



# ST. SAMPSON'S HIGH SCHOOL

## Curriculum Policy

Last Review Date:	September 2024
Reviewer:	PSH
Next Review due:	September 2025

# Curriculum Policy Statement

## 1. Curriculum intent

At St Sampson's High School the curriculum is designed to be inclusive, build on students' prior learning, enabling each student to reach their full potential, develop interpersonal skills, build resilience and become creative, critical thinkers.

We want our students to have the same opportunities and entitlement. We want our students to grow into healthy and successful adults. We want them to know about their Island and become global citizens. We want them to learn the knowledge and skills they need for their futures, to understand the world of work and be ready for tests and exams at school and in later life.

Each subject taught at SSSH has detailed curriculum intents and year group plans which can be found [here](#).

## 2. Introduction

Our curriculum is designed to be broad, balanced and relevant to the wide range of students' needs in line with the school aims, Education, Sports and Culture Committee policies and the requirements of the Bailiwick Curriculum.

### Key stage 3

At Key Stage 3, all students follow a programme of study in 15 subjects: English, Mathematics, Science, Art, Careers (Year 9 only), Design Technology, Drama, Geography, History, ICT, Modern Foreign Languages, Music, PE, Personal Development and RS.

### Key Stage 4

At Key Stage 4, all students study English, Mathematics, Science, Core PE, Personal Development, and a programme of Careers Education and Guidance. In addition students choose to study four courses from the following subjects/options: Art, ASDAN – Certificate of Personal Effectiveness, Business Studies, Catering, Child Care, Computer Science, Construction, Drama, Engineering, French, Geography, Graphics, Health & Social Care, History, ICT, Media Studies, Music, Performing Arts, Physical Education, Photography, Public Services, Religious Studies, Resistant Materials. Most students study nine qualifications at Level 1 or 2. See Appendix 1 for GCSE exam boards.

### Curriculum transition

Subject leads are encouraged to consider KS2 curriculums and content when planning KS3 content and build on existing knowledge gained. Upon arrival at SSSH students undertake GL testing in Maths, English and Science and this process gives detailed feedback of strengths and weaknesses in these subjects. The KS3 curriculum should be tailored in each subject to meet these needs. Year 6 students also have access to KS3 curriculum during the taster days in the summer term. KS4 curriculums should not only focus on pupils' outcomes in GCSE's (or equivalent) but also give consideration to students' studies post 16 and how course content fits with the wider world..

### Inclusion

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

- More able students (HPA's)
- Students with low prior attainment
- Students from disadvantaged backgrounds (Uniform Allowance)
- Students with ALN
- Students with English as an additional language (EAL)

We also offer literacy intervention in KS3 and bespoke KS4 options for selected students.

### **Wider Opportunities**

Participation in the range of extra-curricular activities on offer is widely encouraged.

The current activities offered can be accessed [here](#)

The School also encourages students to avail themselves of the Schools Peripatetic Music Service provision and other Music tuition made available through the Music Department.

### **Monitoring and Evaluation**

Each September, Subject Leads will carry out self audits on their curriculum intent, implementation and impact.

These will be then scrutinised and discussed with the school's curriculum lead in the Autumn term. Curriculums are also aligned with other secondary partnership schools starting with year 7 in 2024.

All SSHS curriculum documents are available on the school website.

### **Character Education**

Our vision is to enable students to flourish in all areas of their lives, by supporting their development into well-rounded, empathetic beings who are able to contribute and shape society in the Bailiwick of Guernsey and the wider world, whilst respecting and supporting those who live in it, through the teaching and modelling of good character. SSHS has been awarded Silver by UNICEF UK's Right Respecting School programme. The Rights Respecting School Award is granted to schools that show commitment to promoting and realising children's rights and encouraging adults, children and young people to respect the rights of others in school.

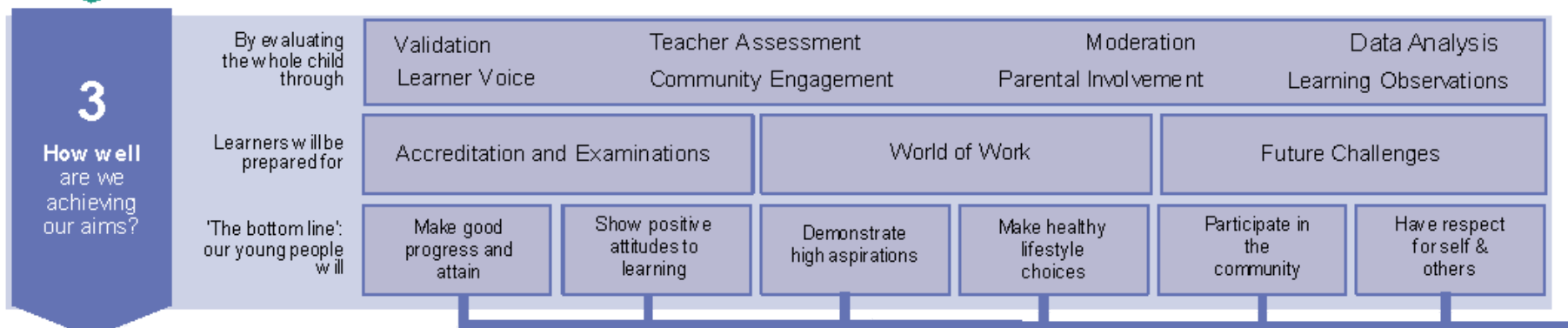
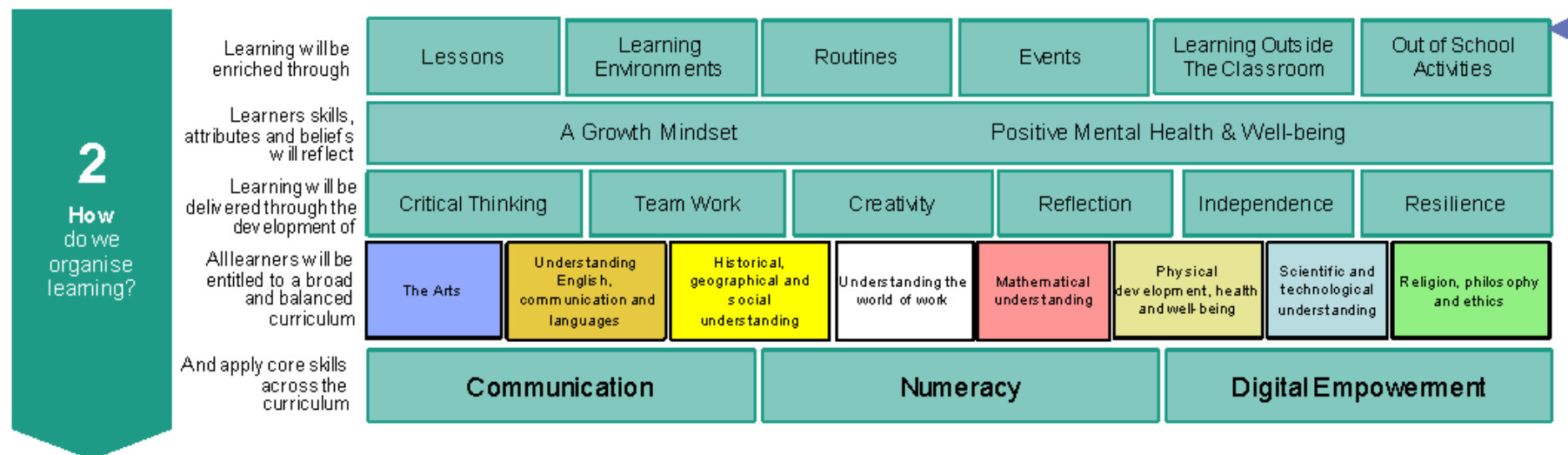
Personal Development at SSHS encompasses both PSHE and Careers. The curriculum has been designed to meet the subject specific entitlement documents and the Bailiwick of Guernsey's 'Bigger Picture Curriculum'. Support agencies provide a wide range of specialist teaching around topics such as oral health, first aid, digital safety and data protection, drugs and alcohol and sex and relationships education. A focus on empowering students through providing crucial self-awareness topics, and the seminal theory which sits behind the topic, intends to create the ability to self-govern and regulate behaviours. Research shows that children and young people who are emotionally healthy do better at school. We can help them to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships.

Our Tutor Reading Programme, launched in 2023 and runs for 3 days a week during morning registration. This programme is for all students in Years 7-10, enabling them to access a broad range of reading material, irrespective of their own reading level. The Tutor reads to the class as students listen and follow with a bookmark. The programme aims to provide all students the opportunity to access a wide range of reading opportunities and to develop our students' vocabulary and love of reading.

# BIG Picture of the Bailiwick Curriculum - Promoting joyous and purposeful learning

## Three key questions

We have high expectations for all our children and young people and the curriculum enables them to become:



## THE BAILIWICK OF GUERNSEY CURRICULUM FRAMEWORK

### Key Stage 3: Years 7 - 9 (Age 11-14 Years)

#### Introduction

The KS3 Curriculum provided by schools must ensure a smooth transition from primary school and provide a firm foundation for education after the age of 14 years.

The individual subject programmes of study for the Core and Option subjects and the associated cross curricular themes and key skills provide a framework for ensuring that students have access to a broad, balanced, relevant and appropriately challenging curriculum at each key stage. The programmes of study can, however, be modified by schools to ensure the provision of an inclusive curriculum for all their students.

Flexibility can be provided by:

- selecting option subjects appropriate to a student's needs and aptitude
- reviewing the balance of curriculum time allocations to different areas of learning in the light of students' needs
- integrating existing Programmes of Study
- tailoring the content of the Programmes of Study to students' learning styles and needs throughout the Key Stage
- creating different pathways within a Year or across the Key Stage to meet the needs of different groups of students.

#### Core Curriculum

- English
- Mathematics
- Science
- Personal Development
- Physical Education

#### Option Subjects

- Art and Design
- 3D Design
- Business Studies
- Computer Science
- GCSE PE
- Performing Arts
- Geography
- Graphics
- History
- Hospitality and Catering

	<ul style="list-style-type: none"> <li>▪ ICT</li> <li>▪ French</li> <li>▪ Music</li> <li>▪ RE</li> <li>▪ College Courses</li> </ul>
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<p><b>Cross Curricular Themes and Skills</b></p> <ul style="list-style-type: none"> <li>▪ Spiritual, moral, social and cultural development</li> <li>▪ Financial capability</li> <li>▪ Enterprise education</li> <li>▪ Education for sustainable development</li> <li>▪ Inclusion and Diversity</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Communication – speaking, listening, reading, writing</li> <li>▪ Numeracy - application of number</li> <li>▪ Information and Communication Technology</li> <li>▪ Improving own learning and performance</li> <li>▪ Team working</li> <li>▪ Problem solving – resilient, reflective, independent</li> <li>▪ Thinking skills – information processing, reasoning, enquiry, creative thinking, evaluation</li> </ul>
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### **THE BAILIWICK OF GUERNSEY CURRICULUM FRAMEWORK**

<p><b>Key Stage 4: Years 10-11 (Age 14 - 16 Years)</b></p>
<p><b>Introduction</b></p> <p>It is necessary to ensure that all 14-16 year olds in the Bailiwick of Guernsey have the opportunity to pursue a course of study or training where they will learn in a style that suits them and in curriculum areas / training programmes that motivate them. Whatever route they are on, whether in school, or at the College of Further Education we want young people to be working towards nationally accredited qualifications and schemes that have real standing with students, parents, employers and the public, which will prepare them to progress into further education and higher education and which place a premium on good basic skills and the wider skills needed for employment.</p> <p>Subject to the Bailiwick Educational Law, its associated regulations and ordinances, the Education Department’s policies and resources, the Principal Designate of a school will, as agreed with the Education Department, determine the curriculum model for his / her school to include the curriculum content, its organisation and where appropriate the nationally accredited qualification routes for students.</p>

#### **The Curriculum Entitlement Key Stage 4**

It is expected that every student will study the Core Curriculum of the Bailiwick of Guernsey Curriculum Entitlement 14-16 as set out in the box below. The Core as a whole will take up to half the available curriculum time. Students will then choose how they wish to spend the remainder of their time. The choice will comprise:

1. The opportunity to study an arts subject, design technology, a humanities subject and a modern foreign language.
2. An Alternative Nationally Accredited Programme e.g. *A course from the ASDAN Programmes and Qualifications Framework e.g. Certificate of Personal Effectiveness*

No single institution can be responsible for delivering the full curriculum and qualifications entitlement on its own – offering the range of opportunities will require collaboration between educational institutions and a range of agencies, services and employer organisations. The Schools and Educational Services Division of Education Services in consultation with the providers will develop this collaboration programme.

#### **The Core Curriculum**

**Every student will study, for up to half of their curriculum time, a course or combination of courses at an appropriate level to include:**

- A nationally accredited course in English, Mathematics, and Science
- Work Related Learning and Careers Education
- Physical Recreation

The additional curriculum entitlement available to all young people must include:

#### **At least one option course from the following:**

Computer Science, Geography, History, a Modern Foreign Language.

To ensure balance and breadth at least three of the curriculum areas of the Arts, the Humanities, a Modern Foreign Language and a Science or Technology subject must be studied.

**In agreement with the Education Department other optional subjects can be offered as well by individual schools but are not part of the entitlement. This could include qualifications in a Vocational Subject and / or one of the following alternative accredited programmes:**

- *A course from the ASDAN Programmes and Qualifications Framework e.g. Certificate of Personal Effectiveness*
- *The Entry Level Certificates in both General and Vocationally Related Areas*
- *The Skills for Working Life Certification Programme(Entry Level)*
- *The Duke of Edinburgh Award Scheme.*

<p><b>Cross Curricular Themes and Skills</b></p> <ul style="list-style-type: none"> <li>▪ Spiritual, moral, social and cultural development</li> <li>▪ Financial capability</li> <li>▪ Enterprise education</li> <li>▪ Education for sustainable development</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>▪ Communication – speaking, listening, reading, writing</li> <li>▪ Numeracy - application of number</li> <li>▪ Information and Communication Technology</li> <li>▪ Improving own learning and performance</li> <li>▪ Team working</li> <li>▪ Problem solving - resilient, reflective, independent</li> <li>▪ Thinking skills – information processing, reasoning, enquiry, creative thinking, evaluation</li> </ul>

Appendix 1

Subject Qual Board Unit Code

Art GCSE AQA 8201

ASDAN ASDAN ASDAN CoPE Level 2

Business Studies GCSE AQA 8132

Computer Science GCSE OCR J277

Drama GCSE AQA 8261

English iGCSE Edexcel 4EA1 A

English Literature iGCSE Edexcel 4ET1 B

French GCSE AQA 8658 F/H

Geography GCSE AQA 8035

German GCSE AQA 8668 F/H

Graphic Communication GCSE OCR J172

History GCSE Edexcel 1HIA BU

Hospitality & Catering Level 1/2 WJEC 5569 UB, 5569 U2

Mathematics iGCSE Edexcel 4MA1 F/H

Media Studies GCSE WJEC C680QS

Music GCSE OCR J536 B

Photography GCSE

Physical Education GCSE

Religious Studies GCSE AQA 8062 NA

Science - Combined Trilogy GCSE AQA 8464 F/H

Three-Dimensional Design GCSE OCR J175