

## Curriculum Policy

BETHANY SCHOOL  
 CURTISDEN GREEN  
 GOUDHURST  
 KENT

### Pupils' views on why Bethany has a Curriculum Policy

This is to ensure that all subjects are properly organised for the benefit of pupils (and parents).

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## 1. INTRODUCTION

The School offers a broad and balanced curriculum with plans and schemes of work that take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan; and it does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The breadth of curriculum gives pupils appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils acquire listening, literacy and numeracy skills.

The range of subjects for all pupils, regardless of age, from Years 7 to 13 is appropriate to both age and ability so that all pupils have the opportunity to learn and make progress and is effective preparation for the opportunities, responsibilities and experiences of life in British Society whether that is in higher education, vocational training or a career. Further to this, across the curriculum, but especially in PSHCE and the Humanities, pupils are encouraged to focus on democracy, diversity, mutual respect and managing debate of contentious issues.

In order to achieve this aim, especially in the core subjects of Maths, English and Science, pupils are placed in sets according to ability, and in small class sizes. Overall, the staff / pupil ratio of about one to ten enables a great deal of individual attention to support those who require help and to stimulate the more able.

The syllabus taught within each subject is based on National Curriculum guidelines but academic departments are allowed flexibility to teach their subject in the most appropriate manner.

## 2. GENERAL POINTS FOR ALL YEARS

### 2.1 Academic progress

Each pupil in the School has a tutor who supports and encourages his or her academic progress.

Progress is carefully and closely monitored through 'Grades' assessment for both effort and attainment. Grades are awarded at least once each term, and usually twice; this allows pupils to be recognised for their good work and enables any problems to be identified quickly. Attainment grades are monitored against target grades, a process which enables tutors and teachers to discuss relative progress with pupils and offer formal feedback to complement the informal feedback, which takes place in lessons. The school supports this process through half termly target setting sessions in which pupils are encouraged to reflect

on their effort and progress and set personal targets, with the support of their tutor, for improving their performance.

Pupils, especially in the junior part of the School, are awarded 'Merits' for particular pieces of work that are of exceptional quality. On Speech Day in June, prizes are awarded for both academic excellence and effort, and for achievement in the fields of Drama, Music, Art and Sport.

### 2.1.1 Sport

Sport plays an important role in the curriculum. Each afternoon a different year group has a timetable dedicated to sport. Years 7 to 13 have at least one double timetabled games lesson. The majority of these lessons are taught by the team of seven specialist PE staff. In addition, all pupils in Years 7 to 11 also have one or two PE sessions each week.

\* There is a change to this arrangement for the academic year 2020-21 due to Covid restrictions: all pupils retain at least 2 sports lessons a week but there is currently no competitive sport and a revised programme. Whilst sport remains important, we have had to make these adjustments to adhere to guidelines (see addendum).

## 2.2 PSHCE AND CAREERS

All pupils follow a programme of Personal, Social, Health and Economic Education (PSHE) and further information on this is available in the detailed PSHE policy document and framework which:

- i. Reflects the school's aims and ethos; and
- ii. encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(a).
- iii. recognises the need to build resilience to radicalisation by teaching pupils to manage risk, resist pressure, make safer choices and seek up if necessary.

2.2.1 For pupils in Years 7 to 11 access is given to accurate, up to date careers guidance that :-

- i. is presented in an impartial manner
- ii. enables them to make informed choices about a broad range of career options; and
- iii. helps to encourage them to fulfil their potential

## 2.3 Pupils with Special Requirements

For Pupils who have a EHC Plan, the provision specified is made where the school is named. An annual review meeting is held with the awarding authority so that their IEP can be formally reviewed and updated as necessary. Although it is noted that it is the responsibility of the LA, and not the school, to review the EHC plan, but in keeping with good practice the school checks the review takes place and cooperates with the LA in the review process. All teachers of these pupils and their pastoral tutors together with the DLS department contribute to this process. Whilst the LA retains legal and financial responsibility for ensuring the provision specified by in the child's EHC plan is made, the day to day practical responsibility of making provision rests with the School.

Pupils who have EAL requirements are timetabled EAL lessons at the same time as French in Years 7 to 9 and choose it as one of their GCSE options in Years 10 and 11. For the Sixth Form these lessons are arranged after they have chosen their A levels.

A register of the more able pupils exists to enable the monitoring of those pupils judged to demonstrate advanced abilities and aptitudes in one or more subject areas. A whole School policy and departmental handbooks detail differentiated teaching strategies and extra-mural opportunities to stretch the more able.

### 3. Years 7 to 9

Pupils who join the School in Years 7 to 9 are taught a wide range of subjects, which provides them with a wide breadth of knowledge and experience. The provision of creative, artistic, practical and academic routes throughout the curriculum helps to ensure that pupils' varied talents are nurtured as much as possible and their full potential developed.

During Year 9 a process of consultation with pupils and parents begins, to enable an informed choice of GCSE subjects: this includes the publication of an Options booklet, which outlines which GCSE subjects they can opt to study in addition to the mandatory subjects. It also includes tutorial discussion and a Parents' Conference. English, Mathematics and Science continue to be 'core' subjects and the programme for most pupils includes a modern foreign language, at least one humanities subject and a creative or technological subject. In addition, all pupils follow a PSHCE Course which includes Study Skills, Health Education and Physical Education is also taught.

## 3.1 Subjects taught in YEARS 7 to 9

Art	Design and Technology	Drama
DLS	EAL	English
Food Technology	French	Geography
History	Computer Science	PSHCE
Mandarin	Mathematics	Dance
Music	Religious Studies	Science (Physics, Chemistry, Biology, Single Sci. Award)
Spanish	IT and Study Skills (Year 9 only)	

## 4. YEARS 10 and 11

### 4.1 Core Subjects

All pupils take English, Mathematics, and a Science course for GCSE. Pupils study at least one of Biology, Chemistry, Physics, or the Single Science award. The top one/two English sets also take English Literature and pupils in the top Maths set have the opportunity to take GCSE Further Mathematics.

### 4.2 Optional Subjects

Currently pupils choose four other subjects to study from the following options:

Art	Computer Science	Dance
Design Technology	Drama	French
Geography	History	Hospitality and Catering L2
Mandarin	Media Studies	Music (BTEC)
Physical Education (BTEC)	Religious Studies	Spanish

### 4.3 Preparation for Sixth Form

A Sixth Information Afternoon is held for Year 11 pupils to find out about Sixth form at Bethany, this is followed by a Sixth Form Open Evening which is available to Year 11 pupils and pupils interested in joining Bethany for Sixth Form. Over the following months pupils are guided by subject staff into choosing the subjects most appropriate to their talents and aspirations and are asked to confirm final choices before the end of the spring term. All Year 11 pupils receive an options interview from a senior member of staff or the Head of Sixth Form early in the spring term. These interviews complement but do not replace the careers interviews which are given by Tutors following COA testing in the autumn term.

## 5. SIXTH FORM - YEARS 12 and 13

The Sixth Form is viewed as a bridge between school and university life. As well as the challenges of A level courses and competing for university places, pupils are encouraged to develop their self-confidence to live independent, fulfilling, adult lives. Bethany provides a supportive environment in which to channel pupils' energy constructively into meeting these challenges both inside and outside the classroom by offering opportunities including the Extended Project Qualification, Sports Leaders Level 3, D of E, voluntary work, the Body for Life programme, the Creative Cookery programmes, leadership, hosting visitors and school exchanges.

\*Please note that the Creative Cookery and Body for Life programmes are suspended for the academic year 2020-21 because of timetable changes related to Covid guidelines (see addendum).

In Year 12, tutorial work includes a structured careers programme that helps pupils consider their career options, develop self-appraisal techniques and assist with job and UCAS (university) application processes.

It is expected that pupils entering the Sixth Form at Bethany will have achieved at least five 4 grades at GCSE level. As far as possible, pupils may choose any subject from the selection on offer at Bethany within the option blocking system available at that time. Guidance on such option blocks is issued in the spring term each year. It is expected that most pupils will study four subjects in the Lower Sixth one of which may be taken at AS level, continuing to take three subjects to A level.

Bethany Sixth Formers benefit from a wide range of choice in courses, in relatively small teaching groups and with careful tutoring. Subjects studied are:

Art and Design	Biology	Business Studies
Chemistry	Design and Technology	Textiles
Economics	English	French
Further Maths	Geography	History
Mathematics	Media Studies	Music
Photography	Physics	Politics
Religious Studies	Spanish	

In addition to the above A levels the following are also offered:

### 5.1 Applied level in Business and IFS Level 3 Finance and Accounting

These courses are accepted by universities and employers as equivalent to two A levels. At Bethany they are usually taken by pupils in combination with one other A level and have proved to be successful routes to Business related degrees at university. Courses are modular with assessment through examination and course work.

### 5.2 BTEC National Awards in Music, Drama and Sports and Exercise Science

These courses are accepted by universities and employers and carry the same weighting as one A level. The National Award offers a specialist qualification that focuses on a similar programme of study to the A level. However, the BTEC's strength is that all units are coursework based. Pupils are expected to complete six units over the two-year programme of study. The grading system is Pass, Merit and Distinction with 48 UCAS points for Distinction (equivalent to an A at A level) 32 UCAS points for a Merit (equivalent to a grade C at A level) and 16 UCAS points for a pass (equivalent to an E at A level).

### 5.3 GCSE Courses available to Sixth Formers

There is the opportunity for pupils to re-sit their English or Mathematics GCSE in timetabled sets for Sixth Formers. Examinations are sat at the end of Year 12.

### 5.4 Links with parents

The Tutor maintains close links with the parents of his/her tutees, not only on academic matters but also on a variety of issues or problems that might arise. Parents are able to meet teaching staff at the annual Parents' Consultations that are scheduled for each year group, as well as on less formal occasions and within a number of School functions. Individual appointments are arranged should either parents or staff feel this is necessary.

## 6. Addendum to curriculum policy August 2020

### In response to COVID-19 outbreak and subsequent planning for the return to school of all pupils at the start of the Autumn term 2020

The breadth of the curriculum has been maintained as far as possible. No subjects have been removed. However please note the changes to sections 2 and 5 noted below.

#### 2 General points for all years:

##### 2.1.1 Sport

Whilst sport continues to play an important role in the curriculum, we have had to make a number of significant changes to how sport is offered and run because of the current Covid-19 restrictions. All pupils have been allocated a minimum of two Physical Education lessons each week. The focus for these will be on health, well-being, and fitness, as well as training and skills development, as there can currently be no competitive sports offered. These sessions will be planned and co-ordinated by the Directors of Sport and Outdoor Learning.

#### 5 Sixth form

The Body for Life, Creative Cookery and School Exchange programmes have been suspended for September 2020 due to Covid-19 restrictions. The sixth form Physical Education lessons have been adapted to include elements related to healthy living and personal fitness.