



# ST. JOSEPH'S COLLEGE

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## Curriculum Policy

This policy relates to all sections of St Joseph's College, including the Early Years Foundation Stage.

### Introduction

The College aims to ensure that the curriculum provision will enable all pupils to enjoy a broad and balanced programme with sufficient flexibility to target pupils' strengths, interests and enthusiasm. The curriculum is designed to successfully prepare pupils for life at and beyond St Joseph's College, in British society.

### Early Years Foundation Stage

The EYFS framework provides the basis for the education and wellbeing of our youngest pupils. We fully support the principle that children learn best through play, when engaged in well planned and structured activities, under the direction of dedicated and caring professionals trained in a range of disciplines.

The curriculum is delivered effectively in both indoor and outdoor learning environments. The pupils benefit from lessons from a specialist teacher for Music. For children whose home language is not English, we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Their education follows the three prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

and the four specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

We recognise that the three characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

are essential for a firm foundation to be built.

### Infant and Junior Sections

The Prep School's curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the College organises in order to enrich the children's experience. It also includes the 'hidden curriculum' –



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what children learn from the way they are treated and expected to behave. We value the breadth of curriculum we provide.

Pupils study English, Mathematics, Science, Art and Design Technology, Geography, History, ICT, Music, Physical Education, PSHEE and RE.

French is introduced from Year 1, Swimming from Year 2 and Food Technology, Drama and Computing from Year 5. The pupils benefit from specialist teachers for Music, Physical Education, Science, Food Technology and Computing.

We aim to provide a balanced programme by having the core curriculum subjects of Maths and English taught most days and other curriculum subjects spread across the week.

Creativity flourishes beyond the traditional curriculum, with choirs, instrumental lessons, concerts, plays and competitions. The curriculum is further enhanced by library sessions and peripatetic music lessons.

## **Lower Seniors**

All pupils study English, Mathematics, Science, Geography, Music, Classical Civilisation, Latin, History, RE, Physical Education, French, Spanish, Art and Drama, Food Technology, Graphics and ICT.

All pupils are expected to study at least one Modern Foreign language. In Year 7 all pupils take French and Spanish for half of the academic year. Languages are taught in sets to ensure the needs of individual pupils are catered for and the various experiences of language learning prior to joining the College can be addressed. Separate arrangements are made for pupils who have a fluency in a language and arrangements are made to work more intensively with a teacher and language Assistant. Pupils with EAL are reviewed by the learning support department and recommendations for taking MFLs and learning support are made.

## **Upper Seniors**

The curriculum in Year 9 is as per Lower Seniors except pupils are provided with the option of choosing Latin or continuing with a rotation of Drama, Food Technology and Graphics lessons. Year 10 and 11 also take part in Senior Games with Years 12 and 13 in place of core PE.

During Year 9 pupils and their parents are involved in choices of Options for GCSE. Pupils study the core subjects of English, English Literature, Mathematics, Science Trilogy and Religious Studies to GCSE level. A Modern Foreign Language is also strongly advised, with the option of taking two languages available. Taking the three named sciences as separate GCSEs, rather than Science Trilogy (double science), is available to all pupils reaching the entrance requirements as part of the options process.

Option groupings are chosen to enable as many of the pupils as possible to take their first choice of subjects. Pupils select four optional subjects from the following: Art and Design, Computer Science, Drama, D & T: Electronics (Control Systems in Engineering), French, Geography, Graphics, History, Food Preparation and Nutrition, ICT, Latin, Music, PE and Spanish.



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## Years 12 and 13

The option choices in Years 12 and 13 are kept as wide as possible with the majority of students choosing three A Level subjects from the following subjects: Art, Biology, Business Studies, Chemistry, Economics, English Literature, French, Further Mathematics, Geography, History, ICT, Mathematics, Music, Philosophy & Ethics, Physics, Psychology, Spanish and Theatre Studies. The Extended Project Qualification is offered in Year 12. Students will continue their study of three chosen subjects to A2.

In Year 12 all students have the opportunity to take part in the CAFOD Young Leaders programme, Young Enterprise Award and the Community Sports Leaders' Award. The PE Department offers a wide range of curriculum options within its two periods of Senior Games per week. Senior Games includes Years 10-13 and activities are run on a carousel basis. Students have a choice from a diverse range of sports as varied as team sports such as Rugby, Hockey, and Football, to Golf, Boxercise and CrossFit.

In Years 12 and 13 students take a double period of Enrichment per week. PSHEE is delivered within this time and there is also the opportunity for students to hear visiting speakers who address the students on a range of relevant topics. In Year 13 students follow a UCAS preparation course during Enrichment and a Cooking for University module in addition to PSHEE activities.

Year 12 students have a careers lesson taught in a carousel with Extended Project study skills.

All A level subjects have Directed Study periods allotted to them. The aim is to encourage students to develop their ability to read and make notes from a wider range of books/resources than the core textbook set.

## PSHEE

The College delivers a PSHEE curriculum which reflects the College's aims and ethos, respect for others, with particular regard to the protected characteristics and upholds fundamental British values, to students in Early Years to Year 13.

Early Years to Year 11 have a dedicated lesson per week for PSHEE and in Years 12 and 13 PSHEE is delivered as part of the Sixth Form Enrichment programme. **See the PSHEE Policy** and the **British Values Statement** for further details.

## Extra Curricular

In addition to the set curriculum all students are encouraged to take part in an extremely varied programme of extra-curricular activities during lunch, before and after school and in the holidays. These include Drama, Music, Sport, Dance or organised team games, Science and Mathematics Clubs and Language support, Cultural or Fieldwork excursions. **See the Prep School and Senior School Termly Diaries** for details.

It is the combination of these aspects which should ensure that each student is able to fulfil their potential in both academic work and their personal development. Thus we are able to ensure students leave the College with good qualifications and also with the qualities necessary to continue to make the most of all the opportunities that they will have at university and in the future.



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## Careers

A comprehensive careers education programme is in place for pupils aged 14 to 19 that gives pupils access to up-to-date careers guidance (in conjunction with our Head of Careers) in an impartial manner, enabling them to make an informed choice which helps to fulfil their potential. Careers education occurs as a formal topic within PSHEE, for example in the run up to Year 9 Options and also within subject areas as students explore the opportunities different subjects offer. Full details of the College's careers education can be found in the **Careers Education and Guidance Policy**.

## Teaching and Learning

Throughout the College differentiated learning is encouraged by setting in some subjects and by using different tasks and methodologies within lessons.

Through our teaching at St Joseph's College we aim to:

- enable pupils to become confident and independent learners
- foster pupil's self-esteem & help them build positive relationships with other people
- develop pupils self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- show respect for all faiths and cultures, and in so doing, to promote positive attitudes towards other people
- enable pupils to understand their community and help them feel valued as part of that community
- prepare pupils for the opportunities, responsibilities and experiences of life in British society
- help pupils to grow into reliable, independent and positive citizens

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allows everyone to learn in the ways that suit them best. These strategies include:

- independent work
- whole class work
- asking and answering questions
- use of the computer
- fieldwork and visits to places of educational interest
- creative activities
- use of recorded material, television and music
- debates, role plays and oral presentations
- designing and making
- participating in physical activity

We encourage pupils to take an increasing responsibility for their learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn, what helps and what hinders progress. Regular assessment and target setting supports this work within the classroom and with the pupils' tutor. **See Assessment, Marking & Reporting Policy.**

We strive to ensure all tasks are appropriate to each pupil's ability and they are praised for their efforts and so build positive attitudes towards school and learning in general. We try to ensure



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the classroom is an attractive and stimulating learning environment and pupil's work is valued and displayed as appropriate.

Heads of Department design schemes of work to ensure that all pupils have the opportunity to learn and make progress as they move through the College, which also take into account the ages, aptitudes and needs of all pupils. All schemes of work uphold and actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Long, medium and short term planning provides opportunities for pupils to acquire speaking, listening, literacy and numeracy skills.

When departments are developing their schemes of work they consider teaching techniques, resources, differentiation, and individual pupils' needs which may have been identified through the work of the Learning Support Coordinators, baseline testing, teachers' observations and reports from previous schools. See the **Learning Support Policy** for details on the learning support process and arrangements for those pupils with a Learning need or EHC Plan.