

Curriculum Policy 24-25

Curriculum Precipis:



Our curriculum intent is characterized by:

ASK

	Curriculum Intent	What it means	Where it fits in scripture
A	Attributes	Enriching students with gospel values and virtues. Equipping them with the attributes to change society for the better.	Mark 11:24 Whatever you ASK in prayer, believe that you have received it, and it will be yours.
S	Skills	Developing cognitive fluency to enable Knowledge to be applied, analyzed and evaluated effectively.	Matthew 7:7 - ASK , and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you:
K	Knowledge	Academic Fluency; curriculum coherence is achieved through deep learning; utilizing Rosenshine's principles to ensure Knowledge will be taught to be remembered effectively.	James 1:5 If any of you lacks wisdom, let him ASK God, who gives generously to all without reproach, and it will be given to him.

INTENT

- To unlock belief in all our learners:

Enriching students with gospel values, virtues, and attributes. Preparing them with knowledge, and equipping them with the skills to change society for the better.

Curriculum Principles Statement

In order to deliver on our vision of 'unlocking belief in all' we constantly review our curriculum offer to ensure it reflects the needs of each cohort and that it mirrors the unique interests and ambitions of each individual student. We view the curriculum as not being limited to subjects taught but as encompassing every aspect of school life, allowing each learner to experience both cognitive, ethical and moral fluency so that they can be agents of change in the world.

Social mobility is key to our mission; schema in each subject area is planned and structured to ensure each student is aware of end points embracing hard work, challenge and aspiration, striving to become autonomous learners. This approach has ensured that the majority of our learners progress to University, for most of our students they are the first in their households to do so. Progress at St Josephs has been in the top 10 % nationally for the past 8 years, we view the curriculum as a vehicle for social mobility, closing the attainment gap, and ensuring the curriculum (both within subjects and beyond) gives students access to networks of career and employment advice and guidance.

Aims of the curriculum

- Academic Fluency; curriculum coherence is achieved through contextualizing current learning against prior and future knowledge.
- To emphasise spiritual, socio-economic, and geo-political grand narratives, concepts and themes in each subject area assists students in understanding the 'connectedness' of the curriculum.
- To provide opportunity for both breadth and depth of learning through the careful sequencing of learning.
- To ensure that all learners have the literacy and numeracy skills to analyse and evaluate knowledge and that funding for disadvantaged students is targeted and monitored to ensure curriculum access and progress.
- To provide opportunities to explore and develop cultural capital.
- To develop values, virtues and attributes to help students become better citizens and understand their journey of faith.
- To ensure students are equipped with the knowledge and skills required to secure relevant and enriching employment in a fluid employment market.

Local Context

As a Roman Catholic school, who serve one of the most culturally diverse student bodies in the country, we encourage our learners to see their community and future opportunities on a global scale.

Local labour market information in Berkshire tells us that 36% of all jobs in Berkshire require degrees with 42% of all residents holding degree level qualifications. A further 56% of jobs demand mid-range qualifications however only a third of residents have their highest qualification at this level. Our alumnae will live and work across the UK, Europe and the world. We provide Careers support throughout the academic journey to allow each student to make appropriate choices to ensure continued employability in an employment landscape characterised by change.

Key Stage 3

All students at Key Stage 3 follow a common curriculum which has literacy and numeracy at its core. The curriculum in Key Stage 3 has been redeveloped by departments looking at sequencing the learning journey students are on. Departments have looked at the KS2 curriculum to ensure knowledge and skills are built upon appropriately, as well as ensuring the Year 9 course provides the necessary foundations in order to embark upon Key Stage 4 confidently. We run a two week timetable which consists of fifty 1 hour lessons over the two week cycle.

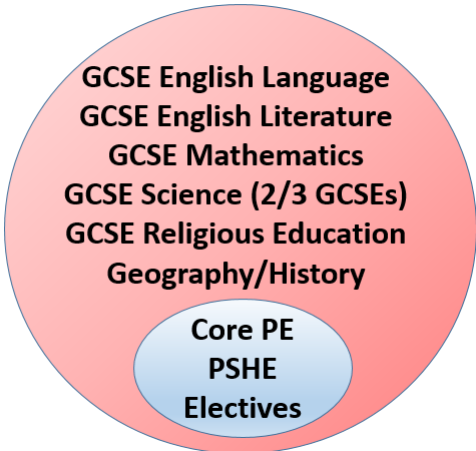
Subject	Number of Lessons
English	6
Maths	6
Science	6
Art	2
Computing	2
Drama	2
Languages	4
Geography	3
History	3
Music	2
Physical Education	3
Religious Education	5
Design & Technology	1
Food Nutrition	1
PSHE	2
Electives	2

Key Stage 4

At key stage 4 pupils follow a two-year programme whereby students continue to study a broad and balanced curriculum consisting of our core curriculum and 2 additional options choices.

EBaccalaureate at the Core of our Curriculum

We are ambitious for our students, and see it as an issue of moral and social justice that our students do not settle for jobs less than their potential suggests they are capable of. In other words, should they have the potential, our students should have the opportunity and confidence to aim for the 36% of jobs which require a degree in the locality or greater.

Our Core Curriculum (7/8 GCSEs)	2 Option Choices from the following:
	French (EBacc) Spanish (EBacc) Art & Design Business Studies Drama Food Technology Geography History Music Product Design Physical Education Vocational Options; Business Enterprise & Marketing ICT – Creative I Media Child Development Sports Science

Subject	Number of Lessons
English Language & English Literature	8
Maths	7
Science (Combined/Separate)	9
Religious Education	5
Geography/History	5
Option 1	5
Option 2	5
Core PE	3
PSHE	1
Electives	2

Key Stage 5

At Key stage 5 students generally study 3 A Levels culminating in exams after 2 years. Some students follow a combination of BTEC and A Level Courses. The following subjects are currently available:

Biology, Chemistry, Physics, Media, Economics, Psychology, Geography, History, Law, Product Design, Sociology, Business Studies, Maths, Philosophy and Ethics, English Literature, English Language, French, Spanish, Computing, Art, Core Maths and BTEC in the following; Sport, Music, Travel and Tourism, Health and Social Care, Performing Arts.

Each option chosen is given eight 1 hour lessons per fortnight.

Extended Project Qualification

Recommended by leading employers and universities we are privileged to offer The Extended Project Qualification (EPQ) to all of our sixth form students. It is an 18 month (Level 3) study programme that provides an opportunity for you to pursue your own academic interests in a chosen topic. You will undertake independent research, gaining additional (up to) 24 UCAS points for your university applications and developing a range of independent research skills.

For further information on the Key Stage 5 curriculum please refer to the Sixth Form Prospectus.

PSHE

At every Key Stage pupils will embark upon a PSHE (Personal, Social, Health and Economic) Programme relevant to their year group. The PSHE Curriculum ensures students are given the skills, attributes and knowledge to keep themselves safe and healthy in an increasingly complex world. It entails covering topics that are relevant and appropriate for their age ranging from; healthy eating, building relationships, careers advice and effective studying habits.

Electives Programme

At St Joseph's Catholic High School we recognize the value of education beyond the confines of the traditional classroom environment. As such, we have sought to develop learning opportunities for our students that enrich and enhance their studies, but also allow them to discover and develop new ideas and talents.

Our new Electives Programme gives students the opportunity to take part in up to 6 different enrichment opportunities every school year; each one with a clear vision and aim in developing key skills and attributes of value. Such electives that we are running include; Golf, Crochet, Global Ventures, First Aid, Turkish, Cookery and Badminton.

IMPLEMENTATION

The curriculum takes into account the individual needs of students giving them a breadth of academic and personal development opportunities.

- The curriculum places an emphasis on deep learning, utilizing Rosenshine's principles to ensure knowledge will be taught to be remembered and Blooms Taxonomy, to ensure what is learned can be applied, evaluated and analysed effectively.
- Schema is sequenced coherently throughout the Key Stages, curriculum maps are referenced daily to ensure students understand the learning journey.
- Students will be set aspirational targets, the effective implementation of the curriculum will allow them to meet or exceed them.
- Enrichment within the Electives programme and outside of lessons, through clubs, societies, the church and extra-curricular trips allows students to test and apply knowledge in wider contexts.
- The effectiveness of implementation is constantly evaluated through the school quality assurance cycle. This review process informs staff development opportunities.
- Implementation is responsive: where assessment indicates that progress is inconsistent, targeted intervention and support or additional challenge will be put into place to ensure students meet them.

Further information on the implementation of each subject's curriculum can be found under 'Curriculum' on the school website.