



# PLYMSTOCK SCHOOL

## Curriculum Policy

Lead Officer: Ms A M Perry, Deputy Headteacher - Curriculum

Review Cycle: Annual

Date for Review: Autumn Term 2020

### Introduction:

One of the aims of Plymstock School is:

“To foster a love of learning for its own sake by providing a rich curriculum which enables every young person to discover their strengths, and to make the most of their talents within Plymstock School and beyond.”

This policy gives the details of how this aim is put into practice.

### Rationale:

All students in years seven to eleven receive a broad, balanced, relevant and coherent curriculum, which offers opportunities to extend beyond the confines of the National Curriculum. The school regards the education of each child as being of equal value; we strive to equip all students with the necessary intellectual, physical, cultural, emotional and moral skills and attitudes to enable them to face the adult world with confidence, honesty and a sense of purpose.

### Implementation, for 2019/20:

At KS3, the curriculum is broad and balanced. Students study a range of subjects including the core of English, Mathematics and Science. Beyond this core, Geography, History, Religious Education are taught as separate humanities. Art, Dance, Drama and Music make up the Expressive Arts curriculum. French is learnt by all students throughout the Key Stage, with some students studying both French and German. Design Technology is taught as discrete subjects, including Product Design, Graphics and Food Preparation and Nutrition. Computing is studied as a discrete subject from year 7 to year 9. PE is taught throughout the Key Stage.

At Key Stage 4 the curriculum offers considerable diversity and choice, it covers the full ability range from those who will go on to obtain good university degrees to those who will be seeking a combination of vocational education and training. All students study a core of English Language, English Literature, Mathematics and Science.

The curriculum is tailored to meet the needs of each cohort and within the Options structure students were offered a choice of three subjects. These were broadly arranged as a Humanity subject, a Modern Foreign Language and two free choices. There was the possibility to replace the MFL with an alternative course; students were carefully advised about this choice. Students chose their free choices subject depending on their individual strengths and tastes. The range of choices included: Art & Design, Business Studies, Computer Science, Dance, D&T Food Preparation and Nutrition, D&T Product Design, Drama, Health & Social Care, ICT, Media Studies, Music, Religious Studies, Physical Education, Separate Sciences, a second Modern Foreign Language and a second Humanity. Our Foundation Learning embraces many of the elements above. Choices now include a selection of the new Technical Awards which include Enterprise & Marketing, Hospitality & Catering and Sports Science. All courses have now reviewed and restructured and the majority will be awarded on the 9 to 1 grade scale.

Careers guidance is provided to all students, as are RE, PSHEE and PE. All students undertake work experience in Year 10.

At Key Stage 5 a wide range of level 3 subjects are available including Applied ICT, Applied Science, Applied Sport, Art, Biology, Business Studies, Chemistry, Criminology, English Literature, English Language & Literature, French, Further Mathematics, Geography, German, Health & Social Care, History, Mathematics, Media Studies, Music, Photography, Physics, Psychology, Religious Education, Sociology, Sports Studies and Theatre Studies. The majority of students choose 3, with some taking 4. As a result of the new “uncoupled” A level courses, all students will follow two year A Level courses.

GCSE re-sit courses in English and Mathematics are compulsory for those KS5 students who do not yet have level 2 qualifications in these subjects.

PSHEE, Citizenship, Financial Education and Work Related Learning are delivered throughout the school.

The school day is divided into five 60 minutes lessons, making 25 periods per week. Four of these are in the morning and one lesson in the afternoon.

### **Summary:**

In short our curriculum aims to develop students who can think critically, have a set of values to live by and feel that they can make a difference to the world.

A. Perry  
September 2019

## Policy History

<b>Policy / Version Date</b>	<b>Summary of change</b>	<b>Contact</b>	<b>Implementation Date</b>	<b>Review Date</b>
Autumn 2018	Policy review	Deputy Headteacher Curriculum	September 2019	Annual Review