



Wadham School

Curriculum Policy



Who is responsible?	Curriculum & Outcomes Committee
Review Timescale	2 years
Approval Date	January 2022
Next Review	January 2023

Signed

Date



Curriculum Statement

At Wadham School all students and members of the school community are valued. Students, Staff and Governors work with the common goal of educating and enabling students in a supportive and aspirational way. We aim to provide education to allow every student to reach their full potential and to determine their pathway for training and education post-16 or post-18.

Creativity and drive for success through education will support our community of educated citizens. This is essential to reduce inequalities in our community and wider society. By offering and implementing a successful curriculum and second curriculum, every young person at Wadham will have an equal chance of success appropriate to them.

Learning at Wadham extends beyond the classroom. Through our curriculum, we strive to provide a wide range of learning experiences. We encourage a 'love of learning' by offering a variety of relevant, appropriate and engaging activities. We believe there is a link between interactions at school and a young person's development into adult life. Opportunities in and out of the classroom, and across curriculum subjects, support personal, social, physical, spiritual, moral and cultural development. These form our 'Cultural Capital' to strengthen and enhance our students to enable all to live 'life in all its fullness' John 10:10. At the centre of this is a desire to foster hope. With hope, there will be fullness.

Our goal is to equip young people with the knowledge and ability to succeed through the development of strong personal attributes, embracing a diversity of background, heritage, language, and traditions of our society and building on these.

Our Church Foundation is to educate to enable:

1. Wisdom, Knowledge and Skills
2. Hope and Aspiration
3. Community and Living Well Together
4. Dignity and Respect

At Wadham we are excited about the future for our young people and are committed to supporting every student in becoming the best they can be.

Our 'Hope Wheel' identifies the direction for our community and underpins all we do.

This policy explains how our vision is in place through our curriculum offer.

In order to achieve our intent we seek to provide a curriculum which:

- promotes fundamental values such as tolerance and respect for difference, the rule of law and democracy, recognising that we serve a largely mono-cultural area and need to prepare young people to live in a multi-cultural and diverse UK and world.
- supports our ethos as a Church School and enables all our young people to flourish
- is planned and sequenced purposefully with challenge for all students and this is perceived as such by students and parents.
- is broad, balanced and ambitious and is accessible to all
- encourages a spirit of enquiry
- promotes a commitment to lifelong learning.
- encourages our students to be self-disciplined, self-confident, courteous and cooperative
- gives students a sense of success through their achievements and thus develops their aspirations and sense of hope
- encourages students to appreciate and admire the achievement of others both in school and in the wider world.

The Taught Curriculum

The curriculum is organised into the 3 Secondary School 'Key Stages'

Key Stage 3	Key Stage 4	Key Stage 5 (Sixth Form)
Year 7	Year 10	Year 12
Year 8	Year 11	Year 13
Year 9		

Learning is planned carefully to progress and have smooth transition between key stages.

Personal Social and Health Education (PSHE) in the curriculum

All year groups have two lessons a cycle. One lesson is timetabled and taught by a 'PSHE' team including the relevant Director of Learning. The second lesson is a 'roaming' lesson in Week B, taught at the same time across the whole school and is be taught by tutors.

The 'Lead Teacher' PSHE plans and oversees the PSHE programme.

Key Stage 3 Curriculum (Two-week timetable – 50 lessons)

All students follow the same curriculum which is consistent with (and with Performing Arts which includes Drama, goes beyond) the National Curriculum. The curriculum is made up as follows:

The majority of grouping will be mixed ability.

Grouping and the possibility of setting will be reviewed each term.

Subject	Year 7	Year 8	Year 9
English	8	8	8
Maths	7	7	7
Science	7	7	7
Beliefs and World Views (RE)	3	3	3
Art	2	2	2
DT	2	2	2
Food	2	2	2
French	4	4	4
Computer Science	1	1	1
Geography	3	2	3
History	2	3	3
PSHE	1	1	1
Performing Arts	4	4	3
Physical Education	4	4	4
Total	50	50	50

Modern Foreign Languages – 4 lessons per cycle

In Year 7 and Year 8 MFL will be taught in mixed ability groups that will generally be smaller than other subjects.

The rationale behind this curriculum decision is to enhance and support our belief that Wadham students need a higher level of understanding of cultural diversity.

Beliefs and World Views – 3 lessons per cycle

The rationale behind this curriculum decision is to enhance and support our belief that Wadham students need a higher level of understanding of cultural diversity.

Key Stage 4 Curriculum (Two-week timetable – 50 lessons)

= Mixed Ability 6/7 groups across year group (approx. 20-30 students in each class)

(M/S) = A mixture of setted and mixed ability classes (Class sizes range from 18-32)

Subject	Year 10 and Year 11
English	7 (M/S)
Maths	7 (M/S)
Science	9 (M/S)
Beliefs and World Views	3 (M/S)
PSHE	1
Physical Education	3
Option 1	5
Option 2	5
Option 3	5
Option 4	5
Total	50

In order to ensure that all students enjoy breadth, balance and challenge in their curriculum it is a requirement that individual student programmes include certain elements. This is for two reasons: firstly, it is important that everyone acquires as broad a knowledge and comprehensive a set of skills as possible so they may be well-equipped to be active participants in the adult world; and secondly, to keep options as open as possible as far as career progression is concerned. Therefore in Key Stage 4 we carry on with a compulsory core of subjects and offer a range of subjects for students to opt for and be taught at GCSE level.

The Compulsory Common Core:

English Language, English Literature, Mathematics, Science (Biology, Chemistry, Physics), Beliefs and World Views, Physical Education (non-examined) and Personal, Social, Careers and Health Education. This accounts for 30 lessons over the two-week timetable.

Key Stage 4 option subjects

4 'opted; subjects make up the 20 lessons making a 50 lesson two-week timetable.

Students opt for subjects during Year 9 after support and guidance by staff in school. An options evening giving detailed information about each subject is attended by Year 9 students and their parents / carers. The subjects available include academic subjects and applied subjects.

Some carefully selected students follow personalized pathways which may mean a reduction in opted subjects to 3. The time gained allows for additional support in small groups to support learning and progress. In some cases, work experience and/or attendance at interventions will be in place.

Key Stage 5 Curriculum (Two-week timetable – 28 out of 50 lessons)

Subject	Year 12 and Year 13
PSHE	2
Physical Education	2
Option 1	6-8
Option 2	6-8
Option 3	6-8

Students apply for the Sixth Form during Year 11 and opt for subjects after support and guidance is given by staff in school. An 'A' Level options evening giving detailed information about each subject is attended by Year 11 students and their parents / carers. The subjects available include academic subjects and applied subjects.

We offer a range of subjects at Level 3. Students will generally take 3 subjects. Most of these are at A Level, with some applied/vocational level 3 qualifications also available. In all cases these vocational subjects are offered at the equivalent size of one A Level.

A prior pass at GCSE grade 5 or 6 is generally required for entrance to a particular subject. Students envisaging a programme of 4 A levels will be expected to gain several grades of 9 to 7 at GCSE.

Alternative Curriculum Days

To allow for learning outside of the normal curriculum but during the school day, alternative timetable days occur throughout the year. Each day has a focus for each year group where topics and ideas can be discussed in more length and in a holistic way. These days also give the opportunity to 'think outside of the box' concerning the learning and activities that can be planned. Recent examples have included a diversity day for Y9, where they looked at gender and LGBT issues as well as being able to discuss issues around cultural and religious diversity with Muslim visitors.

The 'Co-curriculum'

(Also, sometimes called extra-curricular activities or second curriculum)

All subject areas contribute to the overall aims of the Co-curriculum curriculum. Beyond the taught curriculum, activities are specifically planned to support young people's development spiritually, morally and socially. These activities also promote fundamental values and cultural capital:

Hope and Aspiration

- Trips to theatres
- Other trips and visits
- Duke of Edinburgh Award Scheme
- Somerset Student Games
- Annual production
- Termly reward assemblies

Community and Living Well Together

- Acts of worship and assemblies, including those that mark the liturgical year
- Armistice Day Service
- Music activities, for example, Wadstock
- Sporting activities
- House competitions
- Sports Day and annual athletics championship
- Whole school charity events (e.g Sports Relief & Christmas appeal)
- Rotary competitions
- 'Dress Your Best day' and Prom in Y11
- 6th Form dinner and Dance
- Carol Services

Dignity and Respect

- Student Well-Being Mentors
- Student Anti-Bullying Ambassadors
- Trips to places of worship
- Chaplain's discussion group
- Breakfast Club

While these are itemised in relation to the key curriculum intentions, it is recognised that many contribute to more than one area.