



## **CURRICULUM POLICY**

Hereford Cathedral School is committed to providing a rigorous academic and intellectual education that will challenge and engage pupils. We aim to offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide our pupils with a secure foundation on which to continue into Higher Education and into the careers of their choice. In accordance with the DfE's documents *Careers Guidance and Inspiration in Schools* (March 2015) and *Careers Guidance and Access for Education and Training Providers* (2018), our aim is that every pupil should leave our school effectively prepared for the opportunities, responsibilities and experiences of life in British society. We seek to 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.

All pupils of compulsory school age receive a full-time supervised education that allows them to learn and make progress. The education provided by the school takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. Hereford Cathedral School, as an independent school, offers a balanced curriculum broadly based upon the National Curriculum, and one which promotes the spiritual, moral, social, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects. The contribution of each curriculum subject to these educational areas is outlined in detail in the subject-specific documentation.

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

For Years 7 – 11, the core curriculum of subjects provides the opportunity for pupils to acquire skills in speaking and listening, literacy and numeracy. These are further developed in their other subjects. Religious education is provided for all

pupils. Pupils are taught 45 periods per week (35-minute periods) below the Sixth Form.

In Years 7 - 9, all pupils receive a broad introductory curriculum, which gives them experience in all of the aspects outlined above and ensures that pupils are well prepared for the programme of study in Years 10 -11. The curriculum is not only broad and balanced but also differentiated and, as such, recognises that each individual has differing educational needs, strengths and weakness. In certain subject areas the school utilises setting and streaming to help pupils achieve their academic potential. The school looks carefully at factors such as the number of pupils within a cohort, the ability range of the pupils and the particular needs of individuals in determining precise arrangements for setting and streaming within each year group. Initial information that is used in reaching these decisions when pupils enter the Senior School includes their entrance examination profile if appropriate, information from previous school reports and, if available, Key Stage 2 SAT examination results. In Years 7 and 8 pupils are taught in mixed ability groups in most subjects. However, pupils are set, according to mathematical and linguistic ability, in both Maths and Modern Foreign Languages. In English some pupils receive extra support, either being taught separately in a smaller group, or by being part of a group that has specialist additional learning support working alongside the main subject teacher. Usually in English there are two ability bands. Latin is introduced to all pupils in Year 8. In general, especially in the first two years, setting and streaming are fluid and the same topics are taught at an appropriate pace to each class. There is considerable overlap of ability between sets and set changes occur whenever it is clear that this will be beneficial. In Year 9, after parental consultation, pupils are set by ability across the year group for Maths and Modern Languages.

In Years 10 - 11 all pupils study a core curriculum (English Language and Literature, Mathematics, Science, Short Course Religious Studies, Games and PSHE) and, for the majority, a Modern Language. Some pupils study Science as three separate subjects, others as Combined Science: Trilogy. The core curriculum provides continuity and progression of learning, supplemented by additional subjects. To this core, pupils choose a further three subjects. Quite deliberately, the school chooses each year to construct the timetables of Years 10 and 11 around pupils' choices, and not the other way around; thus there are no predetermined "Option Blocks". The School aims to run any course in which there is sufficient demand.

The school allows particularly talented musicians to follow a flexible curriculum, which enables such pupils to pursue a music specialist scheme.

At A-Level, a similar policy applies to pupils' choice of A Level subjects as with GCSE options. The school aims to run any course in which numbers are economically viable. Advice is given to all students regarding their A-level choices and this advice includes an interview with each Year 11 pupil by the Headmaster, the Morrisby

Test and an interview with the Head of Careers. Most pupils start on four subjects in Year 12 and take three subjects at A-Level although other combinations are quite common, and the Sixth Form curriculum allows pupils above compulsory school age to enjoy a programme of activities that is appropriate to their needs. A recent introduction to the Sixth Form curriculum is BTEC Sport. A programme of Friday afternoon Activities supplements and enriches the curriculum for all Sixth Form pupils.

Sixth Form pupils have provision for Private Study, which includes the use of the Gilbert Library, the Careers Library, the Sixth Form Centre and subject specialist areas (with the permission of the appropriate Head of Department). In some cases, the Academic Deputy or Head of Sixth Form may insist that a pupil attends Supervised Private Study.

All pupils are expected to take part in collective worship, which is mainly of an Anglican character. The programme of collective worship involves some whole-school chapels, year-group chapels and house group assemblies. Through these gatherings, alongside the Religious Studies education that all our pupils receive, and through PSHE (Personal, Social, Health & Economic Education), we aim to promote respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

PSHE is delivered in Tutor Group sessions, with specialists and within the curriculum for certain year groups. A full programme of PSHE, which reflects the school's aims and ethos, is provided and outlined in the PSHE Handbook. The Head of PSHE co-ordinates teaching and, together with Heads of House and the Deputy Head, ensures that all areas of the programme are covered. British values and a culture of tolerance and diversity are promoted through the PSHE programme, as well as through other curriculum subjects and areas of school life.

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school's sex education policy is available to parents. It has regard for the government's guidance in *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019).

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

Law forbids the promotion of partisan political views in the teaching of any subject in the school. Political issues are introduced in a number of courses and are presented in a balanced manner.

Each pupil, regardless of age, participates in a full Games programme one day per week.

Careers education is provided by a well-resourced Careers Library which is available to all pupils and by the Careers Department which provides support and advice as well as organising additional visits by outside agencies, speakers and advisers. We recognise the importance of accurate, independent and up-to-date careers guidance for all pupils from Years 7-13 to allow them both to make informed choices about a broad range of career options and to fulfil their potential. Pupils receive timely and impartial advice to help them choose GCSE and post-16 courses. For university applications, there is a rigorous process which is organised by the Head of Careers and UCAS Co-ordinators, and overseen by the Head of Sixth Form and Academic Deputy.

The school has a Learning Support department which is responsible for screening all pupils in Year 7 and new entrants for special educational needs. Parents of pupils who are identified as having a special educational need are then informed and can arrange additional support by private agreement. The appropriate information is passed to the Tutor, Head of House and to subject teachers. Tutors and the Learning Support department assemble Individual Education Plans for these students. In the small number of cases in which one of our pupils has an Educational, Health or Care (EHC) Plan, we review this annually to ensure that the pupil is receiving the specified provision. We recognise too that very able pupils can sometimes require special provision.

For those pupils for whom English is not their first language, the School determines whether additional tuition in English is necessary and the level of tuition required. All such tuition comes under the English as an Additional Language (EAL) Policy, which itself is subject to regular review by the School's Learning Support Department and overseen by the Governing Body Education Committee. The school's SEND and EAL Policies are available to parents on the website.

The school expects homework to be set as appropriate, and in accordance with the school's homework policy.

A summary of the curriculum for each year is provided in the Curriculum Guide for Parents.

The Academic Deputy will monitor this policy, and report to the Governing Body Education Committee on the progress of the policy and will recommend any changes.

Reviewed and updated by JPS  
April 2019