



CHATHAM & CLARENDON GRAMMAR SCHOOL

Curriculum Policy

Agreed by Governors: 20 June 2023

1. Aims

Chatham & Clarendon Grammar School (CCGS) aims to provide a broad and balanced curriculum which is ambitious and promotes aspirations for all.

The education on offer will support students' knowledge and skills, creating the best possible pathways across all key stages and into adult life. Ultimately, this will enable our students to become:

- Resilient and independent learners who enjoy learning, make progress, and achieve.
- Positive and confident individuals who are able to live safe, healthy, and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society
- Well-rounded individuals prepared for the challenges of the 21st Century.

In line with the School's Learning Ethos, CCGS students are encouraged to:

- Never give up and remain positive so that they have the strength to persevere with even the hardest work
- Be honest, admit when they have made mistakes and learn from them
- Approach all subjects with an open mind and intellectual curiosity
- Practise things until they can master them
- Have autonomy and possess the drive to direct their own lives.

2. Organisation of Learning

2.1 KS3 Curriculum

The School's KS3 curriculum aims to:

- Provide a **foundation** of learning experiences and skills which facilitates appropriate, guided learning pathways within KS4 and 5.
- Offer all students **access to a wide range of opportunities**, subjects and experiences which support the acquisition of knowledge, understanding and skills within their own educational journey.

- Offer a curriculum which enables students to **become life-long learners**; developing their ability to embed processes, build perseverance, autonomy and mastery within their learning.

All KS3 students study in single sex classes with some ability setting across the key stage in Mathematics and within the Year 9 Science syllabus. All students study English, Mathematics, Science, Design & Food Technology, Geography, History, Art, Computer Science, Physical Education & Games, Religion & Philosophy, Music, Drama and PSHE. In Year 7, all students study French. Year 8 and 9 students study French and Spanish.

2.2 KS4 Curriculum

At GCSE, students continue to follow a broad, balanced and diverse curriculum over a two-year programme, to prepare them for their chosen post-16 pathway - either A levels, further education and/or employment.

The School's KS4 curriculum aims to:

- **Develop a deep and rich subject knowledge**, that has been established across key stage 3, by immersing students in their subjects and challenging them to think deeply,
- Enable students to develop **skills and learning habits** such as perseverance, autonomy and mastery so that they are fully prepared for further study, the world of work and to become active citizens who make a positive contribution to society,
- Encourage all students to learn by **taking risks and trying out new things** whilst making the most of the opportunities offered to them in order to become fully rounded individuals.

The majority of students will be working towards nine or ten GCSEs.

All students take a minimum of five core subjects, which are taught in single sex classes and operate some setting by ability:

- English Language and Literature,
- Mathematics, with top set Maths students also studying a Level 2 qualification in Further Maths,
- Science, either Double Award Science or three Separate Sciences (Biology, Chemistry and Physics)

Students are then able to choose four other subjects which must include a Language (French or Spanish) and a Humanity (Geography, History or R&P). Students are recommended to choose a creative subject as their 3rd option. The 4th subject is a free choice for students (see GCSE Options page for more information). All students have one games lesson per week.

Students are also exposed to a wide, rich set of curriculum experiences outside of the classroom so that they are equipped with the cultural capital they need to succeed in life. Such experiences include Health and Well-being days, careers information and visits to universities, places of worship, and theatres and art galleries.

2.3 KS5 Curriculum 6th Form – (CCVI)

With a very strong track record of examination results and applications to competitive courses in Higher Education, alongside other academic routes, apprenticeships and alternative training pathways, our Sixth Form seeks to offer a strong learning path to optimise each student's potential.

All students follow a programme of studying three or four full A Level courses, or may opt for a partly vocational route, where a combination of BTEC, CTEC and A-level may be taken. This prepares them well for their futures and ensures that every person will have a core study programme of at least 3 A-level or equivalent when they conclude their studies.

The A Level offer includes; Art and Design, Biology, Business Studies, Computer Science, Chemistry, Design Technology: Product Design, Economics, English Literature, Film Studies, French, Geography, Politics, History, Mathematics, Further Mathematics, Media Studies, Music, Music Technology, Physics, Psychology, Religious Studies (Philosophy), Sociology, Spanish and Theatre Studies.

The vocational subjects are: Business BTEC, Health and Social Care CTEC, Sport CTEC, Travel & Tourism BTEC and Information Technology BTEC

Students who choose three subjects also study one of the additional options: Extended Project, or Work Experience/ Voluntary Work.

The School's KS5 curriculum aims to:

- Provide an academic curriculum which **inspires, challenges and is appropriate** for each student in its range and demands,
- Encourage and develop academic skills of increasingly independent study, research and thought, facilitated by an **ambitious and creative curriculum** that builds on previous learning,
- **Enhance wider personal skills** to allow a confident entry into higher education / advanced apprenticeships/ careers, and to create adaptability and resilience befitting the realities of working life in the 21st century,
- Encourage pupils to consider and discuss issues relevant to them as they move into adulthood, and participation in the full range of rights and **responsibilities as citizens**.

There is an enrichment programme for all Sixth Formers, which aims to:

- Develop study skills,
- Provide opportunities for academic extension through the EPQ programme,
- Give time for broader engagement and individual development through entrepreneurship, community service, teamwork, sporting programmes and presentation projects, lectures and age-appropriate Personal, Social, Health and Religious Education.

2.4 Careers and Further Education Guidance

Chatham & Clarendon Grammar school places a strong emphasis on careers and further education guidance. In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next step after School, we are partnered with UNIFROG - an award-winning, online careers platform.

Careers education is an integral part of the PSHE programme at KS3.

KS4 students have assemblies led by subject leaders, looking at careers available in their subject area and highlighting successes of past students. In addition, Year 10 students participate in a week's work experience during term 6.

KS5 students are offered a range of support which includes a rolling programme of guest speakers, Higher Education UCAS Fair and Focus Day as well as the National Citizen Service.

All students across all key stages take part in 1:1 meetings with either the careers manager or a member of SLT as they transition between each year group. University visits are available to all students at all stages of their CCGS journey.

2.5 Physical Education

Students in KS3 have one hour of Physical Education and one hour of Games per week.

KS4 and 5 students have one hour of Games per week and have the opportunity to study PE at GCSE/Level 3 OCR single or double award. Enrichment opportunities are provided through lunchtime, after school extra-curricular PE programme and the extended sports programme. Team sports are a regular feature in House activities throughout the year and the school has a comprehensive fixture list against other schools.

2.6 PSHE

PSHE at Chatham and Clarendon Grammar School is underpinned by the core competencies set out by the PSHE Association and the 2019 statutory guidance on Relationships and Sex Education and Health Education.

The subject recognises its obligations under the 2010 Equality Act. Principles of fairness, equality, inclusion, and diversity are at the heart of its delivery as is education around protected characteristics.

In Years 7 and 8 PSHE is delivered on a carousel with the students' drama lessons. Year 9 students have one lesson a week on their school timetable. Delivery of the core competencies is supported by departments on a whole school basis.

In Years 10 and 11 and in the Sixth Form PSHE is delivered tutors and through assemblies and whole school events.

2.7 Relationship and Sex Education and Health Education (RSHE)

The school provides Relationship and Sex Education and Health Education as part of its core curriculum delivered to all students within the framework of the PSHE programme. Content and delivery are based on the 2019 statutory guidance. The focus for delivery is on families, respectful relationships, online and media factors, staying safe, and education around intimate and sexual relationships (including sexual health). The School's Relationship, Sex and Health Education Policy is available to parents/carers. In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the RSHE provision until students reach the age of 16.

2.8 Religion & Philosophy

Religion & Philosophy is available to all students across all key stages. Parents/carers have the right to withdraw their children from religious education.

2.9 Enrichment Opportunities

The school offers a very wide range of clubs and societies to enrich students' learning.

2.10 Online Safety

Being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Staff follow the Acceptable Use of ICT Policy in school.

As part of their digital literacy curriculum for computer science, students learn about media balance and well-being, privacy and security, digital footprint and identity, relationships and communication, cyberbullying, digital drama, hate speech, and news and media literacy. These topics build, year on year throughout KS3. The School also promotes Safer Internet Day each year in assemblies and in class.

2.11 Additional Educational Needs

Students with AEN access a broad, balanced, and relevant curriculum which is differentiated to meet their individual needs. This is monitored and evaluated to ensure the curriculum promotes academic progress and self-esteem. Parents/carers, students and teachers are involved in decisions affecting their curriculum opportunities. Full details of the school's provision for AEN can be found in the AEN Policy.