



Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

CURRICULUM POLICY

Introduction

The curriculum at Queen Elizabeth High School contains the statutory requirements of the 1988 Education Reform Act and its subsequent amendments. This states that pupils will follow the National Curriculum unless there are elements to which they are, for any reason, disapplied. However, recent changes such as 14-19 Learning Pathways have afforded us greater flexibility and extended opportunities to offer a curriculum with increasing breadth and choice and which is more relevant and appropriate to the needs of today's young people.

The school provides a balanced and broadly based curriculum, which

- Promotes the spiritual, moral, cultural, intellectual and physical development of all pupils;
- Prepares all pupils for the opportunities, responsibilities and experiences of adult life and the world of work;
- Instils in pupils the concept of Lifelong Learning and
- Offers equality of opportunity to all

Curriculum Aims

In order to achieve the above, each pupil will be provided with equal opportunities to develop to the fullest possible extent his or her potential as:

- A learner who:
 - Is committed to, motivated by and enjoys learning
 - Is conscientious and industrious
 - Is able to acquire and understand increasingly complex knowledge, concepts and attitudes
 - Is able to think, question, analyse, investigate, evaluate and solve problems
 - Is able to learn independently
 - Is equipped with the key employability skills of communication, numeracy, ICT, problem solving, working with others and improving own learning performance
 - Is prepared for and committed to lifelong learning
- A person who:
 - Is imaginative and creative
 - Adaptable and independent
 - Is responsible and mature

- Is tolerant and respectful
 - Can form and sustain good relationships with peers and adults
 - Is considerate to others
 - Is emotionally intelligent
- A member of society who:
 - Understands, appreciates and respects their own and others' beliefs, attitudes and behaviour
 - Understands and appreciates their own and others' achievements and aspirations
 - Values and respects their own and other languages, cultures, heritage and tradition
 - Is prepared for the world of work and leisure
 - Understands the social, political, economic and environmental nature of adult life

Curriculum Principles

Curriculum planning at QEHS is underpinned by the following principles, each of which is an entitlement to pupils.

- **Breadth**

A broad curriculum should bring all students into contact with the elements of learning experience as associated with the Theory of Multiple Intelligences.

- Aesthetic and creative - to develop the ability to use music, art, drama and other art forms as a means of expression
- Human and Sound - to explore the geographical, historical and social aspects of the local environment and the national / international stages.
- Linguistic and literacy – to enable pupils to listen attentively, communicate clearly and confidently in speech and in writing and to be able to read fluently and accurately with understanding and feeling.
- Mathematical – to develop knowledge and understanding of mathematical ideas in using mathematics as a means of communication, description and explanation and in solving problems.
- Spiritual – to acquire knowledge and understanding of the nature and value of the Christian religion and other religions represented in Wales and the United Kingdom and to be able to evaluate religious beliefs and practices.
- Moral – to develop awareness and sensitivity to others, acquire a set of moral values and to develop self-discipline and socially acceptable behaviour.
- Physical – to develop agility, physical activity and a healthy lifestyle.
- Scientific – to acquire knowledge and understanding of scientific ideas, skills and competences associated with science as a process of enquiry.
- Technological – to encourage pupils to search for ways and means of extending and enhancing their powers to control events within their environment through technology. This includes the use of ICT.

The above are not hierarchical and will be delivered both through discrete subjects and, in many cases, across the curriculum.

- **Balance**

A balanced curriculum will ensure that each of the above areas of learning experience will be given appropriate attention in relation to the others and to the curriculum as a whole. It also takes into account guidance provided by the National Curriculum, subsequent reviews and various Awarding Body Specifications.

- **Coherence**

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience so that these do not appear as discrete or unconnected but as contributing to overall progress and achievement.

- **Relevance**

A relevant curriculum will take account of the previous learning of pupils and their readiness for new experience. It will also enable them to acquire the skills to succeed in a rapidly changing world in the 21st century.

- **Flexibility**

A flexible curriculum will satisfy two apparently contradictory requirements. These are (a) the need to reflect the broad aims of education which hold good for all young people regardless of their capabilities and the nature of the school at which they attend; and (b) the need to allow for and to accommodate differences between children, even of the same age and within the same class.

Teaching and learning methods and activities methods should, therefore be appropriately differentiated and varied to provide equality of opportunity for all.

- **Integrity**

Curriculum provision should ensure that standards of achievement and the primacy of teaching and learning be at the heart of all that we do.

- **Continuity and progression**

Curriculum provision should be planned and provided within and across key stages to ensure both continuity and progress in the standards achieved by pupils and in the quality of teaching and learning (see Assessment Policy and Teaching and Learning Policy).

- **Effectiveness and Efficiency**

Curriculum provision should ensure that the quality of education provided for pupils is maintained and enhanced through effective and efficient use of resources.

- **Consistency**

Curriculum provision should be consistent with aims, values and ethos of Queen Elizabeth High School.

- **Evaluation and Review**

Curriculum provision should be reviewed annually against each of the above criteria as part of the normal Planning Cycle.

Curriculum Delivery

- **Key Stage 3**

In years 7, 8 and 9 all pupils follow a common curriculum largely dictated by the requirements of the National Curriculum.

- Year 7 – On entry to the school, pupils are placed in mixed ability tutorial groups within which they receive all of their teaching. There is, however, limited setting in Mathematics. The subjects followed are:

Mathematics
English
Science
Art
Geography

Religious Education
French, Spanish or German
Design & Technology
Physical Education
Music

Drama
ICT
Welsh
History
Meddwl 'Mlaen
(which includes PSHE)

Meddwl M'laen

The relaxation of the regulations of the National Curriculum and content-driven, highly prescriptive subject orders has given us the opportunity to develop innovative curriculum models which enable our students to develop the skills necessary for lifelong learning. The challenge is to establish a cultural shift away from the prescription that has been with us since 1988 and free up the skills and imagination of highly qualified teaching staff to develop a new curriculum that meets the needs of our own students at QEHS. There is also the opportunity to improve the transition from primary to secondary phases by introducing an element of thematic learning similar to students' experience in the primary school and to reduce the number of different teachers encountered by children by ensuring an element of continuity in their experience. We need to teach our pupils more about 'how' to learn rather than 'what' to learn in order that they can become truly independent learners. The Meddwl M'laen course in year 7 aims to achieve these objectives by devoting a significant portion of curriculum time to a focus on the process of learning rather than the content. This places Assessment for Learning at the heart where pupils can take an active responsibility for how and what they learn and for assessing their progress. It will introduce a consideration within pupils of their Preferred Learning Styles and provide opportunities for the More Able and Talented to flourish by stretching themselves beyond a given prescriptive programme of study or scheme of work.

- Year 8 – The curriculum subjects are essentially the same as in Year 7 except for the introduction of a second Modern Foreign language. Where pupils' main MFL is Spanish or German, they are provided with a 'taste' of French. Where their main MFL is French, they are provided with a 'taste' of German. Ability grouping is introduced to English and Welsh.
- Year 9 – In the interest of continuity and progression, the curriculum flows on from Year 8 with pupils following the same subjects. In Year 9, ability grouping is introduced into science.

- **Key Stage 4**

All pupils continue to follow the National Curriculum but a range of optional subjects is offered in addition to the core curriculum. All pupils study the following subjects, which are taught in sets according to ability and will usually sit a GCSE examination in them at the end of Year 11:

- Mathematics
- English
- Welsh
- Science

Most pupils follow the balanced science leading to the double award GCSE. They may, if they wish, elect to study the 3 separate sciences in which case they choose it as one of their options. In addition to these subjects, pupils follow non-examined courses in Religious Education and Physical Education in line with statutory requirements. Pupils are also introduced to the Welsh Baccalaureate Qualification at Level 1 / 2. The statutory requirement to deliver Religious Education contributes to the content of the Personal Investigation which forms part of the WBQ core. The remainder of the WBQ is delivered in one lesson per week with tutorial support provided by form tutors. Essential Skills are delivered and assessed through core subjects and via collapsed timetable sessions as required throughout the course. From September 2013, BTEC

First Certificate in Science will also be available for some students as part of the Science provision.

Pupils are invited to select four additional subjects from the options menu below. In line with the increased flexibility, introduced by Learning Pathways, they are given a free option choice although considerable advice and guidance is provided to help pupils choose a broad and balanced curriculum but also one which is relevant and appropriate to their chosen Pathway and career aspirations.

Each of the following subjects is available at GCSE:

Design and Technology:Resistant Materials	Music
Design and Technology:Textiles	Art and Design
Design and Technology:Graphic Products	French
Health and Social Care	German
Physical Education	Spanish
Information and Communications Technology	Geology
Geography	Business Studies
History	Home Economics:Food
Religious Studies	Home Economics:Child Development
	Drama

In line with changes implemented as part of 14-19 Learning Pathways, pupils are provided with more vocational options at level 1 / 2. These are accessible to all pupils and included in the free choice of options given to them. The subjects available are:
BTEC First Certificate Hospitality and Catering.
BTEC First Certificate Photography.
BTEC First Certificate Information Technology.
BTEC First Certificate Sport.

The following courses are available to pupils only at level 1. These courses are taught jointly with Coleg Sir Gar and other local schools where pupils spend up to one half day per week receiving tuition in other learning settings. The courses are currently available at NVQ Level 1:

Building and Construction
Motor Vehicle Repair
Hair and Beauty Therapy

- **Post 16**

The majority of courses on offer in the sixth form lead to the award of AS and A level. The following are available at Queen Elizabeth High School:

Chemistry	Health & Social Care
Physics	Drama and Theatre Studies
Biology	Sociology
English Literature	Psychology
English Language and Literature	Law
Mathematics	Music
Further Mathematics	Product Design
Statistics	Economics
Welsh (2 nd Language)	French

Welsh (1st Language)
Geography
History
Religious Studies
Geology

Physical Education

German
Spanish
Art and Design
ICT
Media Studies
Applied Business
Welsh Baccaalaureate Qualification

The following subjects are available as L3 BTEC courses:

Hospitality and Catering
Music Technology
Public Services
Performing Arts

Some subjects are taught either wholly or partly in collaboration with Ysgol Dyffryn Taf, Whitland as the need arises.

Careers and the World of Work

All pupils receive a structured programme of CEG beginning in Year 7. This is delivered in Key Stages 3 and 4 via the PSHE programme and through block release sessions from the timetable. All pupils undertake a period of work experience in Years 10 and 12. Careers information and guidance, along with support for Higher education application is also provided in Year 13. A careers advisor is located permanently in school.

Religious Education

Religious Education is available to all pupils. Parents have the right to withdraw their child from Religious Education if they so wish.

In the sixth form, religious education is offered in the form of suspended timetable sessions in which visiting speakers are invited. Students have the right to withdraw themselves from this if they wish.

Sex Education

The school provides sex education in the basic curriculum for all pupils via science and PSHE. All pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Physical Education and Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE / Games lessons for medical reasons, for which a note from a parent should be produced. Medical support should be provided in the event of a long-term excusal.

Additional Learning Needs

The school has an ALN Policy for all pupils who are placed on the ALN register. The school, under the direction of the ALNCO will determine the appropriate courses of action for each pupil in line with their IEP and in consultation with parents.

Y Cwricwlwm Cymreig

All pupils will be helped to understand and celebrate the distinctive quality of living and learning in Wales and to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales. This will be delivered as a cross curricular theme where relevant in individual subjects and school events and assemblies.

Complaints

Parents who have concerns or complaints about any aspect of the curriculum should discuss these with the Deputy Head (Curriculum). If an issue is not resolved, parents should make an official complaint in writing to the Head teacher.

Monitoring and Review

This policy will be monitored by the Deputy Head (Curriculum) who will report to the Leadership Group, Head teacher and Curriculum and Staffing Committee of the Governing Body on a regular basis. The Student Experiences Committee will recommend any relevant changes.

Date established by governing body: 14th November 2006

Reviewed on: 11th December 2013

Next review date: December 2014