



St Mary Redcliffe  
and Temple School

# SMRT Curriculum Policy

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| <b>Approved by:</b> | SAS Committee | <b>Date:</b> September 2023 |
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| <b>Last reviewed on:</b> | New Policy |
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| <b>Next review due by:</b> | September 2025 |
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### 1. Curriculum aims

Our curriculum thinking is rooted in both the Christian foundation of our school and our knowledge of the students we serve and what they need to flourish in local, national and international contexts. We are inspired by Jesus' words 'I have come that you may have life in all its fulness', John 10:10. We believe that 'The glory of God is a human being fully Alive' (Irenaeus) and our vocation is to help students be 'fully Alive' learners through the subject, pastoral and wider curriculum we provide.

We have developed a curriculum which allows students to develop the skills, knowledge and Alive themes which will enable them to make their unique contribution to the world.

With that ambition in mind our curriculum aims to:

- Provide a broad and balanced education for all students based on the foundation of the National Curriculum that is ambitious, coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning, employment: each student's unique contribution to the world
- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' character, spiritual, moral, social and cultural development to help them understand themselves and their understanding of faith: 'We value ourselves', 'We value Faith'
- Support students' physical development and responsibility for their own health and enable them to be active. 'We value ourselves'
- Promote a positive attitude towards learning where students are well organised; actively engaged in reviewing their learning and ask questions that help them to develop their understanding
- Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support. 'We value diversity and choice'
- Equip students with the tools they need to succeed in life: the 'cultural capital' that is accrued through the development of the Alive themes and through excellent academic results
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals and reflect our community and the local and national economy. 'We value diversity and choice'
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc, but one which is underpinned by our key values of diversity and choice and which offers opportunities to experience creative subjects
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment: 'We are resilient'

## 2. Legislation and guidance

This Policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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 Body set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for students 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
- It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Students from Year 8 onwards are provided with employer engagement and careers guidance that this 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 students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students 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.

**Deputy Headteacher** (Curriculum, Standards and Outcomes) is responsible for:

- The design of the curriculum with the Headteacher and leaders

- Alignment of the school timetable structure to the intent of the curriculum
- Strategic overview of curriculum including options process in Year 9 and Year 11 (with the Assistant Headteacher (Sixth Form))
- Leadership of Subject Heads
- Operational implementation of the curriculum through school and middle leaders
- Monitoring, quality assurance and subject/area reviews with Interim Deputy Headteacher (Behaviour, Inclusion and Ethos)

**Assistant Headteacher** (Assessment, Pupil Premium and Exams) is responsible for: assessment and reporting, EAL, Higher Attaining students.

- Ensuring assessment approaches are aligned to the intended curriculum
- Subject teams and teachers are using assessment to improve the quality of education for all their students in a systematic and coherent way with Assistant Headteacher (Teaching, Learning and Staff Development)
- Student progress and attainment is analysed, including individual students and specific groups, to identify trends for future improvement of teaching and learning.
- Key actions are prioritised to address underachievement with Deputy Headteacher (Curriculum, Standards and Outcomes) and Assistant Headteacher (Teaching, Learning and Staff Development)
- Governors are reported to on all key aspects of student progress and attainment including current standards and trends over previous years

**Heads of Subject** are responsible for the implementation of this Policy within their subject areas and for the effective provision of resources to support the implementation of the curriculum through the SMRT Effective Lesson framework.

**Heads of Year and the Interim Deputy Headteacher** (Behaviour, Inclusion and Ethos) are responsible for the effective implementation of the Pastoral Curriculum by tutor teams so that the intent of the Pastoral curriculum is achieved:

- **Deliver key messages and expectations** – ‘We can communicate’: behaviour, events, clubs, fixtures, other key information
- **Complement and extend the subject curricula** – discuss learning outside the subject classroom, share experiences, help tutors to identify gaps, support ViP curriculum (careers, work experience etc.), develop literacy – reading, writing and oracy
- **Meet our statutory duties and help create a culture of safeguarding** – FGM, e-safety, PREVENT – utilise Eucharist slots
- **Strengthen the profile, quality and value of worship and assemblies** – ‘We value faith’ - clear template for SLT assemblies, rewards for attendance and Alive points
- **Foster an awareness of local, global and national issues** – ‘We are interdependent’ and ‘We value justice and respect’ - place learning in a real world context e.g. Suffragettes and women’s rights in Iran, British values
- **Build the cultural capital of our students** – ‘We can research’, ‘We can review’ and ‘We can communicate’ - life skills and study skills.
- **Enable our students to develop the ‘skills, knowledge and Alive qualities which help them to make their unique contribution to the world.’**

#### 4. Organisation and planning

We offer a broad and balanced curriculum at KS3, KS4 and KS5 which reflects our key values of diversity and choice. Building upon the foundations of the National Curriculum and the English Baccalaureate and reflecting the needs of the local economy and the diversity of backgrounds,

experiences and aspirations of our school community, we offer a learning experience designed to equip students with the highest grades and with the skills they will need to put their learning into action whatever their chosen career path.

The Alive themes are the ‘golden thread’ which runs through each subject and each key stage, as well as the learning that happens outside the classroom. Each subject has its own Alive theme linked to the distinctive nature of their specialism. Subjects highlight and celebrate their chosen theme while at the same time offering opportunities to develop all of the values, skills and attributes of the Alive model.



Our pastoral and Values In Practice programmes and our extra-curricular offer reinforce and extend the learning that happens in each subject. This leads to a coherent connected curriculum that encourages students to make links between their learning in different lessons and to know and value themselves as unique, fully alive young people.

### Key Stage Three:

We offer a broad and balanced curriculum based on the National Curriculum. We follow a 2 week timetable that consists of 40 one hour lessons and ten 50 minute lessons. The numbers on the tables below indicate numbers of sessions per fortnight:

#### Year 7

| English | Maths | Science | MFL<br>(French or Spanish) | RE | History | Geography | DT | PE | Art | Music | Computing | ViP |
|---------|-------|---------|----------------------------|----|---------|-----------|----|----|-----|-------|-----------|-----|
| 6       | 6     | 6       | 5                          | 4  | 4       | 4         | 4  | 4  | 2   | 2     | 2         | 1   |

## Year 8 and 9

| English | Maths | Science | MFL<br>(French<br>or<br>Spanish) | RE | History | Geography | DT | PE | Art | Music | Computing | ViP |
|---------|-------|---------|----------------------------------|----|---------|-----------|----|----|-----|-------|-----------|-----|
| 6       | 6     | 6       | 6                                | 3  | 4       | 4         | 4  | 4  | 2   | 2     | 2         | 1   |

### Setting and Banding at Key Stage 3

There is setting in Maths in Years 7 to 9 with four sets on each side of the timetable accessing different levels of our stages curriculum. Additionally, although most groups are taught in mixed ability groupings, if it meets the needs of a particular cohort we will introduce some setting or banding. For example, in Year 8 there is banding in Modern Foreign Languages and in Year 9 Science in response to the needs of particular year groups. We are currently engaged with a project supported by the Educational Endowment Fund to assess the efficacy of our approach to setting at Key Stage Three and will continue to evolve our practice in the light of this research.

### Key Stage 4:

As at Key Stage 3, our Key Stage 4 curriculum is designed to equip students with the key knowledge and skills that will lead to success within each subject specialism and in their later life but also to develop our range of Alive values, skills and attributes which allow each individual to develop their unique gifts to the fullest extent and to benefit from a learning experience which is greater than the sum of its parts: a human being “fully alive”.

At Key Stage 4, the majority of students follow courses that generally lead to nine GCSEs (or their equivalent). As with all areas of school life, teaching and learning is under-pinned by our ALIVE values and in particular the value we place on diversity and choice.

Core examined subjects are: Maths, English Literature, English Language, Science. Core non-examined subjects are: PE, ViP and RE. Students also select up to 3 additional GCSE options from: History, Geography, Separate Sciences, French, German or Spanish, Computing, Design Technology Product Design, Textiles, Art, Photography, Music, Physical Education, Food and Nutrition (ends 2024), Business Studies, Media Studies and Drama with Technical Awards in Health and Social Care, Child Development and Hospitality and Catering (first exam 2025). Most students sit 9 GCSEs or equivalent.

We also offer twilight options in German (current Year 10) and Spanish, German, French and a Technical Award in Engineering (first exams 2025) and (from 2023) Entry Level Computing for all KS4 students by the end of Year 10 (input in Terms 5 and 6 – delivered in non-lesson slots: Eucharists and tutor time). We offer a total of 22 GCSEs and 3 Technical awards. Students can also study one of 17 community language GCSEs.

| English | Maths | Science | Option<br>1 | Option<br>2 | Option<br>3 | Values in<br>Practice | Core<br>Physical<br>Education | Twilight<br>GCSEs<br>(optional) |
|---------|-------|---------|-------------|-------------|-------------|-----------------------|-------------------------------|---------------------------------|
| 7       | 7     | 10      | 5           | 5           | 5           | 2                     | 4                             | 5 (total)                       |

#### Setting and banding at Key Stage 4

Teaching is in mixed ability groups except for Maths (which has ability sets 1 to 8 with some parallel setting within), RE (which has a 'top set' and three mixed ability groups in each band) and Science (which has higher and lower groups). We are running small groups in English, Maths and Science from 2023 for SEND students who also benefit from time devoted to developing life skills and supporting the curriculum in one or two option blocks on a case-by-case basis.

#### Key Stage 5

Students select 3 or 4 A Level/L3 BTEC options from the choice of **34 options** in our prospectus. Most will reduce to three subjects when they are confident that this is the right combination for their strengths and future plans.

All students have 1 lesson per week of Core/Tutorials with their personal tutor in addition to morning registration and assembly time.

All students are expected to take a supplementary option for at least one period per week to develop their wider skills and awareness – for most of Year 12 this is either our Extension Studies programme (citizenship, thinking skills etc) or an additional Maths course (GCSE resit or Maths Studies), by Year 13 this might also be the Extended Project Qualification or regular work-experience, volunteering, in-class support of younger students or online learning. All students are expected to engage in some work-related learning and/or volunteering during their period of study.

|         | Option 1 | Option 2 | Option 3 | Option 4<br>(if chosen) | Core/Tutorial | Supplementary options |
|---------|----------|----------|----------|-------------------------|---------------|-----------------------|
| Year 12 | 9 *      | 9 *      | 9 *      | 9 *                     | 2             | 2-4                   |
| Year 13 | 10       | 10       | 10       | 10                      | 2             | 2-4                   |

\*10 periods if option subject in Year 12 is Maths.

There is no setting or banding at Key Stage 5.

### 5. Inclusion

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

- Higher Attaining students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)
- Students from underachieving cohorts

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

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

Further information can be found in our statement of equality information and objectives, and in our SEN Information Report and Policy.

## **6. Monitoring arrangements:**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through meetings with school leaders and school visits.

SLT and subject leaders monitor the way their subject is taught throughout the school by lesson drop ins; learning walks; student voice activities, data analysis and subject reviews. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This Policy will be reviewed every two years by the Headteacher and Governors. At every review, the Policy will be shared with the SAS Committee.

## **7. Links with other Policies:**

This Policy links to the following Policies:

- RSHE Policy
- SEN Information Report and Policy
- Equality Policy

The link below will take you to the relevant page on the school website:

<https://www.smrt.bristol.sch.uk/key-information/policies>