

SACRED HEART HIGH SCHOOL



CURRICULUM POLICY MARCH 2025

To be reviewed March 2027

*This Policy should be read in conjunction with
all other Sacred Heart High School Policies*

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1 CURRICULUM INTENT

In designing our curriculum we have placed at the heart our Catholic identity and mission and vision as a Sacred Heart community. In carrying out the Mission Statement of the school, Religious Education has a pivotal role in our Catholic curriculum.

Our Religious Education fosters faith formation and brings pupils closer to God, through the programme that is offered; the experience of prayer, the sacraments, Liturgy and worship; retreat days; focused development days and the co-curricular activities of groups working for justice and peace.

Religious Education is not simply a body of knowledge but impinges on the life of the school and of the individual. The values it embodies are expressed in one way or another in all subjects and activities and are central to the school's Christian, academic and pastoral structures.

Sacred Heart pupils are characterised by confidence, courage and compassionate spirit. We seek to develop the skills and competencies necessary to navigate their future with hope, joy and purpose. We have designed a curriculum which is rooted in the five goals of Sacred Heart education, which develops and supports in pupils:

- An ability to engage in informed, critical analysis that reflects an understanding of the world and a conscious recognition of the dignity of all people.
- A discerning spirit that is rooted in an active faith in God and that supports sound decision making and action.
- A commitment to being responsible for their wellbeing and personal development as integral people.
- A genuine understanding of community and care for others that is reflective of the attitudes of Christ's Heart and a commitment to the common good.
- A desire to form authentic relationships that are built on mutual respect and shared values.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations and contexts.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils

- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

We do this using the framework of High Performance Learning and the active teaching of advanced cognitive performance skills, values, attitudes and attributes, underpinned by:

- Subject disciplinary skills.
- Effective use of assessment.
- Making sure we secure the basics in literacy and numeracy.
- A commitment to inclusivity and diversity of opportunities for all pupils and equality of opportunity for all learners.
- A rich extracurricular programme to enable them to discover and develop their special talents and abilities.

Every curriculum is dynamic in its evolution. The process of review and evaluation; changing pupil needs; as well as national initiatives, ensure that both content and organisation must be continually evolving. Such developments must be critically undertaken and be informed by the principles, aims and ethos embodied in the school's Mission Statement.

The formal curriculum structure is organised into a 50 period fortnight. Personal, Social, Health & Economic (PSHE) education rotates through the timetable and all students participate in the PSHE programme. From time to time, PSHE is delivered as a drop down day or is organised vertically to facilitate cross key stage learning and interaction.

2 LEGISLATION AND GUIDANCE

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and Articles of Association.

3 ROLES AND RESPONSIBILITIES

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement. [any reference to Ebacc breadth of opportunity as our levels are v high]
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, which is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The school's Leadership Group, and in particular the Associate Headteacher with responsibility for curriculum, is responsible for ensuring that the all departments have appropriate subject schemes of learning in place, reflecting the aims of the aims of the school and indicate how the needs of individual students will be met

Heads of Department are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

4 IMPLEMENTATION

4.1 Implementation at school level

All students will receive a broad and balanced curriculum at Key Stage 3 by ensuring full coverage of National Curriculum subjects and entitlement areas.

The curriculum will ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career.

- All pupils will grouped in non-prior-attainment (NPA) classes in line with the philosophy of High Performance Learning.
- All students will receive a broad and balanced curriculum at Key Stage 4 by offering a wide range of GCSE subjects and vocational equivalent qualifications. The school will maximise the number of pupils able to access the full range of Ebacc subjects. GCSE subjects and non-GCSE equivalents at Key Stage 4 will be recognised in the performance tables in the year of examination.
- A wide range of A-Level courses and BTECs in Business and Science will be offered at KS5 to support pupils making choices to support future career aspirations
- At KS5 where needed, additional provision will be provided for attaining a Level 4 or higher in English and Maths where this has yet to be achieved.
- All pupils will receive formal Citizenship education through Collapsed Learning Days, PSHE as well as ongoing SMSC education across all subjects where appropriate.
- Science lessons, PE lessons, digital literacy, and Collapsed Learning Days will ensure students learn how to keep themselves and each other safe, including - but not limited to - Relationships and Sex (RSE) Education, Health Education and Online Safety.
- A range of assemblies, workshops and events intended for different audiences, and Collapsed Learning Days will be used to deliver Spiritual, Moral, Social & Cultural development (SMSC) education and PSHE education across both Key Stage 3, 4 and 5

- All pupils will follow a compulsory programme of study of Religious education throughout Key Stage, 3, 4 and 5.
- The curriculum will be delivered through an agreed curriculum model and timetable.

4.2 Implementation at subject level

Heads of Department (HODs) will ensure clear **Schemes of Learning** are available and disseminated to all staff delivering their subject areas.

As far as practicably possible, all subjects will be delivered by subject specialists in rooms that are dedicated for the delivery of that subject.

- Schemes of Learning should be informed by best practice research, pedagogical approaches as outlined in our Teaching and Learning policy and communication of the sequence of content necessary for students to make progress.
- Using National Curriculum and/or qualification specifications, each subject area should identify subject Assessment Objectives (AO's) in each phase of education to assess, monitor and track pupil progress.
- In addition to the formal subject curriculum, subjects will provide a range of extra-curricular and super-curricular opportunities for students to experience where available.
- Schemes of Learning will be differentiated to meet the needs of all students.
- Opportunities for teaching literacy and use of mathematics should be integral to all Schemes of Learning.
- Opportunities to develop SMSC, PSHE and Religious Studies Education (RSE) of students in should be included in curriculum planning wherever appropriate.

Subject leaders, including Senior Leaders, will monitor the quality of education provided in each subject area through the Monitoring, Evaluating and Review schedule.

4.3 Implementation at classroom level

Teachers should follow the agreed **Scheme of Learning** in their subject areas and any deviation or amendment must be communicated with their HoD.

- Teaching should build cumulatively deeper understanding through a well-planned sequence of learning. This should ultimately build the capacity for skilful performance against each Assessment Objective area in each phase of learning.
- Teachers should use 'Assessment for Learning' techniques to identify the needs of pupils and plan learning using the principle of: Assess – Plan – Teach.
- Teachers should make best use of educational research in pedagogy and instructional practice, including cognitive load theory to appropriately chunk learning for students.
- Concepts such as retrieval practice and regular assessment should be applied to ensure students have retained key knowledge, skills and understanding at each phase.

- Teachers should identify and exploit opportunities to develop student literacy and use of mathematics wherever possible, also working collaboratively with Learning mentors where available to improve rates of progress.
- Teachers should identify and exploit opportunities to develop SMSC, PHSE and RSE education wherever possible including challenging extreme or anti-social opinions.
- Wherever safeguarding concerns arise, staff must follow school safeguarding policies and those outlined in government legislation.
- Teachers plan and deliver the PSHE programme of study as part of their allocated teaching time.
- Teachers should plan, prepare and deliver the high quality of education described by the Teacher Standards.

5 ORGANISATION AND PLANNING

Our curriculum approach is based on the High Performance Learning framework, which helps develop advanced cognitive performance skills, values, attitudes, and attributes across all subject areas.

The curriculum is sequenced to build knowledge progressively over time, with explicit links made between different subjects and aspects of learning. Subject leaders have carefully mapped out the knowledge and skills to be taught in each year group, ensuring appropriate challenge and progression.

Key curriculum areas include:

- Religious Education: As a Catholic school, RE is given prominence in our curriculum and is allocated appropriate curriculum time at all key stages
- English Baccalaureate subjects: English, Mathematics, Science, History/Geography, and Modern Foreign Languages form the core academic subjects
- Creative and performance subjects: Art, Music, Drama, and Design Technology
- Physical Education and Health
- Personal, Social, Health and Economic education, including Relationships and Sex Education
- Computing and digital literacy

Through our curriculum, we ensure the following aspects are addressed:

- Relationships and sex education, and health education
- Spiritual, moral, social, and cultural development
- British values
- Careers guidance

Planning takes place at three levels:

- Long-term planning: Curriculum maps for each subject across the academic year
- Medium-term planning: Detailed schemes of learning for each unit of work

- Short-term planning: Daily and weekly lesson plans that address the needs of all pupils

Resources to support curriculum delivery include:

- Specialist teaching rooms for practical subjects
- Digital resources and educational technology
- High-quality textbooks and subject-specific resources
- Library resources to support independent learning
- External partnerships with universities, employers, and cultural institutions

6 INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our Equality Plan and in our Curriculum Access Policy/SEND Report.

7 IMPACT

The curriculum offer will be highly effective in the development and formation of all pupils.

7.1 Key Stage 3

In Key Stage 3, attainment and progress will be measured using subject-specific Assessment Objectives against Key Stage 2 starting points. The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment

In Key Stage 3, progress in English, Maths and Science will be indicated using GL Assessment Progress Tests. Fluency and comprehension in reading will be measured using Reading Age Tests.

Improvements in students' attitudes to learning will also be measured using GL Assessment PASS (Pupil Assessments towards Self and other Students) surveys.

7.2 Key Stages 4 & 5

In Key Stage 4 and Key Stage 5 attainment and progress in each subject will be measured by GCSE and A-Level outcomes.

The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent.

The success of careers information, education and guidance will be indicated using post-16 destination data.

7.3 Leadership & Management of the Curriculum

The quality of curriculum leadership and management, as well as the quality of education provided by the curriculum, will be measured via the published Monitoring, Evaluation and Review Schedule to inform school self-evaluation

8 MONITORING

8.1 Governor Monitoring

Governors monitor whether the school is complying with its funding agreement and teaching a 'broad and balanced curriculum' which includes the required subjects, through:

- School Visits
- Governance Curriculum Committee Meetings
- Review of curriculum documentation
- Analysis of outcomes data
- Discussions with curriculum leaders

8.2 Line management responsibility for monitoring the curriculum

Underpinning the monitoring of the curriculum is the use of line management at all levels from class teacher, to HODS, pastoral leaders and all members of the SLT. Roles and responsibilities in terms of monitoring the effectiveness of work and performance will be outlined within job descriptions. Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

The school will use the following means of monitoring and evaluating curriculum effectiveness:

- Lesson observations;
- Monitoring of departmental documentation,
- Focused discussions with pupils,
- Work scrutiny
- Pupil Tracking
- Learning Walks
- Self-evaluation processes
- Internal and external reviews
- Discussions with all stakeholders
- The whole school SEF will also be updated annually
- Working closely with the full Governors' and Curriculum Committee

This policy will be reviewed every two years by the Headteacher and Assistant Headteacher responsible for curriculum.

9 CURRICULUM DOCUMENTATION

The following documentation is published each year:

- The curriculum policy
- Curriculum maps for each year group with specific subject-by-subject information for parents on what is taught and when
- The assessment frameworks for Key Stage 3 which detail how each subject assesses progress against their curriculum aims
- A progression map for each subject which shows how students' prior knowledge and skills is built on across the year groups

10 LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

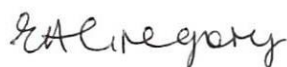
- Teaching and Learning Policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil Premium
- Careers Education Policy
- Relationships and Sex Education
- Literacy Policy
- Numeracy Policy
- ICT across the Curriculum Policy

11 RATIFICATION

This Policy has been approved by the Headteacher and Curriculum Committee of the Governing Board in March 2025. The Policy will be reviewed in March 2027.



Mrs S O'Donovan
Headteacher



Ann Gregory
Chair of Curriculum Committee