



BURY CHURCH OF ENGLAND HIGH SCHOOL

CURRICULUM POLICY

“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you a hope and a future.’”
Jeremiah 29:11

It is essential that our curriculum, both in the subjects that are taught and in the enrichment that we offer, enables all pupils to flourish and experience **“life in all its fullness” John 10:10**. Equally our curriculum must enable all pupils to **“let their light shine” Matthew 5**, finding their unique talents and giving them experiences to develop them.

As a Christian school our curriculum will:

- Educate for Wisdom
- Educate for Hope and Aspiration
- Educate for Community and Living well together
- Educate for Dignity and Respect

We will also develop the character of each of individual by the following concepts:

- **Civil Character** – service, citizenship, and volunteering
- **Moral Character** – Justice and compassion, humility and honesty
- **Performance virtue** – Resilience and determination

1. Our aim is to:

- 1.1 offer a distinctive Christian education based upon the Church of England’s vision for education
- 1.2 offer a broad, rich, relevant and balanced curriculum tailored and reviewed to meet statutory requirements and our core purpose is to inspire confident learners who will thrive in a changing world, developing spiritual, moral academic, artistic and physical attributes to enable them to live a full and flourishing life
- 1.3 offer a wide range of additional opportunities for learning and personal development enriches the curriculum to unlock and enable pupils to “let their light shine”
- 1.4 to provide a rigorous academic curriculum that is challenging, enriching and accessible to all, whilst offering equally challenging vocational opportunities for pupils whom these are best suited
- 1.5 differentiate our curriculum in appropriate pathways for specific cohorts of pupils e.g., our most vulnerable; our high prior attainers; middle ability learners; low ability and SEND pupils
- 1.6 provide continuity and progression between the key stages, using assessment intelligently and to inform learning, and not solely as a tool for summative judgment
- 1.7 provide a coherent programme of personal, social, health, citizenship, careers and economic education (supported by PSHCE lessons) to ensure our pupils become confident citizens
- 1.8 recognise the importance of both formal and informal taught curriculum within the school’s timetabled programme and which takes place out of normal lesson time or the school day
- 1.9 provide expert, up-to-date careers guidance that is presented impartially and gives our pupils access to the best information available to schools
- 1.10 promote Christian values of Love, Hope, Charity and Kindness, Compassion Justice, Peace and Service, alongside fundamental British values
- 1.11 ensure that pupils are best prepared for national examinations and academic demands of terminal examinations

- 1.12 maintain the highest standards of literacy and numeracy across the curriculum so that pupils have essential skills for life

In the design of our taught curriculum, we respect our Heads of Departments as experts in their subjects and fields.

2. Key Stage 3

- 2.1 Bury CE High School pupils will receive a rich and varied curriculum within Years 7, 8 and 9, in accordance with the National Curriculum and enriched by a wide range of additional opportunities for learning and personal development
- 2.2 We do not intend to curtail our three-year Key Stage 3 curriculum, which could prematurely prevent pupils from continuing the opportunity of studying a wide range of subjects
- 2.3 We will utilise the best teaching and learning strategies and research,
- 2.4 We aim to develop the individual pupil to a high level of competence in all subject areas.
- 2.5 The Key Stage 3 curriculum aim is for pupils to enjoy learning and develop the attitudes, understanding, skills and confidence to thrive.
- 2.6 Throughout Key Stage 3 there is recognition that challenge is for all, not just the most able pupils.
- 2.7 The Key Stage 3 curriculum is taught in subject areas, an overview of each subject is available on the school website

3. Key Stage 4

- 3.1 Pathways are introduced at Key Stage 4 to ensure that pupils continue to follow a broad and balanced curriculum suited to their individual needs. The majority of our learners follow the full Ebacc, with a mixed pathways and vocational pathway, supporting all pupils to experience success
- 3.2 We are proud to offer a traditional curriculum based on the core subjects. We believe that the English Baccalaureate subjects are essential, but we understand that every subject is uniquely important
- 3.3 Pupils study a sensible number of qualifications allowing more curriculum time for focussed study of individual GCSE subjects
- 3.4 We offer a range of subjects and qualifications to broaden the curriculum and pathways for pupils. OCR National and BTEC Level 2 qualifications meet the needs of particular learners
- 3.5 We use entry level qualifications as appropriate and although not included in progress data, we feel strongly that they are invaluable in supporting our pupils' needs
- 3.6 The core purpose is to inspire confident learners who will flourish in a changing world, be advocates for our faith and experience **"life in all its fullness"**
- 3.7 We aspire for every pupil to complete Year 11, making excellent progress, with the best set of GCSE/Level 1/2 qualifications to take them on to their next stage of learning, whether this is post-16 study, employment or training
- 3.8 Details of the Key Stage 4 curriculum are regularly updated on the school website.

4. PSHCE and careers education

- 4.1 PSHCE is a statutory but non-examined subject. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social, and cultural issues that are part of growing up. Pupils learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationships
- 4.2 PSHCE is taught one hour per week for all pupils
- 4.3 A breakdown of the details of the PSHCE policy can be seen on the school website.

4.4 We encourage every pupil to pursue their aspiration by taking the pathway that suits their own individual needs. Pupils are equipped with the knowledge and skills to make informed decisions in order to achieve their full potential and to raise aspirations. At the forefront of the school's careers education programme is the implementation of the eight Gatsby benchmarks of Good Career Guidance.

5. Christian values

5.1 We promote Christian values through our broad and balanced curriculum and our school values of **Believe, Achieve, and Inspire**. We are committed to serving our faith and school community and recognise the multi-cultural, multi-faith and ever-changing nature of society. British values are promoted strongly across the curriculum as we see Christian values as being equal in principles and nature to fundamental British values. The active promotion of Christian values gives our pupils an opportunity to be courageous advocates for our faith, principles of Love, Hope, Charity and kindness, compassion justice, peace and service

5.2 We recognise not only the importance of allowing pupils to flourish academically but also embrace our wider role in preparing pupils for their adult life beyond the formal examined curriculum. We follow equal opportunities guidance, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status. Part of our role in that preparation is ensuring that we promote and reinforce Christian values to all our pupils.

6. Enrichment and Learning beyond the Classroom to encourage our pupils to “let their light shine

6.1 Enrichment takes place within the classroom as well as outside the classroom. Enrichment opportunities are cross curriculum, linked to the core curriculum and enhance the culture capital of all learners.

6.2 At Bury CE High School, life is enriched by a range of enrichment activities. A broad spectrum of sporting, musical, creative, scientific and other activities are offered both before and after school as well as some lunchtime clubs

6.3 Travel and residential trips are an integral part of broadening pupil experiences. We are incredibly proud of the extensive range of school trips and visits on offer. Learning outside the classroom is rewarding for both teachers and pupils alike. We believe that trips, visits and residential experiences are a powerful and positive teaching tool that enhances the social, personal and emotional development of all learners. They enrich and extend the curriculum in many subject areas, encourage co-operation, teamwork and the application of problem-solving skills and develop independence and self-confidence. New experiences enable pupils to enjoy an experience “life in all its fullness” in new engaging ways.

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