
POLICY ON:	CURRICULUM
Member of Staff Responsible for the Policy:	Assistant Headteacher in charge of Curriculum
Date on which this Policy was last reviewed:	January 2022
Date by which this Policy is to be reviewed:	January 2025
Dissemination of the Policy:	School Website

1. Huntington School Curriculum:

1.1 Huntington school aims to offer a broad, rich, relevant and balanced curriculum tailored to statutory requirements and our core purpose: to inspire confident learners who will thrive in a changing world. A wide range of additional opportunities for learning and personal development enriches the curriculum. The range of subjects and courses supports students in acquiring knowledge, understanding and skills in all aspects of their education, including the humanities, linguistic, mathematical, scientific, computing, technical, social, physical and artistic learning.

1.2 When designing the curriculum we follow the key principles:

- To ensure our students experience a curriculum that gives them the best opportunities in later life and is underpinned by our belief in the limitless potential of our students;
- To provide a rigorous academic curriculum that is challenging, enriching and accessible to all, whilst offering equally challenging vocational opportunities for students whom these are best suited;
- To differentiate our curriculum in appropriate pathways for specific cohorts of students e.g. our most vulnerable; our highest starters etc.;
- To provide continuity and progression between the key stages, using assessment intelligently and to inform learning, and not solely as a tool for summative judgment;
- To provide a coherent programme of personal, social, health, citizenship, careers and economic education (supported by Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) lessons to ensure our students become confident citizens;
- To recognise the importance of both formal and informal taught curriculum within the school's timetabled programme and that which takes place out of normal lesson time or the school day;
- To provide expert, up-to-date careers guidance that is presented impartially and gives our students access to the best information available to schools;
- To promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (paying particular regard to the Equalities Act, 2010);
- To ensure that students are best prepared for national examinations and academic demands of terminal examinations;
- To maintain the highest standards of literacy and numeracy across the curriculum so that students have essential skills for life;
- To use the latest research when implementing change to the school curriculum;

- To provide regular and dedicated Continuous Professional Opportunities (CPD) via Whole School Teaching and Learning Forums (WSTLF), Curriculum and Assessment Forms(CAF)/Training Days and disaggregated time for subjects to review and develop curriculum content throughout all key stages.

2. Curriculum Intent and Sequencing.

- 2.1 Curriculum: intent, implementation and impact is at the core of everything we do. Through the school's CPD programme, supported by Research School, dedicated time is invested in curriculum development. Subject Leaders meet half termly at the Curriculum Development Group (CDG) to focus on curriculum development. This work is led by Research School and the Assistant Headteacher: Curriculum. Quality Assurance of the implementation of curriculum developments takes place half termly between the SLT (Senior Leadership Team) Line Managers and Subjects Leaders.
- 2.2 The curriculum at Huntington School has been carefully constructed in order to provide opportunities for students to develop socially, spiritually, morally and culturally, alongside maximising achievement.

3. Key Stage 3:

- 3.1 Huntington School students will receive a rich and varied curriculum within Years 7, 8 and 9, in accordance with the National Curriculum and enriched by a wide range of additional opportunities for learning and personal development. We do not intend to curtail our three-year Key Stage 3 curriculum, which could prematurely prevent students from continuing the opportunity of studying a wide range of subjects.
- 3.2 Subject Leaders have identified and mapped the key skills, knowledge and understanding within their subject discipline to ensure progression across the curriculum. At a subject level the National Curriculum is used as a starting point for the creation of programme of study however, we believe it is the key to extend the students learning beyond this.
- 3.3 Whilst utilising the best teaching and learning strategies and research, we aim to develop the individual student to a high level of competence in all subject areas. The Key Stage 3 curriculum aim is for students to enjoy learning and develop the attitudes, understanding, skills and confidence to thrive. Throughout Key Stage 3 there is recognition that challenge is for all, not just the most able pupils.
- 3.4 The Key Stage 3 curriculum is taught in subject areas, an overview of each subject curriculum intent is available on the school website.

4. Key Stage 4:

- 4.1 Pathways are introduced at Key Stage 4 to ensure that students continue to follow a broad and balanced curriculum that is suited to their individual needs. We are proud to offer a traditional curriculum based on the core subjects. We believe that the English Baccalaureate subjects are important, but we understand that every subject is uniquely important.
- 4.2 The suite of GCSE/Level 2 qualifications that students study within Key Stage 4 is built around a traditional programme of qualifications. This ensures that students study a broad and balanced curriculum that enables them to progress onto their next steps. The majority of students will study the following at GCSE:
- English Language
 - English Literature
 - Mathematics
 - Science (either triple or combined)
 - Geography or History

- 2 x options subjects.

Most students will strongly be encouraged to study a modern foreign language, and we are proud of the high percentage of students that continue studying a language at KS4. We have personalised learning programmes to support students identified with additional learning needs.

Alongside the above all KS4 students study Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE), core Physical Education and our Philosophy for Life course.

- 4.3 Religion, Philosophy and Ethics Programme: 'Philosophy for Life'. Year 10 students follow the school's bespoke 'Philosophy for Life' course. The programme combines religion, philosophy and ethics in a meaningful way, addressing the questions many people fear to address in an environment which encourages inclusion, discussion and reasoned argument. The course helps students determine what is important in life and reflects upon their purpose. Students explore the practical benefits of various ancient Greek philosophies - including Stoicism, Cynicism and Epicureanism. Students learn about, and from, some of the greatest minds in Western history, making links to psychological research. Students have the opportunity to develop their emotional resilience, character and sense of wellbeing, applying some of these great religious and philosophical ideas to big ethical considerations.
- 4.4 We offer a range of traditional GCSE and an increasing range of vocational subjects and qualifications to broaden the curriculum and pathways for students. The Unit Award and BTEC Level 1 qualifications meet the needs of particular learners, and although not included in progress data, we feel strongly that they are invaluable in supporting our students' needs.
- 4.5 Huntington School's core purpose is to inspire confident learners who will thrive in a changing world. A key factor in this is the ability to respect, appreciate and be able to communicate with people from other countries and cultures. We therefore believe that it is important for the majority of pupils to learn a foreign language up to at least the age of 16. We believe that knowledge of at least one foreign language benefits students of all ages and abilities and is preparation for life in the modern world. The study of a foreign language offers insights into the culture and civilisations of countries where the language is spoken. It also encourages positive attitudes to foreign language learning and to speakers of foreign languages.
- 4.6 We aspire for every student to complete Year 11 with the best set of GCSE/Level 1/2 qualifications to take them on to their next stage of learning whether this is Post 16 study, employment or training. Details of the Key Stage 4 curriculum are regularly updated on the school website.
- 5. Key Stage 5:**
- 5.1 Huntington school offers a wide range of A Level and Level 3 qualifications at Key Stage 5. Details of the Key Stage 5 Curriculum can be seen in the Sixth Form Prospectus and school website.
- 5.2 In addition we offer a comprehensive package of extra-curricular activities including sport, theatre, music, community activities, and support for younger students and charity work.
- 5.3 As part of the weekly timetable, all sixth form students are required to take part in the Personal Development Programme (PDP). We strongly believe in developing the 'whole person' in the sixth form, we regard this opportunity for students to gain wider experiences outside of their subject curriculum as an integral part of our service to

6. Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE)

6.1 **PSHE/RSE** is a statutory but non-examined subject. It helps to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Students learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, relationships and sex education.

6.2 Programme of Study aim to:

- develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking
- understand how students are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up
- teach and learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships

6.3 A breakdown of the details of the PSHE/RSE policy can be seen on the school website.

6.4 At Huntington School we encourage every student to pursue their aspiration taking the pathway that suits their own individual needs. Students are equipped with the knowledge and skills to make informed decisions in order to achieve their full potential and to raise aspirations. At the forefront of the school's careers education programme is the implementation of the eight Gatsby benchmarks of Good Career Guidance.

6.5 A student's Career/Aspirations journey starts in Year 6 before arriving at Huntington School when they attend the Aspirations Fair. From Year 7 students participate in an embedded careers education programme, which builds throughout their school life through to Year 13. Students are given an insight into the world of work and pathways to it by exposure to real life workplaces. Throughout their time in school, access is given to information regarding all pathways including both academic and vocational. We believe good career guidance is important for social mobility because it helps open students' eyes to careers they may not have considered.

7. British Values:

7.1 Huntington School promotes British values through our broad and balanced curriculum and our school values of Respect, Honesty and Kindness. We are committed to serving our community and recognise the multi-cultural, multi-faith and ever changing nature of society. British values are promoted strongly across the curriculum. The active promotion of British values gives our students real civic education.

7.2 At Huntington we recognise not only the importance of allowing students to flourish academically but also embrace our wider role in preparing students for their adult life beyond the formal examined curriculum. We follow equal opportunities guidance, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status. Part of our role in that preparation is ensuring that we promote and reinforce British values to all our students.

8. Enrichment and Learning beyond the Classroom:

8.1 At Huntington School, life is enriched by a range of extra-curricular activities. A broad spectrum of sporting, musical, creative, scientific and other activities are offered at lunchtimes and after school.

8.2 Travel and residential trips are an integral part of broadening student experiences. We are incredibly proud of the extensive range of school trips and visits on offer. Learning outside the classroom is rewarding for both teachers and students alike. We believe that trips, visits and residential experiences are a powerful and positive teaching tool that enhances the social, personal and emotional development of all learners. They enrich and extend the curriculum in many subject areas, encourage co-operation, teamwork and the application of problem-solving skills and develop independence and self-confidence. New experiences enable students to enjoy and achieve in new engaging ways. Extra stimulation in new environments can be particularly beneficial to our SEND and vulnerable students and can help teach life skills and improve independence.