



KING EDWARD VI HANDSWORTH SCHOOL FOR GIRLS

Curriculum Policy 2024-25

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Jackie Kendall, Deputy Head, Director of Curriculum and Progress is responsible for reviewing and updating this policy on an annual basis. To be published in March ahead of the next academic year.

Change History

Version	Date	Description
2	July 2020	Minor update to Policy around sixth form additional curriculum alternative to EPQ
3	January 2021	To include reference to remote learning
4	January 2022	To include the curriculum intent statement
5	April 2022	To include an adjustment to PSHCE provision in sixth form.

Related Documents/Policies

Reference	Title
	PSHCE Policy

	SEND Policy
	Literacy Policy
	Assessment Policy
	Remote Education Provision
	Remote education T & L guidance
	Remote education information for parents

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King Edward VI Handsworth Mission Statement

We celebrate diversity and value fairness and equal treatment for everyone at the school regardless of their race, age, ethnicity, religion, sex, sexual orientation or disability. We promote equality through our rich and diverse curriculum, equipping students with the skills, knowledge and understanding to succeed in a diverse world outside and beyond school. We challenge discrimination in all its forms so that all members of the school community feel safe and valued.

Unconscious Bias Key definitions:

There are two types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias)

Conscious bias is an inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

Unconscious bias is implicit bias. It is unintended and subtle, based on unconscious thought. People may have unfair beliefs about others but not be aware of them. Typically unconscious bias happens involuntarily without any awareness or intentional control. Everyone holds unconscious beliefs about various social and identity groups. Under the 2010 Equality Act, it is unlawful to discriminate against people because of nine areas termed in the legislation as protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

How to overcome unconscious bias

- Be aware of unconscious bias.
- Don't rush decisions rather take your time and consider issues properly.
- Justify decisions by evidence and record the reasons for your decisions
- Ensure that everyone knows what kind of behaviour is expected of them.
- Ensure that everyone knows how to report prejudice related incidents.
- Encourage people to work with a wider range of people and get to know them as individuals.
- Focus on the positive behaviour of people and not negative stereotypes.
- Employers should implement policies and procedures which limit the influence of individual characteristics and preferences.

Aims and Values

Curriculum Intent, Implementation and Impact

We are committed to the nurture and development of all those who learn here and seek to inspire all to be their best. We embrace the transformative power of education and value a love of learning and intellectual curiosity. We support all within the school to find, develop and enjoy their interests and passions. Our school offers vibrant extracurricular opportunities and participation is both valued and celebrated. We are a happy and caring school which values and takes pride in diversity and celebrates individuality.

We offer a broad curriculum where academic rigour is enjoyed. We are committed to excellent teaching and learning in an environment where students relish the opportunities they are given to master the subjects they are studying, are willing to take risks and enjoy the intellectual challenges this brings.

This is a school which is proud of its history and tradition whilst simultaneously developing staff and students who are forward thinking, outward facing and willing to rise to a challenge.

We develop staff and students who have the desire and courage, combined with the emotional, intellectual and practical capacities to change the world in ways that might be great or small but are always for the better. Our ideals are firmly grounded in honesty and integrity.

Our purpose is developing students with empathy, understanding and appreciation for other views and opinions. We support the girls to develop friendships which will last long beyond their time here and empower them to grow into independent, strong women who are equipped with the flexibility and moral courage to deal with the challenges of the modern world.

King Edward VI Handsworth School for Girls considers the following to be key values underpinning the curriculum for our students:

- ▶ A broad and balanced curriculum
- ▶ A logical curriculum structure
- ▶ A fair curriculum model with appropriate time allocations
- ▶ A financially sustainable curriculum
- ▶ A curriculum which allows us to provide a challenging academic environment for the students, whilst supporting those with additional educational needs
- ▶ A curriculum where the aspirations, interests and development of students are at the centre.

Current Practice

Curriculum Plan 2024-25

Teaching periods per fortnight.

The timetable is based on a 58 fifty minute period fortnight. Two periods a fortnight are dedicated to enrichment time with students opting to either stay on site to take part in these or, with parental consent and supervision, taking up opportunities off site to do voluntary work, work experience, attend masterclasses or partake in structured activities.

Subject	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 13
Art*	3	3	2	5	5	11	11
Biology	2	2	4	5	5	11	11
Chemistry	2	2	4	5	5	11	11
Computer Science	3	4	2	5	5	11	11
Drama	2	2	2	5	5		
English	8	8	8	8	8	11	11
French*	4	3	3	5	5	11	11
Geography	3	3	3	5	5	11	11
German*	4	3	3	5	5	11	11
History	4	3	3	5	5	11	11
Maths	8	8	7	8	8	11	11
Music*	3	3	2	5	5	11	11
PE general	4	4	4	4	4		
PE GCSE				5	5		
Physics	2	2	4	5	5	11	11
RS general	3	3	3				
RS exams				5	5	11	11
DT*	3	4	3	5	5	11	11
PSHCE	1	1	1	3	3	2	2
Economics A Level						11	11
Politics A Level						11	11

Psychology A Level						11	11
EPQ Level 3						2	2

- Taught in collaboration with KE Aston and KE Handsworth Boys

All Year 12 students start with sessions that focus on good research and independent learning habits, and then they opt out of EPQ to design their own enrichment programme which is supervised and monitored throughout Year 12. In year 13 those who are on EPQ complete the qualification.

During periods of remote education the normal school timetable is followed as much as possible.

KS3 Curriculum

In addition to the prescribed National Curriculum we offer a second Modern Language and Drama to all students.

KS4 Curriculum¹

Whilst encouraging all students to follow a broad and balanced curriculum, we allow students to specialise in areas of the curriculum in which they have a particular interest or strength. It is compulsory for all students to follow GCSE courses in Biology, Chemistry, Physics, English Language, English Literature and Mathematics. They must also choose one humanity and one foreign language. Over 85% of our students each year qualify for the Ebacc. It is normal for students to follow courses in ten subjects at GCSE in normal curriculum time. Provision for PSHCE, PE and general RS is included via curriculum time, but is not linked to qualifications.

Sixth Form Curriculum²

Students may choose 3 A level options from a wide range of subjects. In a small number of cases a fourth subject, such as Further Mathematics may be taken. Extended Learning are compulsory and include the potential choice between the Level 3 Extended Project Qualification, or a self directed enrichment schedule or Physical education lessons. A personal development programme is delivered via one lesson per fortnight and students follow an enrichment programme one afternoon a week in Year 12. To address additional funding from September 2022, the school will provide additional contact hours to all sixth form students made up of additional PSHCE lessons, and supervised study sessions.

PSHCE Curriculum:

The KS3 and 4 PSHCE is delivered via timetabled lessons each fortnight and In Year variation days as deemed appropriate.³ Citizenship and British Values are an integral part of the PSHCE programme but are also delivered across the curriculum, through assemblies and extra-curricular activities.⁴

RS Curriculum:

Our general RS curriculum in KS3 and KS4 is based on the Birmingham LA agreed syllabus (SACRE). At KS4 delivery is via dedicated in year variation curriculum days.

¹ The timetable is constructed, as far as possible, to accommodate the free choices of each pupil

² The timetable is constructed, as far as possible, to accommodate the free choices of each pupil

³ A variety of trips and activities occur which enhance and support the curriculum.

⁴ See PSHCE policy.

Careers Curriculum:

The Careers programme is an integral part of the PSHCE programme and is monitored and evaluated by the Sixth Form Careers coordinator, Learn to Work careers advisor and the Assistant Head. There is a Careers Evening for years 9 – 13 early in the Spring Term and an independent advisor is on site two days a week.

Work-Related Curriculum

Opportunities for **work placement learning throughout students PSHCE provision from year 7 - 13.**

Reading, Communication, Writing and Mathematics

All staff, in their general classroom practice are responsible for offering opportunities for development and encouraging high standards in these areas. Our Learning Support Staff are there to help students with specific needs. It is our aim that as many students as possible enter Y12 with the equivalent of Key Skill Level 2 in English and Mathematics.

Extra-Curricular Opportunities

We offer a wide range of sporting, musical and artistic activities and a programme of visits and exchanges both in this country and abroad.

ROLES AND RESPONSIBILITIES

The Head Teacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- the procedures for assessment meet all legal requirements, and students and their parents/carers receive information to show how much progress the students are making, how they compare with school or national expectations, and what is required to help them improve⁶
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions. It is the responsibility of the head teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

The Governing Body will ensure that:

- it considers the advice of the head teacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to students in a balanced way.

The Subject Leaders will ensure that:

- the school curriculum is implemented in accordance with this policy.
- Have clear subject curriculum intent statements
- Ensure that departmental specific policies and structures reflect the aims and values of this policy.
- Plan the Scheme of Learning for their department, ensuring that it is challenging, developing knowledge and skills.
- Communicate with stakeholders via curriculum maps published on the website annually

⁶ See Assessment Policy

MONITORING AND EVALUATION

A Deputy Head is responsible for the monitoring and evaluation of the academic curriculum. They work closely with the Head Teacher and Timetabler. The members of staff with responsibility for PSHCE and Work Related Learning/Careers/Enterprise learning report regularly to the Senior Leadership Team. Recommendations regarding changes in curriculum are referred to the Governors' Teaching and Learning Committee, who also receive an annual report on standards across subjects and year groups.

Reviewed by JAK January 2024

Approved by Governors' Teaching and Learning Committee