



## The Winston Churchill School

### CURRICULUM POLICY

Review by:	SLT
Adopted by Full Governing Body:	January 2023
Next Review:	January 2025

#### **Aims:**

Our curriculum aims to enable all of our students to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society
- empathetic thinkers who understand global issues and appreciate diverse cultures

#### **Objectives:**

Our curriculum will be regularly reviewed by staff, parents and students to ensure that we:

- motivate and engage learners and enable them to progress and succeed
- provide opportunities for all our students to gain the knowledge and skills in English, mathematics and science they need for future education and employment and for effective participation in society
- have rigorous systems of assessment which support teaching and learning, providing opportunities for focused support and challenge where needed
- use strategies which will help learners assess their own knowledge and recognise what steps they need to take to improve and extend their knowledge
- allow flexibility to personalise learning to meet the needs of all students
- reflect a global dimension in all appropriate areas of the curriculum, which supports students in exploring and questioning the world around them
- enable students to make a smooth transition from primary into secondary and from there into further/higher education or employment

We endeavour to develop and deliver a curriculum which incorporates the best of innovative curriculum design, but also retains the traditional aspects of learning which form an essential part of the ethos of our school and reflect British values.

#### **Organisation of students**

The organisation of students is explained in detail in the Curriculum Plan which is updated annually.

### Key Stage 3

On entry to the school all students study the compulsory national curriculum subjects of English, mathematics, science, history, geography, modern foreign languages (French or German), design & technology, art & design, music, physical education, and computing. In addition, all students study drama, ethics, philosophy and theology (EPT) which includes religious studies, and personal, social, health and citizenship education (PSHCE), which incorporates relationship sex and health education (RSE). Students' reading comprehension and speed is assessed at transition and additional literacy support is given where appropriate.

At the end of year 7, students are selected into Grammar, Enigma and Aspire streams, where they are given the opportunity to study Latin in Grammar and an additional modern foreign language in Grammar and Enigma. Students in Aspire are taught in mixed ability groups. All students study astronomy as a discrete subject in year 8. It is then taught as part of the science curriculum in year 9.

If needed, in year 7, there is a Foundation Group for students who enter the school with very low scaled scores who will need extra support to succeed in the school. These students are taught by one teacher for some of their subjects, although they will also go to specialist areas for other teaching.

PSHCE is taught within Winston Extra lessons and through a range of subjects, tutorial sessions and assemblies.

### Key Stage 4

All KS4 students must study the core subjects: English, mathematics, science and religious education and must participate in PE. Students will follow one of three possible pathways, decided by the Deputy Head (Curriculum), the Year Leader and the SENCO.

The KS4 pathways are as follows:

<p><b>Pathway 1</b></p> <ul style="list-style-type: none"><li>• All students will follow the core curriculum</li><li>• All students will take separate sciences in Biology, Chemistry and Physics</li><li>• All students will choose <b>one</b> Language (French, German or Latin)</li><li>• All students will choose <b>one</b> humanity (History or Geography)</li><li>• All students will have the choice of <b>two</b> option subjects</li></ul>
<p><b>Pathway 2a</b></p> <ul style="list-style-type: none"><li>• All students will follow the core curriculum</li><li>• Students will take either the separate science or the combined science route</li><li>• All students will choose <b>one</b> Language (French or German)</li><li>• All students will choose <b>one</b> humanity (History or Geography)</li><li>• All students will have the choice of <b>two</b> option subjects</li></ul>
<p><b>Pathway 2b</b></p> <ul style="list-style-type: none"><li>• All students will follow the core curriculum</li><li>• All students will take the combined science route</li><li>• All students will choose <b>one</b> Language (French or German) or <b>one</b> humanity (History or Geography)</li><li>• All students will have the choice of <b>three</b> option subjects</li></ul>
<p><b>Pathway 3</b></p> <ul style="list-style-type: none"><li>• All students will follow the core curriculum</li><li>• All students will take the combined science route</li><li>• All students will choose <b>one or two</b> vocational qualifications</li><li>• All students will have the choice of <b>three</b> option subjects</li></ul>

Students will indicate a preference for two or three “option choice” subjects from the list below:

Art	French
Core Skills	German
Astronomy	Geography
Business studies	History
Child Development	Health & Social Care
Computer Science	Hospitality & Catering
Design & Technology	Latin
Drama	Music GCSE or Music Technology
Engineering Manufacture	PE (GCSE & OCR National)
Film studies	Statistics
Food Preparation and Nutrition	Textiles

N.B: This list is indicative of the type of offer made each year

Following a review of our curriculum offer there has also been an increase in our vocational offer with the introduction of several new qualifications such as Enterprise & Marketing, Health and Nutrition, Music Technology and Sport Studies. The school also offers a range of extracurricular activities and workshops to complement the normal academic package offered. In special circumstances, students will be invited to study vocational courses on a part-time basis. We also run the in-house barista café and have developed links with local providers to deliver a range of level 2 vocational qualifications.

### **Able, Gifted and Talented students**

There are a number of extremely able, talented or gifted students at The Winston Churchill School, some of whom perform at a level that well exceeds the level of others in their class or that expected for children in their age group. This may be in one or more areas of learning.

We believe that we can make a difference in enabling these students to achieve the greatest possible progress and our policy is rooted in the two cornerstones of any modern educational programme:

- Equality of opportunity
- Inclusion

Our definition of ability recognises academic, practical, creative, musical, physical, sporting and social performance. It also recognises that a child may possess this potential although performance may not currently reflect this.

We believe that provision is generally most effective when it is made within the classroom, through a stimulating, differentiated curriculum. We also recognise that in some cases, particularly with students talented in physical education and sport, or where specialist facilities or expertise is required, that we need to work with external partners to meet their needs.

### **Teaching Methods**

Teaching at The Winston Churchill School encompasses a range of methods, both traditional and modern, whole class and small group. The current focus for Winston Churchill School is a move towards student-led learning and the delivery of five competencies (analysis, communication, collaboration, ingenuity and resilience) linked to skill development. The academic strength of the school is founded on strong, specialist departments and effective monitoring of the quality of learning and progress. Enquiry based Learning is a key feature of all lessons with particular emphasis on objective-led lessons and self/peer-assessment. Outside speakers and events form an important part of our learning.

## **Student Support**

We ensure that the needs of all students are being met. Students with Special Educational Needs and Disabilities (SEND) are supported effectively throughout the school, usually in their teaching group although they are sometimes withdrawn from appropriate lessons. Students with English as an Additional Language (EAL) are supported and those who speak a language other than English are encouraged to take a GCSE in their home language by year 10.

## **Spiritual, Moral, Social and Cultural education**

The spiritual, moral, social and cultural development of students is recognised as being of fundamental importance for the education of all children by governors, staff and parents of our school. It permeates all aspects of the curriculum, most explicitly through EPT (RE) and PSHCE, but also as a key dimension in most lessons. It supports all areas of learning and can contribute to students' motivation to learn. It is recognised that such development will be most successful when the values and attitudes promoted by staff provide a model of behaviour for the students. In later years it can enrich the individual's appreciation of life's experiences and their relationships with others. The values and attitudes promoted by staff influence the behaviour and attitudes within the school. The quality of relationships and the atmosphere within the school reflect an appreciation of their shared values. 'Service before self' is an integral part of our school life.

## **Tutor Programme, Academic and Pastoral Support and Guidance**

Effective tutoring is central to raising standards of attainment and achievement and supporting students in their personal development. The form tutor will monitor the academic and social progress of students in their care, provide essential information and guidance specific to that student and year cohort and deliver a quality, structured tutor time programme, the quality of which will be closely monitored to ensure students are provided with a high-quality tutor time experience.

A focus on Options in year 9 via packages such as Fast Tomato and U-explore, Work Experience preparation in year 10 and post-16 transition in year 11, as well as wellbeing and a comprehensive revision and study skills programme for all years are key components of the tutor schedule.

## **Post 16**

The school has developed excellent links with local Sixth Form and FE colleges and with Surrey University through programmes which encourage student aspirations. Our curriculum will ensure that students have opportunities to develop leadership qualities and independent learning skills for the future.

## **Outcomes**

As a result of continued development and evaluation of the curriculum offer, we will measure its success by

- meeting the needs of all learners across the school
- ensuring that assessment is a key part of curriculum planning
- evaluating the changes made as part of our implementation process
- ensuring that developments are secure and make an impact on learner success

As national ideas on curriculum are in a state of change the school will review its curriculum offer annually. We will strive to ensure that our students will experience a curriculum that is relevant and rewarding, provides them with appropriate support and challenge and inspires them to achieve. It will encourage them to participate fully in all aspects of school life and there will be a positive impact on behaviour and attendance. Our students will leave the school equipped for the challenges and rewards that life in the 21<sup>st</sup> century offers.

Signed: Chair of Committee.....Date:.....

## **APPENDIX 1 - POLICY FOR CAREERS EDUCATION AND GUIDANCE**

### **GENERAL STATEMENT**

The Winston Churchill School is committed to providing a planned, progressive programme of activities to which all students are entitled and will have access. Careers Guidance and Inspiration is designed to help students prepare themselves for the opportunities, responsibilities and experiences of life, ensuring that, wherever possible, students' progress to an opportunity in further education, training or employment.

Careers Guidance and Inspiration supports and is underpinned by the school's policies for Teaching and Learning, Assessment, recording, reporting and target setting, PSHCE, Enterprise and work-related learning, Equal opportunities, Health and safety, and Special needs. A member of SLT oversees the programme.

### **AIMS**

In particular, the programme aims to help students:

- develop their knowledge and understanding of the changing nature of work, learning and careers
- extend their understanding of opportunities in learning and work
- make good use of information and guidance
- develop and use their self- knowledge when thinking about, and making course and other choices
- develop and use the skills they need to review achievements, plan future actions and make decisions,
- present themselves well and cope with change and transition

### **OBJECTIVES**

- To enable all students to develop the knowledge and skills that they need to take charge of their personal and career development
- To understand the importance of 'lifelong career development' and 'lifelong learning' throughout their working life
- To investigate careers and opportunities in learning, work and leisure, at home and abroad
- To know where and how to access appropriate information, resources, help and guidance
- To be an integral part of the school curriculum
- To contribute to wider school action to raise aspirations, improve motivation, develop key and other employability skills and illustrate the relevance of subject studies in future life
- To promote equal opportunities and to challenge stereotypical thinking and attitudes
- To help students overcome any overt and hidden barriers to progress that they may encounter and raise their aspirations
- To enable students to understand that a career is a personal journey that includes learning, work and career breaks (both planned and unplanned), and that all career decisions involve making choices about learning and lifestyles
- To ensure that students receive appropriate, impartial information and guidance, especially at key decision and transition points.

### **RESOURCES**

The school provides up-to-date information in a range of media, formats and languages. Students have supervised access to IT facilities, including careers software, information on FROG and the internet. Specialist equipment, programmes of study and support are available for all, including

individuals with learning difficulties and/or disabilities. Additional information sources include participation in our own careers fair, Winston Extra sessions for a large selection of year 10 events, careers interviews for all (priority given to years 11, 10 and 9), activities, work with sixth form colleges, links with partnerships such as Wellington College, Woking Borough Council, universities, employers, businesses, ALPS (Association of Learning Providers in Surrey, focussing on apprenticeships) and other organisations. College prospectuses are available in the Discovery Space (students are invited to sessions where these are used) and careers resources can be accessed through FROG, in school or at home. Year 12 choices are followed up to ensure that all students are making the most of the offer. Students who are thought of 'at being at risk of not being in education, employment or training' (NEET) are identified by the January of Year 11 and receive external support, as needed.

## **STAFFING**

An Assistant Headteacher coordinates the careers programme, including the delivery of the Winston Extra sessions; Year Leaders ensure that tutors deliver teaching resources appropriate to students' needs; a local careers specialist is available throughout the week to support students and lessons and the library assistant coordinates the FROG Site and library resources. All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers and when approached by students, respond with appropriate guidance and support. All guidance aims to be impartial, confidential and responsive to students' needs and based on the principle of equality. Administration time is provided by the school to support careers education, including work experience.

## **ORGANISATION**

Careers is embedded into the school curriculum through subjects and the Winston Skills and Competencies. Winston Extra lessons throughout Years 7-11 feature lessons on careers, being the individual's journey through life, learning and work. All year 10 students prepare a personal statement. Other focussed events include the annual Careers Fair, featuring employers, further education, higher education and training providers, which is available to all students; National Careers Week activities, workshops and presentations; National School Sports Week; Work Experience for all year 10 students, which includes preparation and evaluation and a year 10 taster day at Woking College. Every student has the opportunity for a 1:1 guidance interview with a Careers Adviser. Students, staff and parents use START, a careers platform, which forms part of the comprehensive tutor programme. Students from year 8 onwards participate in an annual discussion with their parents and tutors to identify their career aspirations. This helps identify students for further opportunities, support and intervention and includes: extended work experience for students on alternative curriculum; in school career barista training; employer, college and university workshops/presentations for groups of students. Tracking and intervention for all at risk of becoming NEET is carried out through Surrey, with mentoring and follow-up in year 11 through to the Spring term of year 12. This comprehensive programme helps to raise student awareness, focus and aspirations.

## **MONITORING, REVIEW & EVALUATION**

All programme activities including work experience and enterprise events are monitored, reviewed and evaluated. The findings are discussed, and the development priorities identified forming the basis of the Careers Development Plan which is the responsibility of the Assistant Head.

## **APPENDIX 2 - POLICY FOR PERSONAL, SOCIAL, HEALTH, ECONOMIC AND CITIZENSHIP EDUCATION**

### **AIMS**

- To provide students with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community
- To promote and embed in students an understanding and respect for common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning

### **OBJECTIVES**

The PSHCE programme supports the development of the skills, attitudes, values and patterns of behaviour, which enable students to:

- have a sense of purpose
- value self and others
- form relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond to challenge
- be an active partner in their own learning
- be active citizens within the local community
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

### **GENERAL STATEMENT**

Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

### **ORGANISATION**

PSHCE is overseen by one Assistant Headteacher and Subject Leader. A clear, progressive plan is in place which allows students to receive relevant, targeted information across their academic years at Winston Churchill School. Content is delivered within various opportunities such as Winston Extra lessons, tutorial activities, assemblies, PE, Maths, Science and Ethics, Philosophy and Theology and RE lessons. Bespoke enrichment activities are planned and delivered by internal and external facilitators which builds knowledge throughout each year group over time such as Be Smart Be Safe and Empowerment Days.

At The Winston Churchill School, we believe that PSHCE should be an inclusive part of students' whole-school experience and they understand that it is an important part of their education to enable them to make safe, healthy choices throughout their life.

### **CONTENT**

The Winston Churchill School's PSHCE programme includes the following topics:

- Families
- Respectful relationships including friendships

- Online and media and Internet safety and harms
- The Law
- Physical health and mental wellbeing
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing and adolescent body

(RSE policy also available).

## **PARENTAL INVOLVEMENT**

The school believes that it is important to have the support of parents and the wider community for the PSHCE programme. Parents are given the opportunity to find out about and discuss the schools' programme through:

- FROG
- specific parents' evenings
- involvement in policy development
- involvement in curriculum development (Parents Forum)
- information leaflets/displays

## **INVOLVEMENT OF VISITING SPEAKERS**

Visiting speakers from the community, e.g. health promotion specialists, the community school nurse, make a valuable contribution to the PSHCE programme. Their input is carefully planned and monitored so as to fit into and complement the programme. Teachers are always present during these sessions and remain responsible for the delivery of the PSHCE programme.

(Ref. 'The Effective Use of Visiting Speakers: A Good Practice Guide' - Surrey Healthy Schools publication)

## **TEACHING AND LEARNING METHODS**

Active engagement in learning, is most effective in teaching PSHCE. Students need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. Students enjoy a comprehensive, balanced and relevant body of factual information to inform their present and future risk assessment, decision-making and management.

A variety of teaching and learning strategies are used to deliver PSHCE which take into account students' age, development, understanding and needs. Students need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Effective PSHCE lessons, activities, assemblies and workshops involve a high level of interaction where each student has planned opportunities for learning through:

- the development of a trusting relationship between the teacher and the students enabling the consideration of sensitive issues to take place
- collaborative work
- opportunities for reflection and enquiry
- challenge within a safe environment
- respect for each genuinely made contribution
- negotiation
- accommodating new information and skills
- building on current experience and use of first-hand learning to achieve positive ends

## **ASSESSMENT**

As with any other subject, assessment in PSHCE education focuses on the learning that is taking place, however it is difficult to gauge how much progression has taken place in PSHCE as the education and lessons learnt often take place outside of the school setting. We use student voice and regular feedback to inform planning. Each child receives a competency portfolio at the end of each academic year which reports their overall gradings for the five competencies: Collaboration, Resilience, Analysis, Ingenuity and Communication. These link clearly to wellbeing and helps us measure how students progress over time. However, it is important to note that PSHCE education alone is not, and cannot be, responsible for students' future lifestyle choices.

It is also important that students are helped to make connections between the learning they receive in PSHCE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHCE education.

## **SAFEGUARDING**

Due to the nature of PSHCE education, students' learning may result in them seeking advice or support on a specific personal issue. No teacher can offer complete confidentiality, and it is important for everyone's safety that teachers and students are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by The Winston Churchill School's Safeguarding Policy.

## **TRAINING AND SUPPORT FOR STAFF**

All staff benefit from PSHCE training in order to enhance their PSHCE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHCE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## **MONITORING AND EVALUATION**

The delivery of the programme is monitored in PSHCE department meetings through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

An evaluation of the programme's effectiveness will be conducted on the basis of:

- student and teacher evaluation of the content and learning processes
- staff meetings to review and share experience
- climate walks in lessons
- an assessment of student learning objectives

## **LINKS WITH OTHER POLICIES**

We recognise the clear link between PSHCE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Relationship and Sex Education
- Drugs Education and other Substances
- Teaching and Learning
- Safeguarding
- Anti-bullying

## **APPENDIX 3 – HEALTHY SCHOOLS POLICY**

### **AIMS**

The aim of the policy is to ensure that all aspects of the former National Healthy School Standard are implemented to reduce health inequalities, promote social inclusion and raise educational standards and provide a healthy and meaningful partnership between students, teachers and parents in order to make correct choices and enjoy a healthy lifestyle in a safe and caring environment.

### **OBJECTIVES**

1. To promote a school ethos and environment which encourages a healthy lifestyle.
2. To enhance students' knowledge of personal, social and health education and citizenship through the relevant school curriculum.
3. To ensure the food and drink available throughout the school day reinforces the healthy lifestyle message and that students have the confidence, skills and understanding to make healthy food choices.
4. To provide high quality Physical Education and school sport and promote physical activity as part of a lifelong lifestyle.
5. To promote an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing for students and staff.

The Winston Churchill School primarily follows the 'Surrey Healthy Schools' scheme. This is a whole system, evidence-based approach that utilises proportionate universalism. It builds upon strengths to reduce vulnerabilities, applying prevention, intervention and targeted support to reduce inequalities; promoting positive outcomes for children & young people.

Healthy Schools in Surrey is an opportunity for schools to actively promote the health and wellbeing of the whole-school community. It is a commitment to promoting personal, social and health development and support the links between health, behaviour and achievement. It is not aimed merely at students' health or school curriculum development but centres around the whole school environment and all aspects of school life.

Currently we hold the silver healthy schools award status but are ready to apply for gold.

The four themes of 'Healthy Schools' are:

- PSHE including 'Relationships and Sex Education' and 'Drugs Education'
- Healthy Eating
- Physical Activity
- Emotional Health and Wellbeing

Healthy Schools provides a framework for us to develop and improve all areas of PSHCE, in line with the national guidance and best practice.

### **National Healthy School Programme Outcomes**

- Improved student behaviour
- Better standards of work
- Enhanced PSHCE programmes
- Effective management and support of students
- The development of active citizenship for all students
- Awareness of students with specific needs
- Enhanced links with health and other agencies

- Increased involvement of the whole school community
- Increased awareness of health issues to include relationship and sex education, drug education and safeguarding, including e-safety
- Better supported emotional health and well-being of students and staff
- More considered and stimulating working environments
- Healthy Schools to be on the student council and wellbeing leadership agendas
- School canteen meeting national standards prescribed by DfE
- Full range of sporting activities available to every student
- Water is Cool initiative promoted by the school
- School Travel plan is in evidence
- Support system in operation for vulnerable students
- Excellent pastoral support system in place
- Anti-bullying policy openly promoted

### **Targeted Outcome**

- To engage the entire school community in taking part in the healthy schools initiative through the curriculum, extra-curricular activities, in assemblies and with considered development, driven through the student voice

## APPENDIX 4 – CORONAVIRUS PANDEMIC

### Coronavirus Pandemic:

The school has taken all reasonable steps to continue to develop the key areas of focus for the benefit of our students, however, the pandemic has required a creative approach to fulfilling our aims. Key aspects of our work now include:

- maintaining a covid-19 safe working environment. Refer to the risk assessment for changes to the working practices across the site
- providing a curriculum that will adhere to the core principles of our teaching and learning philosophy, ensuring that students have the opportunity to maintain their skills of discovery and enquiry, as they would in their lessons on site
- ensuring that our remote learning curriculum mirrors the school's curriculum offer and that all aspects of our curriculum are delivered in a creative and engaging manner
- developing our remote learning offer to include feedback that will help children to progress
- supporting the most vulnerable and those at risk, through our CP Team and Student Services
- to put in place provisions to protect all members of the school community but with particular regard to those identified as being at greater risk, including our BAME community, those with underlying health conditions and pregnant women
- development of our risk assessment will take place, as research highlights further actions that supports those at greatest risk
- supporting the wellbeing of all members of our school
- using technology effectively to engage students and support their parents/carers
- sourcing engaging experiences for our students through external providers; Speakers4Schools, Surrey Satro
- reviewing our Performance Management process and ensuring that it reflects the current and ongoing change in working practice

**Ref: Remote Learning Policy on the school's website**