



SEXEY'S
SCHOOL

CURRICULUM POLICY

September 2024

Signed:

Headteacher

Date of Policy	1 st September 2024
SLT Lead	Deputy Headteacher, Data and Standards
Date of next review	July 2024

Quantock Education Trust Curriculum Intent

Why is the curriculum important at QET?

The Quantock Trust vision is to enrich life opportunities for all members of our community, working and learning together with aspiration, ambition, and care, in our schools and wider society. Our ethos is as much about ensuring children are prepared for life, as it is about ensuring they are prepared to achieve academic success. Having broad, balanced and ambitious curricula in our schools is one of our cornerstones of excellence.

Fundamental to the delivery of that vision is a well-designed, knowledge-rich curriculum that is designed to enable children to develop an intellectual and informed sense of the world and enjoy their learning, as well as a powerful sense of self and a compassionate and empathetic sense of others.

We believe for children to excel in their academic subjects they must also develop character attributes to support that learning such as, ambition, resilience, determination, collaboration, honesty, empathy and many more. We see these attributes being just as important as knowledge and at QET we believe that character education should be 'taught, sought and caught'.

We see no tension between a rigorous and stretching academic education, and outstanding wider personal development, in fact we see them as unified and reciprocal concepts. Our intention is that children who are educated within our Trust become ethical people who treat others with respect and compassion and stand up for what is right; they have cultural capital so can engage meaningfully in the world and with others, are skilled, knowledgeable, and resilient communicators with strong character and the ability to shape their own future.

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

CURRICULUM STATEMENT

Our community is based on the Christian values of tolerance, respect and kindness and these values are important to us. We place students at the heart of all that we do. Each student is unique and special and joins us with their own individual skills, qualities and aspirations that it is our privilege and responsibility to grow, develop and nurture.

We believe that a balanced education should encourage spiritual and moral as well as the academic, practical, aesthetic and physical development of children. We focus on the holistic development of the person and students are not dogmatised but encouraged to seek their own answers to questions concerning religion, life, self and their place within the bigger picture.

Sexey's School provides a broad and balanced curriculum that provides all young people with a diverse range of learning experiences that allows them to engage in learning and achieve their full potential. The curriculum is built to ensure all students access a high quality learning experience that does not disadvantage them by opportunity or experience and allows them to achieve a strong set of GCSE qualifications that will prepare them for the next stage in their journey of lifelong learning.

Alongside the formal curriculum students experience a range of extracurricular and alternative learning experiences that will give them the skills, confidence and inspiration to pursue their hopes and dreams.

Sexey's School prides itself on the number of young people who gain excellent GCSE and A level qualifications and go onto university, in particular those that go on to the top universities in the country.

We acknowledge and understand that university is not for all students and we ensure there is a quality careers offer in place to help young people make informed choices about their career pathway.

The curriculum has been reviewed in the light of the new National Curriculum introduced in 2014, leading to the English Baccalaureate (EBacc). Although Sexey's is an academy, the outlines of the National Curriculum are followed across the school.

Sexey's School Adjustments and Response to COVID-19

In light of DfE guidance and to support student we have implemented the following

- We are teaching all year groups the full curriculum as planned and with all the options that students have selected at the start of the autumn term.

- All subjects will continue to investigate the gaps in student's knowledge with the learning that has taken place and effectively use formative and summative assessments for this. This includes the Cognitive Ability Tests and New Group Reading Tests for new year 7 students, and then every two years.
- Heads of Faculty are responsible for the review and amendments of their curriculum in response to students knowledge and skills from the previous learning.
- The curriculum is broad and balanced and the topics covered can be seen on the schools website which are referenced to the schools ethos.
- The RSHE has been taught since September 2021 and the curriculum plans for this is on the school website under Curriculum maps, linked to the Sexeys Seven core ethos.

BE EXCEPTIONAL IN ALL THAT WE DO - CURRICULUM

We aim to encourage;

- Learners who enjoy being creative, dynamic, reflective and make good progress.
- Learners who show resilience and courage to be challenged and ready for their future.
- Learners who show kindness, respect and empathy to fellow citizens and make a positive contribution to society.

It is essential that the curriculum is organised in such a way that it provides students with the opportunity to learn expected behaviours and be successful in their learning so that we can deliver our continued aims.

STRATEGIC INTENT

To develop a curriculum which:

- Takes into account individual needs and styles.
- Creates an aspirational high achievement culture.
- Allows everyone to experience success.
- Raises standards of attainment.

CURRICULUM PRINCIPLES

- Provide a broad and balanced education for all students to maximise learning time in all subjects by fostering a positive attitude towards learning as well providing extra curricular opportunities, including outside providers, support services and speakers.
- Ensure equal access to learning, with high expectations for every pupil, especially SEND, students in receipt of the Pupil Premium and appropriate levels of challenge and support to enable them to work towards achieving their goals.

- To develop a curriculum that engages and inspires students in KS3, KS4 and KS5 so that they have life skills to deal with life after school and the aspirations to aim high.
- To support and promote students' character education by developing their understanding of the Sexey's values based on the school's Christian ethos.

CURRICULUM STRUCTURE

Key stage 3

In Key Stage 3 all students study English, Mathematics, Science, History, Geography, Religion Studies, Art, Drama, Food Technology, French, Computing, Music, Photography, Physical Education and Product Design.

In Mathematics and Science students are placed into ability groupings during the second half term in Year 7, which continue through Years 7, 8 and 9. For other subjects such as English, French the Arts and Humanities, classes are mixed. Our belief is that all students can make excellent progress regardless of their prior attainment or any additional learning needs. We carefully monitor the composition of our teaching groups and adjust when appropriate.

Below the current structure for academic year 2024 to 2025

Year 7, 8 and 9: 50 hours per fortnight

English	7 hours per fortnight
Mathematics	8 hours per fortnight
Science	7 hours per fortnight
Geography	3 hours per fortnight
History	3 hours per fortnight
French or Spanish (year 7 only)	4 hours per fortnight
Computer Science	2 hours per fortnight
Religious Studies	2 hours per fortnight
PSHRE and RSHE	1 hours per fortnight
Physical Education	4 hours per fortnight
Drama	2 hours per fortnight

Art	2 hours per fortnight
Singing (year 7 and 8 only)	1 hour per fortnight
Photography Design Technology Food and Nutrition	4 hours per fortnight These subjects will rotate through the year so all students will study all three.

Key Stage 4

As students move into Key Stage 4 they are given the opportunity to opt to follow certain subjects while all following a core curriculum. Students follow a range of subjects that will lead to the EBacc.

Students all study English Language, English Literature, Mathematics, Science (at least two GCSEs), French, Physical Education, Personal Social, Health and Religious Education (PSHRE) and Relationships, Sex and Health Education (RSHE). Students must choose from Geography or History and can then select additional subjects from three options which can include Triple Science, History, Geography, Religious Studies, Art, Drama, Food&Nutrition, Computing, Physical Education, Psychology, Photography, Product Design and Statistics.

The option blocks a designed once students have selected which subjects they would like to study, this is to allow choice and flexibility and we work hard to make the options adaptable, if possible, depending on the popularity of subject.

Some students will be recommended for a programme of Core Support in Year 10 and 11 to support their learning in English and Mathematics. These students will not subsequently take the French/Spanish GCSE course (please note that this is not a choice for the students, it is determined through discussion between the SENDCo and the Head of Languages).

The following table shows the subjects that all students will study

English	7 hours per fortnight
Mathematics	8 hours per fortnight
Science	9 hours per fortnight
French/Spanish	5 hours per fortnight
Religious Studies	2 hours per fortnight
PSHE and RSHE	1 hours per fortnight
Physical Education	3 hours per fortnight

Students then have 5 hours per option choice.

Key Stage 5

Sexey's Sixth Form offers post-16 provision for students progressing from Sexey's own Year 11, those choosing to join us from local 11-16 providers and those who wish to board from further afield.

Sexey's offers a mainly academic curriculum with A level subjects including Biology, Chemistry, Physics, Psychology, Mathematics, Further Mathematics, English Literature, French, History, Politics, Sociology, Business, Geography, Law, Art, Photography, Religious Studies, Geology, Food science and Nutrition and Physical Education.

Students entering Year 12 opt to choose three subjects from an option block with five columns.

Option block choices will alter year on year to support student option choices

In Year 13 most students progress with three courses at A Level and many students also complete the Extended Project Qualification (EPQ). However, in some cases the programme of study may be personalised to meet the specific needs of the student.

ENRICHMENT, SUPPORT AND INTERVENTION

A range of intervention strategies are deployed in the school which include supporting students with additional needs, to those who are deemed gifted and talented. Additional support is provided across subject areas with particular emphasis on English, Mathematics and Emotional and Social Support. If, at any stage, pupils are identified as having an extra educational need, we endeavour to provide it.

A policy for those with additional educational needs is available. As part of the School's Teaching & Learning Policy teachers are encouraged to use a wide range of teaching strategies to suit the learning styles of individual students.

QUALITY ASSURANCE

The school will be able to evaluate the effectiveness of the Policy by:

- Regularly reviewing the Curriculum - including consulting all stakeholders on proposed changes for the following academic year.
- Ongoing discussions at Line Management Meetings with Curriculum Leaders.
- Through the Quality of Education Subject Review (QESR) process, which includes Lesson visits, Work Scrutiny, Student Voice.
- Examination Analysis of attainment and progress at KS4 and KS5.

- Assessment of Learning at KS3

POICY REVIEW AND AMENDMENTS

This policy will be reviewed annually.

Amendment	Detail	Date	Made by
a	Covid 19 statements and action points	13 th July 2020	RD
b	Amended – deletion of option blocks and routes	March 2021	RD
c	Review of policy. Update of option blocks for year 12 for 2021	August 2021	RD
d	Update of faculty name, update on QA information, update on subjects offered	Sept 2022	RD
e	Updated options in GCSE and A Level	June 2023	RD
f	Updated with QESR and options	Jan 2025	RD