



The curriculum is our key driver in achieving our vision:

**To provide an outstanding experience of school and learning for all of the children we serve so that they are *prepared for a changing world*.**

The intent of our curriculum is to create pride, joy and success through a shared understanding of what makes us who we are, what we know, what we can do and what we can achieve - both as individuals and as part of a wider community. At HCCS, we want all participants in our curriculum (learners, teachers, families, local citizens and external partners) to have pride in themselves; the school; the local area; their British citizenship and their role as part of our global community. Our knowledge based curriculum is designed to build independence, resilience and confidence; open eyes and create ambition that is not limited by any barrier or glass ceiling. We want our community to appreciate their heritage and how that fits in with the wider world; we want to create free thinkers and risk takers who are safe in the knowledge that they are valued and supported. We want them to take the joy, ambition and confidence created through our knowledge based curriculum into their prosperous futures.

Across the school, the curriculum is implemented through clear, shared and explicit programmes of study with shared and personal pathways, supported by a positive and reflective reward system that places value upon the importance of relationships and behaviours and how these are shaped through our shared knowledge, attitudes, skills and experiences. In order to keep our curriculum current and ever improving, these are open and prone to change in response to context and regular and robust programmes of monitoring, evaluation and review (MER) which include all members of our community. ***Please see individual faculty and subject pages for details of the knowledge and skills covered in each subject area.***

The teaching and learning of these programmes of study will be delivered using the HCCS Lesson Routines and will have a core focus on the following:

<b>Collaborative, cross-curricular, embedded and explicit behaviours that demonstrate:</b>		
<b>Attitude</b>		
<ul style="list-style-type: none"> <li>● Pride</li> <li>● Enthusiasm</li> <li>● Reliability</li> <li>● Reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Respect</li> <li>● Perseverance</li> <li>● Cooperation</li> <li>● Ambition</li> </ul>	<ul style="list-style-type: none"> <li>● Resourcefulness</li> <li>● Responsibility</li> <li>● Resilience</li> <li>● Growth mindset</li> </ul>
<b>Skills</b>	<b>Knowledge</b>	<b>Experiences</b>
<ul style="list-style-type: none"> <li>● Individual talents</li> <li>● Social</li> <li>● Cognitive and meta cognitive</li> <li>● Communication and language <ul style="list-style-type: none"> <li>○ Reading</li> <li>○ Writing</li> <li>○ Speaking</li> <li>○ Listening</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Personal identity</li> <li>● Individual interests</li> <li>● Local</li> <li>● National - British citizenship</li> <li>● Global</li> <li>● Health and safety</li> <li>● How to maintain strong physical health and wellbeing</li> <li>● How to maintain strong</li> </ul>	<ul style="list-style-type: none"> <li>● Extra curricular clubs and activities</li> <li>● Sports days and competitions</li> <li>● Team building</li> <li>● External speakers and events</li> <li>● Involvement with the community and society</li> </ul>



<ul style="list-style-type: none"> <li>● Numeracy</li> <li>● Problem solving</li> <li>● Practical</li> <li>● Enquiry and research</li> <li>● Analysis</li> <li>● Evaluation</li> </ul>	<p style="text-align: center;">mental health and wellbeing</p> <ul style="list-style-type: none"> <li>● Linguistic <ul style="list-style-type: none"> <li>○ Lexical (vocabulary)</li> <li>○ Grammatical</li> <li>○ Textual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Trips and visits</li> <li>● Musical events</li> <li>● Theatre trips</li> </ul>
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All members of our wider community involved in the creation, delivery, ongoing development of and engagement with our curriculum will be:

- happy; independent; reflective; resilient; proud; excited; social; successful; a part of our community.

HCCS itself will be a richer place owing to each individual contribution to our community.

### Lower School (Years 7 and 8)

The Lower School follows a knowledge rich, broad and balanced curriculum. This consists of: mathematics; English; science; IT; PE; geography; history; RE; art; drama; music; design and technology; food studies and at least two modern foreign languages. The knowledge within each subject area is taught using the ‘core; extra; advanced’ principle to enable all students to make progress, with the core foundational knowledge at the heart of their learning.

### Upper School (Years 9, 10 and 11)

In Year 9, students enter the Upper School. The curriculum does not narrow here - it follows the same broad and balanced structure as the lower school. During Year 9, students take part in the options process where they are offered a degree of choice to secure the foundations for progression. The underpinning principles of the options process are: to allow guided choice; to maintain a broad and balanced curriculum; to allow specialisation; to enable students to follow their interests and passions. With this in mind, we do not insist that students study history or geography or a modern foreign language. This means that the English Baccalaureate route is possible, but not compulsory. See Appendix 2 for a list of option subjects.

In Years 10 and 11, the curriculum comprises the core subjects of English, mathematics and science alongside non-examined PE and PSHE. The rest of the curriculum is informed by the options process and allows specialisation and academic rigour, allowing students to follow their interests and passions.

### The 6th Form College

In the 6th Form, students' have a choice of 3 A Level and other Level 3 (L3) qualifications including BTEC subjects. Some 4 A Level combinations may be possible and are considered on an individual basis. In addition, students who are needing to resit Maths or English may be able to access a two subject pathway alongside work experience. 6th Form Study Programmes include non-qualification activities as well as A Level/ L3 qualifications. Non-qualification activity includes an innovative information advice and guidance programme, including expert-led lectures and seminars on topics such as drug abuse, sexual health, safe driving, preparation for higher education and apprenticeships, as well as UCAS support and guidance.



A weekly enrichment programme allows students to develop skills not explored in their A level/ L3 subjects. They can choose from a range of options such as: Extended Project Qualification (EPQ); Study Skills; Work Experience; Primary and Secondary Placements; Core Maths as well as the Duke of Edinburgh award. Taken as a whole, Sixth Form Study Programmes are designed to prepare students for the opportunities and responsibilities of adult life.

### **Curriculum access for all students**

Students who have been assessed as having a learning difficulty and/or disability or those with specific Special Educational Needs have their needs considered individually by qualified specialist staff and appropriate curriculum adaptations put in place to support these needs. Teaching assistants work with teachers to ensure that the curriculum is appropriately differentiated where necessary. Able and talented children are provided with opportunities to extend their knowledge in extension work in the classroom or small group activities.

For a small number of students accessing the full curriculum is not appropriate and a bespoke timetable will be devised to address their individual needs. This is done in consultation with the student, parents/carers and school leaders to arrive at the most appropriate pathway for the individual.

### **Religious Education (RE)**

RE is taught as a discrete subject within Humanities and at KS3 the curriculum reflects the locally agreed syllabus as well as non-statutory national guidelines. At KS4 the full RE GCSE is offered as part of the options process. To fulfil our legal requirement to provide a daily act of collective worship, the school engages all learners in a daily act of reflection and discussion during tutor periods. These are prepared by our Head of RE. Some RE also features in the curriculum enhancement mornings.

### **Personal Social Health and Economic (PSHE) Curriculum**

The spiritual, moral, social and cultural development of our students is a whole-school priority and opportunities to develop citizenship and an understanding of British values are exploited wherever possible and appropriate both in lessons and through the day-to-day life of our school. These qualities and skills are also nurtured through our flourishing PSHE Curriculum which incorporates PSHE, citizenship, character education and work related learning. This helps to prepare our learners for all aspects of their lives by focusing on areas such as personal health and hygiene, work and finance, relationships and sex education (RSE) and democracy and the rule of law. Tutor time activities and assemblies support and revisit key knowledge and skills. Our PSHE curriculum reflects the needs of our students and equips pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

*Please see the PSHE and Work Related Learning sections of the website. Please also see our Relationships and sex education (RSE) policy and Careers policy in the 'policies' section.*

### **Extracurricular activities**

Students in all year groups have the opportunity to participate in extracurricular activities at lunchtime and after school. The aim of these activities is to: provide enriching experiences; develop cultural capital; offer stretch and challenge; allow students to learn in new ways and in different contexts. Disadvantaged students are encouraged and supported to participate.



**Appendix 1 - Curriculum allocations 2021-22**

Students are taught 50 periods (60 minute periods), together with 10 (25 minute) tutorial lessons per fortnight.

**Lower school:**

Year	MFL		Core			Humanities			Arts			Tech	IT	PE	
	Sp	Fr or De	Eng	Ma	Sci	Geog	Hist	RE	Dr	Mu	Art	Tech & Food	IT	PE	
<b>7</b>	3	4	8	7	6	6			2	2	2	4	2	4	<b>50</b>
<b>8</b>	3	4	7	8	6	6			2	2	2	4	2	4	<b>50</b>

**Upper school:**

Year	MFL		Core			Humanities			Arts			Tech	IT	PE	
	Sp	Fr or De	Eng	Ma	Sci	Geog	Hist	RE	Dr	Mu	Art	Tech & Food	IT	PE	
<b>9</b>	3	4	7	7	7	2	2	2	2	2	2	4	2	4	<b>50</b>

Year	Core			PE PE	Personal Development	Option 1	Option 2	Option 3	Option 4	
	English	Maths	Sci							
<b>10</b>	9	7	9	3	2	5	5	5	5	<b>50</b>
<b>11</b>	9	7	9	5	0	5	5	5	5	<b>50</b>

**6th form College:**

Year	Enrichment	Option 1	Option 2	Option 3	Option D or Study time	Non - contact	
<b>12</b>	3	10	10	10	10	7	<b>50</b>
<b>13</b>	3	10	10	10	10	7	<b>50</b>

**Curriculum time for PSHE**

In all years, including the 6th Form, PSHE is delivered via 6 curriculum enhancement mornings throughout the year. In addition, Year 10 has one timetabled period each week to enable further exploration of key themes



## Appendix 2 - GCSE/ Level 2 option subjects

The students choose one option from block 1, and three options from block 2:

<b>Block 1 subjects:</b>	Triple science; geography; history; French; German; Spanish; Computer Science
<b>Block 2 subjects:</b>	Geography; history; Religious Studies; French; German; Spanish; Computer Science; BTEC IT; Art; Drama; Music; BTEC Creative Media; Business; Cambridge Enterprise and Marketing; Psychology; Design and Technology; Food preparation and Nutrition; PE; BTEC Dance; BTEC Health and Social Care.

## Appendix 3 - 6th Form option subjects

All of the subjects offered at GCSE/ L2 are available at A Level/ L3, as well as: Further Mathematics; Economics; Photography; Sociology; Government and Politics; BTEC Applied Science; Applied Business.

The school will consider running any course where numbers are economically viable.