



CURRICULUM POLICY

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Kings Norton Girls' School aims to provide a high-quality education by encouraging students to excel. All students therefore have equal access to a broad, balanced, differentiated and relevant curriculum which promotes community cohesion (see Appendix A). The National Curriculum is taught at both Key Stage 3 and 4. The School is committed to personalising the curriculum and to equipping students with the skills, knowledge and attributes to develop as independent learners.

Key Stage 3

- All students follow the National Curriculum:
English, Mathematics, Science, Modern Foreign Languages, Religious Education, Physical Education, Personal, Social and Health Education (PSHE), Geography, History, Art, Music, Drama, Design Technology and Computer Science.
- For Design Technology, the four disciplines of graphic products, resistant materials, textiles and food preparation and nutrition are taught.
- More able linguists follow a second language in Year 8, other increases their lesson time in French; additional English and maths courses are available for a small number of students alongside French. Work related learning, careers (CEIAG), citizenship and enterprise education are delivered via the PSHE programme.
- A few subjects such as maths and science begin their GCSE learning during year 9. History and Geography begin their GCSE learning after summer half term.

Key Stage 4

- Students continue to follow a broad and balanced curriculum comprising core subjects and options. The core comprises: English , English Literature, Mathematics, Science (Separate or Combined), Modern Foreign Languages, History or Geography, Religious Education, Physical Education, Citizenship , PSHE and CEIAG.
- Students also choose from a range of subjects (option subjects) after appropriate advice and guidance. Students will follow an appropriate pathway which matches their abilities, talents and aspirations, preparing them for the next stage of their lives.
- Within the KS4 curriculum there is provision to support students who require additional support in the core subjects. These students will not study a modern foreign language. In addition, a small number of students follow NVQ French during year 10 and a study skills course in year 11.
- The pathway process provides opportunities for almost all students to achieve the English Baccalaureate (English, mathematics, two sciences, a language and either history or geography) and meet the requirements of the progress 8 measures.
- Work related learning, and CEIAG are delivered via the PSHE and work experience programmes.
- Students in year 10 and 11 studying separate sciences study RE through Science and enrichment days.

Key Stage 5

- Subjects are arranged across 5 option blocks. All students follow an enrichment programme which can include the Extended Project Qualification, and other accredited options, a skills programme, work experience and leadership opportunities.
- To maximise opportunities for students in providing a wide range of option choices, minority subjects may be delivered in partnership with external providers.

Curriculum Monitoring & Review

- The school's curriculum is monitored on a regular basis by the Deputy Headteacher (Curriculum) to ensure that it meets all statutory requirements, the needs of our students and prepares them effectively for work and life in the 21st century.
- Curriculum initiatives are reviewed with middle leaders and senior leadership and the Standards & Curriculum Committee of the Governing Body.

OTHER POLICIES & PROCEDURES LINKED TO THE CURRICULUM POLICY

Access Plan (Curriculum)

Examinations Policy

Relationship and Sex Education Policy

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APPENDIX A: PROMOTING COMMUNITY COHESION

Introduction

The term 'community cohesion' encompasses promoting good relations between students from different races, faiths/beliefs and socio-economic backgrounds and the avoidance of the effects of intolerance or harassment thereby promoting mutual civility and a respect for diversity.

At KNKS we recognise that we have a key part to play in promoting community cohesion through our approach to:

- Teaching and learning:
 - Teaching students to understand others.
 - Promoting discussion and debate about common values and diversity.
- Equity and excellence:
 - Removing barriers to access and participation.
 - Offering equal opportunities to all students to succeed at the highest level possible.
- Engagement and ethos:
 - Providing opportunities for children, young people and their families to interact with others from different backgrounds.
 - British Values.

We ensure that our admissions policy is fully compliant with the school admissions code and take care not to present ourselves in a way that might deter parents/carers from particular communities.

The governing body is committed to promoting community cohesion and discharges its responsibility by encouraging all staff members to be proactive and by involving students in the promotion of community cohesion. We value a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

For us, community has a number of dimensions including:

- The school community – the students it serves, their families and the school's staff and governors.
- The neighbourhood community – the school in its geographical community and the people who live and work in that area.
- The network community – the school working with other schools and providers in the cluster.
- The community of Britain – all schools are by definition part of this community.
- The global community – formed by the school's international links.

Objectives and targets

The purpose of this policy is to set out the actions that will be taken at Kings Norton Girls' School to promote community cohesion. While focusing on

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British values and being aware of the school's duties under the 'Prevent' strategy aimed at anti-terrorism, the target is to build a school which tries to promote good relations between students from different races, faiths/beliefs and socio-economic backgrounds. The school aims to avoid the effects of intolerance or harassment, thereby promoting mutual civility and a respect for diversity and community cohesion.

Teaching, learning and curriculum

As an effective school we have a high standard of teaching and curriculum provision. This supports high standards of attainment and promotes common values, and builds student's understanding of the diversity that surrounds them, recognising similarities and appreciating different cultures, faiths ethnicities, sexual orientation, gender, disabilities and socio-economic backgrounds.

- We teach students to understand others.
- We promote British values, common values and value diversity in the school population.
- We promote awareness of human rights and of the responsibility to uphold and defend them.
- We develop the skills of participation and responsible action.
- We are mindful of our duties to forbid political indoctrination and try to offer a balanced presentation of political issues, particularly in regard to the need to prevent students from being drawn towards terrorism or extremism which can create an atmosphere conducive to views which terrorists exploit.

Integrated across our curriculum are opportunities for discussing issues of identity and diversity, for example:

- Lessons across the curriculum that promote common values and help students to value differences and to challenge prejudice and stereotyping – for example, opportunities in citizenship classes for students to discuss issues of identity and diversity and what it means 'to live together in the UK', particularly at the local community level.
- A programme of curriculum-based activities whereby students' understanding of community and diversity is enriched through educational visits and meetings with members of different communities.
- Support for students for whom English is an additional language to enable them to achieve at the highest possible level in English.
- An effective voice and involvement of students in the governance and organisation of the school in a way that teaches them to participate and make a difference in school, their local community and beyond.

Equity and excellence

Our focus is on securing high standards of attainment for every student from all ethnic backgrounds and of different socio-economic statuses, ensuring that students are treated with respect and supported to reach their full potential.

- We strive to ensure equal opportunities for all to succeed at the highest level possible.

- We seek to remove barriers to access and participation in learning and wider activities.
- We aim to eliminate variations in outcomes for different groups.

Engagement and ethos

We value partnership arrangements that enable the sharing of good practice and offer students the opportunity to meet and learn from other young people from different backgrounds.

- We are committed to providing a means for children, young people and their families to interact with people from different backgrounds and build positive relations.
- We will link with different schools and communities locally, across the country and internationally.

Our partnership opportunities include:

- Promoting links with different types of school.
- Promoting international links.
- Working together with community representatives.
- Maintaining strong links and multi-agency working between the school and other local agencies.
- Liaison with voluntary community-based activities.
- Engagement with parents/carers through parents' consultation evenings, parents in partnership evenings, curriculum evenings and family liaison work.

Monitoring and evaluation

We monitor the impact of our strategy in the following ways:

- By monitoring the content of the curriculum.
- By monitoring the effectiveness of our approaches in dealing with incidents of prejudice, bullying and harassment.
- By monitoring whether students from particular groups are more likely to be excluded or disciplined than others.
- By monitoring and improving on partnership opportunities wherever possible.

We evaluate progress in the following ways:

- By analysing assessment results to keep track of the relative performance of the different groups.
- By using the outcomes of analysis to tackle underperformance by any particular group.
- By evaluating the effectiveness of links and partnerships with local, national and international groups.