



Curriculum Statement



Our Curriculum

- provide opportunities in the creative arts
- develop independent learning and study skills

Our curriculum builds on the skills and knowledge taught by our partner primary schools and reflects our local context. We therefore have an aspirational and inclusive curriculum to meet our pupils' needs, to prepare them for life in the wider world. We have high ambition for all our pupils including those with special educational needs, and those who are disadvantaged. We have a detailed strategy to address the needs and narrow the gap for those pupils who are socially disadvantaged.

Curriculum Journey

Each year group has a specific focus or theme. The focus is reflected in the key events and opportunities planned during each key stage and in the personal development time (PDT) set aside every fortnight. You can see how the theme is reflected in the curriculum by looking at our curriculum maps curriculum on the curriculum section of the school website.

In Year 7, the theme is **Belonging**. Pupils process starts. As well as meeting staff, they have the chance to make new friends, to be involved in exciting activities and to learn new subjects. They soon settle into secondary school life, embracing their new freedoms and making the most of the opportunities they are given. Their maturity flourishes, and they rise to the high expectations and challenges that St T

In Year 8, the theme is **Responsibility**, pupils continue their development whilst being prompted to begin to consider their role in the wider world.

In Year 9 the theme is **Choices**. Year 9 pupils gain a broader knowledge of each subject area, informing them of the complexities of the curriculum and how their studies connect with the wider world. They are able to make informed decisions about their own future education based on their foundational understanding of each subject area. As enthused, forward-thinking individuals, they possess the requisite knowledge and skills to transition to GCSE study smoothly and effectively.

Throughout Key Stage 3, all pupils are offered opportunities to become role models to others, applying their developing leadership skills in unfamiliar contexts which support school and the wider community.

In Year 10, we focus on **Challenges**. Pupils make the transition from KS3 to KS4 and embark on their GCSE studies. Each pupil's timetable reflects their individual option choices and all subjects, including new ones, are studied to a depth that is designed to stretch, challenge, and inspire pupils. Pupils are asked to embrace the opportunities this offers so that they are empowered to grow in confidence, become more independent and to take advantage of the range of trips and activities that complement their taught curriculum. In doing so, they are preparing to become senior Pupils in the school.

The theme aligned to Year 11 is **Discernment**. It is during this year that the pupils towards their GCSEs culminates, the pupils are witnessed realising and fulfilling their potential as the young adults they were meant to be. Year 11 pupils use their prior knowledge and understanding to help them pursue individual success, whilst also considering the next stage of their education. Each pupil is provided with the necessary guidance, advice, and information about the range and variety of pathways available to them, ensuring that all are able to make personalised choices regarding the most

for Science lessons and allows pupils to make rapid progress from their individual starting points.

All pupils in Year 7 learn French. In Year 8 the majority of pupils continue with French, in addition to this, German

Our pupils follow a two-year programme of study prior to taking GCSE and technical qualifications at the end of Year 11. One key feature of our curriculum model at Key Stage 4 relates to the increased proportion of curriculum hours allocated to English and maths. This reflects the importance of literacy and numeracy for all pupils as well as the challenge of the current linear GCSEs and the good pass measure of grade 5.

Our two-year key stage 4 is specifically designed to maximise pupil choice whilst retaining a strong academic profile. The vast majority of pupils complement their compulsory core subjects of English, mathematics, Science, RE, core PE and PDT (Personal Development Time), with three additional option choices.

The options available to pupils include: art, computer science, design and technology (including a textiles option), drama, food preparation and nutrition, geography, health and social care, history, media studies, performing arts, PE, sport science, PDT, and two modern languages (French and German).

All of our pupils follow one of three curriculum **pathways** at Key Stage 4. Each pathway features the compulsory core of English, mathematics, religious education, science and a non-examination PE programme of lessons.

Most pupils follow the **EBacc pathway**, which features a modern foreign language and a humanities subject alongside one other option subject from the list detailed above.

Approximately 20% of pupils follow the **Open pathway**. This route combines the opportunity for individual pupils to pursue subjects that make up the EBacc with some additional flexibility. It is designed for those we feel will benefit from an increased range of choice whilst also being able to undertake a full suite of GCSE subjects.

Our **Bespoke pathway** focuses on providing a personalised curriculum for a very small minority of learners who have particular and individual learning needs. With a focus on promoting a mastery of literacy and numeracy and preparing pupils for the next stage in their lives the core curriculum is complimented by an individual combination of optional subjects, including an OCR qualification in Life and Living Skills. Those pupils on this pathway also receive personalised support in through our Hub provision.

In addition to our school-based curriculum, we also work with external partners to provide alternative education packages to meet specific need. This could take the form of college courses beginning in Year 10, tailored provision, or one-to-one support. The aim is to ensure success in the core literacy and numeracy skills thereby securing progression to a suitable qualification or training provider for each individual.

Support is tailored to need. In addition to high-quality, inclusive teaching, further interventions from Year 10 through to Year 11 include:

- Subject-based drop-in sessions
- Individual support from the Hub
- Inclusion team and learning mentor support
- Assertive mentoring
- Opportunities to offer an adjusted curriculum to meet individual medical/SEMH needs

- Personalised timetables
- Offsite alternative provision

Post 16 (Sixth Form -

- the core aim: most students choose three options (although for some pathways more or fewer subjects might be recommended) with 9 hours of lessons per fortnight for each subject
- English and/or maths tuition if a student has yet to achieve at least a grade 4 at GCSE
- the opportunity to undertake a work experience placement
- non-qualification activities to develop each student:
 - Ø General RE lessons
 - Ø Health and Wellbeing lessons
 - Ø PDT lessons
 - Ø time with tutors to focus on study skills and post 18 pathway
 - Ø core PE lessons
 - Ø a wide range of extra-curricular and enrichment opportunities

As well as offering a progression route from each of our GCSE and level 2 technical subjects, our post-16 curriculum offers new subjects at level 3, including business studies, economics, politics, psychology and sociology. We also offer applied general science alongside biology, chemistry and physics, and further maths in addition to maths.

Core maths is offered as an AS level in Year 12, for the year, the extended project qualification (EPQ), worth half an A-level, is also available as an additional option.

Destinations and progression

Many of our Year 11 pupils progress into our Sixth Form. We go on to follow a range of alternative educational pathways, including Further Education courses, apprenticeships or traineeships and employment/volunteering alongside education or training, consequently we have exceptionally low NEET figures, which we are particularly proud of.

At the end of Year 13,

M Flanagan, Deputy Headteacher via admin@stmarysmenston.org. For more information about our school curriculum, please visit the [Curriculum](#) page on our school website.

Further Links

- [Schools, colleges, and children's services](#) [GOV.UK]
- [National Curriculum](#)