

## Curriculum Principles

**The curriculum in each of our schools will be designed to help children become well rounded individuals who have had opportunities to develop:**

### **1. Themselves**

*To become:*

- Physically and mentally healthy
- Informed risk takers, problem solvers and critical thinkers
- Articulate communicators
- Reflective, resilient and able to self-regulate

### **2. Their ability to interact with others and contribute positively to society**

*To become:*

- Tolerant and respectful of others: different people, places and cultures
- Responsible, aware and engaged citizens: locally, nationally and globally
- Able to develop appropriate and successful relationships

### **3. The knowledge and skills which will equip them for life**

*An entitlement to:*

- Develop mathematical fluency and essential literacy skills
- Be taught a broad, rich and age appropriate programme of study in every subject
- Stimulating and exciting learning experiences both within and beyond the 'classroom'
- Opportunities to take part in sport, performance and other creative activities
- Careers education and guidance

**Each school will ensure that its curriculum:**

- Reflects local context and is responsive to need
- Is informed by the National Curriculum programme of study for each subject
- Delivers careers education as defined by the Gatsby benchmarks
- Is adapted when necessary to address the specific SEND needs of individual pupils/students



## Sherburn High School

### Our curriculum intent

At Sherburn High School we take delight in ensuring that all students are prepared for life beyond compulsory school education that enables **'Achievement for All'**.

- Is **broad and balanced** and sequenced (helical), so students build upon their knowledge and skills over time, including those with SEND.
- Is **inclusive** to all students supporting progress, irrespective of their starting point; including those from disadvantaged backgrounds and SEND.
- Provides deep, sustained and valuable learning that is **engaging, relevant and invigorating**.
- Achieve their potential through developing their knowledge and understanding, through **widening their cultural capital** across a wide range of contexts and experiences.
- Ensures students are routinely exposed to challenging and difficult concepts and ideas.
- Place numeracy and literacy at the centre of our work, so that students have a mastery of the key skills needed to be successful in further education and employment.

#### ***The Educational provision we want for all our students***

**Achievement for All** can only succeed when every child is provided with a caring, **inclusive** environment, where they have access to a curriculum that empowers them with knowledge, experience and entitlement. Our high-quality curriculum enables **breadth** of experience for our students, valuing every child, so they engage in school and reach their potential.

All children from Early Years through to Year 6 at Primary to Year 7 to 11 at Secondary and where appropriate Year 12 and 13 at Post 16; are entitled to a **broad and balanced** curriculum offering a solid foundation of knowledge and experience to deepen their understanding and support their personal growth.

*'A **broad and balanced curriculum** provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. ... A rich diet of learning experiences is undoubtedly the best way we develop well-rounded, happy individuals'*

We want students to 'learn the 'grammar' of each subject. We provide a clear narrative of what we teach, why we teach it and how it's taught and assessed, to assess understanding, providing a basis for further individual planning. Knowledge and skills are inextricably linked and the performance of skills is enhanced by what we know and understand. The acquisition of knowledge empowers our students and knowledge is powerful when it is remembered.

Sherburn High School focuses the enhancement of **literacy and numeracy**. Students are supported to acquire this core knowledge to enable access to the wider curriculum and for their future. A wide range of pathways and subject routes support students changing interests, aspirations and prepares them for higher education and employment. To complement students' academic study, we provide a wealth of guidance, support and **engaging opportunities that enrich** their education experience. All students are supported in their learning, contribution and participation in every aspect of school life to aid their progress, personal growth and well-being.

Our curriculum is inclusive and we want students to be creative, well-rounded and responsible citizens, who fulfil their potential and play a positive role in society. For young people at Sherburn High School, we provide and educational experience that ensures accessibility, knowledge, responsibility and enjoyment

### **Curriculum structure**

All lessons, except period 1 are 1 hour in duration, there is a two-weekly timetable.

There are 25 lessons per week

PSHCE (Personal, Social and Health Education), SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) is delivered during 30 minutes per day of period 1 and assemblies. Additionally, at key stage 3 Religious Studies is delivered independently for all (2 hours allocated per fortnight). At Key Stage 4 Religious Studies is an option for students wishing to study this in further depth.

At key stage 3 students are divided into an A and a B half for Foundation subjects. Core subjects where feasible are taught in a linear block. In year 7 due to increasing numbers students are divided into A, B and C bands.

In Year 7, all students are taught in mixed ability groups, except in Maths where KS2 SATS and an early baseline test determine setting.

In Year 8, all students except Maths and Science are taught in mixed ability groups. Science set based upon internal assessment data and KS2 SATs and English is taught in mixed ability groups.

At Key Stage 4 core subjects are set by ability in Maths and Science

Option groups are largely mixed ability.

### Key Stage 3

Our students receive a rich and varied programme in accordance with the National Curriculum. The curriculum has been mapped as part of the STAR MAT to enable progression and helical development of skills and knowledge from foundation year to year 9, aiming to develop the individual to a high level of competence and cultural capital in all subject areas. The National Curriculum has been carefully tracked and mapped as part of the STAR MAT Curriculum planning to ensure that pupils have covered and have the opportunity to extend their knowledge beyond the requirements of the National Curriculum. At the end of year 8 students choose 4 subjects to study in depth in Year 9, whilst still retaining breadth and balance. Students have the flexibility to move between subjects throughout year 9 if they desire.

| Subject                         | Year 7 | Year 8 |
|---------------------------------|--------|--------|
| Maths                           | 8      | 8      |
| English                         | 8      | 8      |
| Science                         | 6      | 6      |
| Geography                       | 4      | 4      |
| History                         | 4      | 4      |
| Languages (French)              | 4      | 4      |
|                                 |        |        |
| <b><i>Design Technology</i></b> | 4      | 4      |
| Drama                           | 2      | 2      |
| Music                           | 2      | 2      |
| Physical Education              | 4      | 4      |
| Information Technology          | 2      | 2      |
| Religious Studies               | 2      | 2      |
| Total                           | 50     | 50     |

Design Technology operate a carousel of Art, Food Technology, Textiles and Product Design over a 10 week rotation.

## Year 9 -

At the end of year 8 students choose 4 subjects to study in depth in Year 9, whilst still retaining breadth and balance. The curriculum model allows students to choose 4 subjects in addition to the core Maths, English, Science, Physical Education and PSHCE and RE. These courses are not externally examined until the end of year 11 (there is no early entry), but lay the foundations for KS4. In year 9 students are able to move between subjects within the option blocks, thereby ensuring that they are satisfied with their option choice ready for GCSE. Some subjects will begin GCSE content in year 9 (Science, Geography, History, ICT), but many will extend learning beyond the national curriculum to facilitate transition to GCSE (English, RE, Creative subjects, French, Music). Maths follows a scaffolded curriculum from KS2 – KS4.

## Key Stage 4

The key stage 4 curriculum enables all students to follow the core subjects and then the breadth of our option choices allows students flexibility and opportunity in their decisions. We are inclusive to all, so students have equal opportunity to pursue subjects of their choice. The options are designed to stretch and challenge students to meet the demands of the local labour market and facilitate progression onto level 3 courses. Students are offered a mixture of practical and academic subjects and vocational and academic options. This gives every student a broad and balanced curriculum, but still offers flexibility to maximise the outcomes achieved by each individual. The model also maintains the widest possible choice for progression routes to Post 16, as every student will have a greater range of subjects on which to choose future opportunities for education and training.

Student numbers studying at least 1 Arts based course are high

|  | Total number of option choices that are were an Arts based course | Number of students who are studying at least 1 Arts based course | Percentage of the cohort following at least 1 Arts based course |
|--|---|--|---|
| 2019 Option choices (2022 exam entry cohort) | 101   | 90 / 145   | 62%   |
| 2020 Option choices (2023 cohort)            | 149   | 115 / 151  | 76%   |
| 2021 Option choices (2024 cohort)            | 135   | 100 / 138  | 72%   |
| 2022 Option choices (2025 cohort)            | 134   | 96/148   | 65%   |
| 2023 Prospective choices (2026 cohort)       | 126   | 108/174  | 62%   |

| Subject            | Year 9           | Year 10          | Year 11          |
|--------------------|------------------|------------------|------------------|
| Maths              | 8                | 8                | 8                |
| English            | 8                | 8                | 8                |
| Science            | 9                | 9                | 9                |
| Subject 1          | 6                | 5                | 5                |
| Subject 2          | 5                | 6                | 5                |
| Subject 3          | 5                | 5                | 6                |
| Subject 4          | 5                | 5                | 6                |
| Physical Education | 4                | 4                | 3                |
| PSHE               | 2hrs 5 mins (p1) | 2hrs 5 mins (p1) | 2hrs 5 mins (p1) |
| Total              | 50               | 50               | 50               |

## **Key Stage 5**

The choice of subjects at Key Stage 5 is based upon providing a level of continuity from Key Stage 4 and the curriculum demands of the students. A range of facilitating, academic and vocational courses are available to suit students needs, providing they meet the requirements of Level 3 study. Sixth Form courses offer continuity and variety for our students. Students select their subjects from an open choice and then we meet their needs by adapting the option blocks to suit (minimum clashes are used as a decision for option choices). A curriculum is then devised around the needs of a particular year group.

A wide range of subjects are offered at level 3 through our collaborative Sixth Form with Tadcaster Grammar School, which provides an extended breadth of choice for both schools.

Most students will study 3 subjects through to completion at the end of year 13. A small number, who wish, may follow 4 subjects if they are able and a few students may drop to 2 subjects, but pick up the EPQ as an extra qualification. The EPQ is available to all students if they wish to gain this as extra accreditation.

All subjects are taught for 8 period per fortnight and all subjects have an extra hour per fortnight, which is an assessment hour.

The opportunity to resit Maths and English at Level 2 is available and the pathway, whether integrated into Year 11, or a bespoke Post 16 route is dependent upon numbers of resits. In recent years as 75% of students achieve Level 4 or above integration into Year 11 groups has been the desired route.

All students have 1 hour mentoring / tutorial per week and are placed in year 12, or year 13 tutorial groups

A full list of subjects on offer at SHS are:-

Art and Design

Biology

Business Studies

Chemistry

Design Technology – Product Design

English Language

French

Further Mathematics

Geography

Health & Social Care

History

Information Technology

Mathematics

Media Studies

Physical Education

Photography

Physics

### **Collaborative Courses on offer at Tadcaster Grammar School**

Applied Science

Computer Science

Criminology

Drama & Theatre Studies

Economics

English Literature

Law

Music

Politics

Psychology

Religious Studies

Sociology