



## Curriculum Policy

**Review Date: 2 years**

**Status: Non Statutory**

**Next Review: Spring 2024**

This policy should be read in conjunction with the following policies:

- Quality of Education
- SEN

### Statement of Intent

The Curriculum at Sunnydown is designed to create as bespoke a pathway as possible for every young man with the resources available. It is designed to give each student the best possible opportunities for achieving a successful, independent and happy life after leaving Sunnydown and create a pathway for learning so that they can access appropriate Post 16 provisions that will continue to meet their needs and support their learning. This is done with consideration for the emotional needs of the boys and an awareness of the impact of academic expectations on young people.

### Structure

The week is divided in two sections; Monday to Thursday where the boys follow a traditional curriculum and Fridays where an alternative selection of innovative and creative options are available.

Regarding the traditional curriculum, in KS3 students follow a flightpath in each subject which is differentiated learning. In KS4 the boys are given the opportunity to focus their learning with Options and GCSE Pathways for the core subjects.

On Fridays KS3 will work through a rotation of activities over 6 weeks with a focus on developing life skills and giving the boys experiences to develop their Resilience, Independence and Co-Operation through Active Learning. These include;

1. Outdoor and Adventurous Activities
2. Performing Arts and Music
3. RICE<sup>3</sup> Challenge (Problem Solving)
4. Food Experience
5. School Project
6. Humanities

Friday for the KS4 boys sees a choice of activities designed to help them prepare for their next stage in their education after Sunnydown. These include;

1. College Link Programme at East Surrey College
2. Academic Option (Academic Qualifications)
3. Life Skills



## **Aims**

Our curriculum aims to:

1. Provide a broad and balanced education for all pupils with a bespoke Pathway in KS4 with a focus on Active Learning.
2. Prepare the boys for their next steps in life after Sunnydown.
3. To give the boys access to appropriate qualifications in KS4.
4. To develop our core characteristics of Resilience, Independence and Cooperation in all of the boys.
5. Support pupils' spiritual, moral, social and cultural development
6. Support pupils' physical development and responsibility for their own health, and enable them to be active
7. Promote a positive attitude towards learning
8. Ensure equal access to learning, with high expectations for every pupil and appropriate levels of both challenge and support

## **Roles and responsibilities**

### **The Governing Body**

The governing board will monitor the effectiveness of this policy and hold the Headteacher and Deputy Headteacher (who has lead for Curriculum) to account for its implementation.

The governing board will also ensure that:

1. A robust framework is in place for setting curriculum priorities and aspirational targets
2. Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
3. All courses provided for pupils below the age of 16 that lead to qualifications, such as GCSEs are approved by the secretary of state
4. The school implements the relevant statutory assessment arrangements
5. It participates actively in decision-making about the breadth and balance of the curriculum
6. It monitors fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
7. Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.
8. The provision of Sex and Relationship Education meets or exceeds the statutory requirements.

### **Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

1. All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
2. The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
3. With the support of the SENCO the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
4. They manage requests to withdraw children from curriculum subjects, where appropriate
5. The school's procedures for assessment meet all legal requirements
6. The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum



7. The governing body is advised on whole-school targets in order to make informed decisions
8. Proper provision is in place for pupils with different SEN.

## **Deputy Headteacher**

The Deputy Headteacher will support the Headteacher in his responsibilities and ensure that;

1. The Curriculum is reviewed periodically to ensure that it is fit for purpose and meets the needs of the boys at Sunnydown.
2. Curriculum changes and strategies are communicated to the Governing board

## **Other Staff**

1. Subject Leaders have responsibility to ensure their understanding of their subject and its role in the National Curriculum and that the Sunnydown curriculum is current. Any developments that they feel would be beneficial to the boys at Sunnydown, should be communicated with the Deputy Headteacher.
2. All staff should keep up to date with changes in their subject specialist area. Where staff are teaching outside of their specialism and there are subject area leaders, then they should be in close communication to ensure that they are current.
3. To think about the best interest of the boys when planning for exam entry as opposed to maximising the results for the school or the subject area.

## **Organisation and planning**

The curriculum is reviewed periodically every two years (however we are always looking at ways to improve) to ensure that it is fit for purpose and for the cohort of boys currently at Sunnydown. It is designed to give the boys access to the appropriate level and quantity of qualifications in KS4 to allow them to access challenging Post 16 education, while remaining mindful of the emotional challenges and impact of KS4 upon young people. KS3 is focused around developing the Resilience and Independence needed to tackle KS4 and to encourage the boys to engage actively in their learning and to enjoy the search for knowledge without fear of failure.

In reviewing our policy, due recognition will be given to publications on curriculum and education from sources including but not limited to Organisation for Economic Co-operation and Development (OECD), DfE, and UCL Institute of Education (IOE).

## **Relationships, Sex and Health Education.**

This is delivered openly and sensitively as part of weekly PHSE sessions. The curriculum has been mapped against the new 2020 statutory guidance and is designed to be a preventative programme that enables students to engage successfully in modern life and have safe relationships. It is also weaved and mapped into other subject areas to ensure the message is reaffirmed and to support embedding ideas through more than one context.

## **Careers Guidance**

Our Careers provision is built upon the framework of the Gatsby benchmarks. The Gatsby benchmarks are a framework to support schools in developing their careers provision to an outstanding level. They form the foundation of the Government's Careers Strategy and meeting them is a statutory requirement for secondary schools and colleges. We are working towards achieving all 8 benchmarks before the end of 2020.



## The 8 Gatsby benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

At Sunnydown we evaluate our Careers provision termly against the Gatsby benchmarks using the Compass online evaluation tool.

## Additional areas

Where appropriate the following areas can be included within the main curriculum to support the explicit teaching of these topics areas;

- a. Spiritual, moral, social and cultural development
- b. British values
- c. Computing/E safety
- d. Mindfulness
- e. Growth Mind-set and Active learning

## Inclusion

Teachers have high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

1. More able pupils
2. Pupils with low prior attainment
3. Pupils from disadvantaged backgrounds
4. Pupils with differing SEN
5. Pupils with English as an additional language (EAL)

Teachers will plan lessons to ensure that there are no barriers to any pupil achieving. This may include less challenging techniques such as '**errorless learning**' to motivate students and foster a feeling of achievement.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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