



Holmes Chapel Comprehensive School and Sixth Form College

Curriculum Policy 2024/25



The curriculum is our key driver in achieving our vision:

To provide an excellent experience of school and learning for all of the children we serve so that they are *prepared for a changing world*.

Our curriculum embodies our key value of ‘we learn together’. Our curriculum enables our learners to show that we learn together by:



1. Listening, watching, sharing and practising
2. Developing our curiosity by having an enquiring attitude
3. Being excited and ambitious about our learning
4. Reflecting on our actions and seeking to improve
5. Not giving up and practising a growth mindset

The intent of our curriculum is to create pride, joy and success through a shared understanding of what makes us who we are, what we know, what we can do and what we can achieve - both as individuals and as part of a wider community. At HCCS, we want all participants in our curriculum (learners, teachers, families, local citizens and external partners) to have pride in themselves; the school; the local area; their British citizenship and their role as part of our global community. Our knowledge based curriculum is designed to build independence, resilience and confidence; open eyes and create ambition that is not limited by any barrier or glass ceiling. We want our community to appreciate their heritage and how that fits in with the wider world; we want to create free thinkers and risk takers who are safe in the knowledge that they are valued and supported. We want them to take the joy, ambition and confidence created through our knowledge based curriculum into their prosperous futures.

Across the school, the curriculum is implemented through clear, shared and explicit programmes of study with shared and personal pathways, supported by a positive and reflective reward system that places value upon the importance of relationships and behaviours and how these are shaped through our shared knowledge, attitudes, skills and experiences. In order to keep our curriculum current and ever improving, these are open and prone to change in response to context and regular and robust programmes of monitoring, evaluation and review (MER) which include all members of our community. ***Please see individual faculty and subject pages for details of the knowledge and skills covered in each subject area.***

The teaching and learning of these programmes of study will be delivered using the HCCS Every Lesson Counts framework and will have a core focus on the following:

| | | |
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| Collaborative, cross-curricular, embedded and explicit behaviours that demonstrate: | | |
| Attitude | | |
| <ul style="list-style-type: none"> ● Pride ● Enthusiasm ● Reliability ● Reflection | <ul style="list-style-type: none"> ● Respect ● Perseverance ● Cooperation ● Ambition | <ul style="list-style-type: none"> ● Resourcefulness ● Responsibility ● Resilience ● Growth mindset |
| Skills | Knowledge | Experiences |
| <ul style="list-style-type: none"> ● Individual talents | <ul style="list-style-type: none"> ● Personal identity | |



| | | |
|---|--|---|
| <ul style="list-style-type: none"> ● Social ● Cognitive and meta cognitive ● Communication and language <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Speaking ○ Listening ● Numeracy ● Problem solving ● Practical ● Enquiry and research ● Analysis ● Evaluation | <ul style="list-style-type: none"> ● Individual interests ● Local ● National - British citizenship ● Global ● Health and safety ● How to maintain strong physical health and wellbeing ● How to maintain strong mental health and wellbeing ● Linguistic <ul style="list-style-type: none"> ○ Lexical (vocabulary) ○ Grammatical ○ Textual | <ul style="list-style-type: none"> ● Extra curricular clubs and activities ● Sports days and competitions ● Team building ● External speakers and events ● Involvement with the community and society ● Trips and visits ● Musical events ● Theatre trips |
|---|--|---|

All members of our wider community involved in the creation, delivery, ongoing development of and engagement with our curriculum will be happy; independent; reflective; resilient; proud; excited; social; successful; a part of our community.

HCCS itself will be a richer place owing to each individual contribution to our community.

Lower School (Years 7 and 8)

The Lower school encompasses the first two years of Key Stage 3 and follows a knowledge rich, broad and balanced curriculum. This consists of: mathematics; English; science; computing & IT; PE; geography; history; RE; art; drama; music; design and technology; food studies; two modern foreign languages and PSHE (My Enriched Curriculum). The knowledge within each subject area is structured and sequenced to enable all students to make progress, with foundational knowledge at the heart of their learning.

Upper School (Years 9, 10 and 11)

In Year 9, students enter the Upper School and complete their final year of Key Stage 3. The curriculum does not narrow here - it follows the same broad and balanced structure as the lower school.

During Year 9, students take part in the options process where they are offered a degree of choice to secure the foundations for progression. The underpinning principles of the options process are: to allow guided choice; to maintain a broad and balanced curriculum; to allow specialisation; to enable students to follow their interests and passions. These underpinning principles mean that whilst students are not compelled to follow the English Baccalaureate curriculum, this pathway is recommended and open to any child who wishes to follow it.

The English Baccalaureate is a measure of success in core academic subjects; specifically English language, English literature, mathematics, history or geography, the sciences (combined science or 3 of the 4 single sciences including computer science) and a modern foreign language. This means that if students would like to gain the Ebacc they must choose history OR geography and a modern foreign language as 2 of their 4 option choices.



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In Years 10 and 11, (KS4) the curriculum comprises the core subjects of English, mathematics and science alongside non-examined PE and PSHE & RE (My Enriched Curriculum). The rest of the curriculum is informed by the options process and allows specialisation and academic rigour, allowing students to follow their interests and passions.

The 6th Form College

In the 6th Form, students have a choice of 3 A Level and other Level 3 (L3) qualifications including BTEC subjects. Some 4 A Level combinations may be possible and are considered on an individual basis. In addition, students who are needing to resit Maths or English may be able to access a two subject pathway alongside work experience. 6th Form Study Programmes include non-qualification activities as well as A Level/ L3 qualifications. Non-qualification activity includes an innovative information advice and guidance programme, including expert-led lectures and seminars on topics such as drug abuse, sexual health, safe driving, preparation for higher education and apprenticeships, as well as UCAS support and guidance.

An enrichment programme allows students to develop skills not explored in their A level/ L3 subjects. They can choose from a range of options such as: Extended Project Qualification (EPQ); Study Skills; Work Experience; Primary and Secondary Placements; Core Maths as well as the Duke of Edinburgh award. Taken as a whole, Sixth Form Study Programmes are designed to prepare students for the opportunities and responsibilities of adult life.

Curriculum access for all students

Students who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by qualified specialist staff and appropriate curriculum adaptations put in place to support these needs. Teaching assistants work with teachers to ensure that the delivery of the curriculum is appropriately adapted where necessary. Able and talented children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities.

For a small number of students accessing the full curriculum is not appropriate and a bespoke timetable will be devised to address their individual needs. This is done in consultation with the student, parents/carers and school leaders to arrive at the most appropriate pathway for the individual.

Religious Education (RE)

RE is taught as a discrete subject within Humanities and at KS3 the curriculum reflects the locally agreed syllabus as well as non-statutory national guidelines. At KS4 the full RE GCSE is offered as part of the options process. To fulfil our legal requirement to provide an act of collective worship, the school engages all learners in an act of reflection and discussion during tutor periods. These are prepared by our Head of RE. Some RE features in 'My Enriched Curriculum' PSHE sessions in Years 10 and 11.

Personal Social Health and Economic (PSHE) Curriculum

The spiritual, moral, social and cultural development of our students is a whole-school priority and opportunities to develop citizenship and an understanding of British values are exploited wherever possible and appropriate. These qualities and skills are also nurtured through our flourishing weekly 'My Enriched Curriculum' lessons, which incorporate PSHE, citizenship, character education and work related learning. This helps to prepare our learners for all aspects of their lives by focusing on areas such as personal health and hygiene, work and finance, relationships and sex education (RSE) and democracy and the rule of law. Tutor time activities and assemblies support and revisit key knowledge and skills. Our PSHE curriculum



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reflects the needs of our students and equips them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. *Please see the PSHE and Work Related Learning sections of the website. Please also see our Relationships and sex education (RSE) policy and Careers policy in the 'policies' section.*

Extracurricular activities

Students in all year groups have the opportunity to participate in extracurricular activities at lunchtime and after school. The aim of these activities is to: provide enriching experiences; develop cultural capital; offer stretch and challenge; allow students to learn in new ways and in different contexts. Disadvantaged students are encouraged and supported to participate.

Appendix 1 - Curriculum allocations 2024-25

Students are taught 50 periods (60 minute periods), together with 10 (25 minute) tutorial lessons per fortnight.

Lower school:

| Year | MFL | | Core | | | Humanities | | | My Enriched Curriculum | Arts | | | Tech | IT | PE | |
|----------|-----|-----------------|------|----|-----|------------|------|----|------------------------|------|----|-----|-------------|----|----|-----------|
| | Sp | Second language | Eng | Ma | Sci | Geog | Hist | RE | MyEC | Dr | Mu | Art | Tech & Food | IT | PE | |
| 7 | 6 | - | 7 | 7 | 6 | 6 | | | 2 | 2 | 2 | 2 | 4 | 2 | 4 | 50 |
| 8 | 3 | 3 | 7 | 7 | 6 | 6 | | | 2 | 2 | 2 | 2 | 4 | 2 | 4 | 50 |

Upper school:

| Year | MFL | | Core | | | Humanities | | | My Enriched Curriculum | Arts | | | Tech | IT | PE | |
|----------|-----|-----------------|------|----|-----|------------|------|----|------------------------|------|----|-----|-------------|----|----|-----------|
| | Sp | Second language | Eng | Ma | Sci | Geog | Hist | RE | MyEC | Dr | Mu | Art | Tech & Food | IT | PE | |
| 9 | 3 | 3 | 7 | 7 | 6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 4 | 2 | 4 | 50 |

| Year | Core | | | PE PE | My Enriched Curriculum | Option 1 | Option 2 | Option 3 | Option 4 | |
|-----------|---------|-------|-----|-------|------------------------|----------|----------|----------|----------|-----------|
| | English | Maths | Sci | | | | | | | |
| 10 | 9 | 8 | 9 | 2 | 2 | 5 | 5 | 5 | 5 | 50 |
| 11 | 9 | 7 | 10 | 2 | 2 | 5 | 5 | 5 | 5 | 50 |

6th form College:

| Year | Enrichment | Option 1 | Option 2 | Option 3 | Option D or Study time | Non - contact | |
|-----------|------------|----------|----------|----------|------------------------|---------------|-----------|
| 12 | 3 | 9 | 9 | 9 | 9 | 11 | 50 |
| 13 | 3 | 9 | 9 | 9 | 9 | 11 | 50 |



Appendix 2 - GCSE/ Level 2 option subjects for 2024-25

| | |
|-------------------------|----------------------------------|
| GCSE choices | Psychology |
| Computer Science | Design and Technology |
| Geography | Food Preparation and Nutrition |
| History | Physical Education |
| French/ German | Religious Education |
| Spanish | |
| Triple science | Vocational choices (BTEC) |
| Art | Creative Media |
| Drama | Enterprise |
| Music | Health and Social Care |
| Business | Information Technology |

Instructions for choosing your options:

1. Choose **4 subjects in total**
2. At least **1 of your 4 choices must be from the subjects in bold type** (history; geography; computer science; French; German; Spanish; Triple Science)

Appendix 3 - 6th Form option subjects 2024-25

| Block A | Block B | Block C | Block D |
|---------------------|-----------------------------|------------------|--------------------|
| Creative Media BTEC | Art | English Language | Computing |
| Maths | Politics | Geography | Photography |
| History | Health and Social Care BTEC | Chemistry | Biology |
| PE | Physics | Business | Economics |
| Business BTEC | IT BTEC | Further Maths | English Literature |
| | Psychology | | Sociology |