power to Innovate

What do schools need to consider?

Social and emotional aspects of learning... improving behaviour... improving learning (SEAL) DfES 0110-2005G

Learning for All: Standards for racial equality in schools ISBN 1 85442 223 5.

Community Cohesion Education Standards for Schools www.info4local.gov.uk

Creativity: Find it, promote it www.qca.org.uk

Speaking, Listening and Learning www.standards.dfes.gov.uk