

The Philip Morant School and College

Curriculum Policy

Incorporating:

- **Independent Study**
- **Sex and Relationships Education**
- **Drugs Education**
- **Religious Education and Collective Worship**
- **Careers Education and Guidance**

Review Period	3 years	Approval Date	30 January 2021
----------------------	---------	----------------------	-----------------

Table of Contents

1	Executive Summary	3
1.1	The School and College Curriculum.....	3
1.2	Independent Study	3
1.3	Sex and Relationships Education (SRE)	3
1.4	Drug Education	3
1.5	Religious Education (RE) and Collective Worship	3
2	Key Principles of the Curriculum	3
3	The School and College Curriculum	4
3.1	Aims of the Curriculum	4
3.2	Key Stage 3 Curriculum	4
3.3	Key Stage 4 Curriculum	4
3.4	College Curriculum	5
4	Independent Study	5
4.1	Aims and Purposes of Independent Study	5
4.2	Expectations and Entitlement.....	5
4.3	Monitoring of Independent study	6
5	Sex and Relationships Education (SRE)	6
5.1	Context of Sex and Relationships Education.....	6
5.2	Teaching Sex and Relationships Education	7
5.3	Parental Right to Withdraw Students from Sex and Relationships Education	8
6	Drug Education	8
6.1	Aims of Drug Education.....	8
6.2	Context of Drug Education.....	8
6.3	Teaching Drug Education	9
7	Religious Education and Collective Worship	9
7.1	Religious Education Provision.....	9
7.2	Aims of Collective Worship	9
7.3	Daily Acts of Collective Worship	10
7.4	Parental Right to Withdraw Students from Religious Education.....	10
8.	Careers Education and Guidance	10
8.1	Rationale.....	10
8.3	Students' Needs and Entitlement	11
8.4	Implementation and Management	11
8.5	Teaching	11
8.6	Partnerships	11
8.7	The Careers Programme	12
8.8	Monitoring, Review and Evaluation	12

1 Executive Summary

1.1 The School and College Curriculum

This section of the policy outlines the school's overarching aims for the delivery of an appropriate and effective and inclusive curriculum, which combines the content, rigour and understanding of academic, vocational and practical subjects with the broader skills and life-enriching experiences that will enable all students to take a fully functioning part in and contribute to society.

1.2 Independent Study

This section of the policy sets out the school's position with regard to the purpose and value of Independent Study and the structures by which it will be administered, recorded by students and monitored by staff.

1.3 Sex and Relationships Education (SRE)

This section of the policy defines the context and key content of the school's SRE programme and how this will be appropriately delivered to students.

1.4 Drug Education

This section of the policy defines the context and key content of the school's Drug Education programme and how this will be appropriately delivered to students.

1.5 Religious Education (RE) and Collective Worship

This section of the policy defines the context of the school's RE programme and how this will be delivered to students. It also outlines how elements of collective worship will be a part of the daily experience of students contributing to their social, moral, spiritual and cultural education.

2 Key Principles of the Curriculum

The Philip Morant School and College curriculum is designed to provide an enjoyable and challenging framework of teaching and learning and to be experienced in a safe, caring and cared-for environment.

It provides a range of learning experiences of the highest possible standards, is rich and varied and challenges, inspires and motivates students. It enables individuals to fulfil their potential, irrespective of their intellectual development, background, age, gender, disabilities, culture or race.

The curriculum prepares students to lead constructive and fulfilling lives, by being balanced, broadly based and relevant to the individual. It equips students with the skills, knowledge, sense of responsibility and experiences to prepare them for life after school and promotes the spiritual, moral, cultural, mental and physical development of all students.

3 The School and College Curriculum

3.1 Aims of the Curriculum

The Philip Morant School and College curriculum aims to:

- Provide continuity and progression from prior learning experiences at Key Stage 2
- Include an appropriate range of subjects and experiences to enable all students to fulfil their potential and to ensure personal progression
- Help all students to become confident and competent individuals, who are increasingly able to take responsibility for their own learning as they move through the school and college towards Higher Education and the world of work
- Meet the individual needs of every student through differentiated programmes of study in each subject
- Address personal learning objectives and unequal starting points
- Fulfil, where applicable, the legal requirements of the National Curriculum
- Include Religious Education and collective worship, except where parents/carers choose to withdraw students (please see section 8.4 of this policy)
- Facilitate the development of cross-curricular elements including sex education, citizenship, work-related learning, enterprise and environmental awareness
- Provide a range of opportunities to expand their personal interests and experience, as well as their social and cultural awareness
- Promote the cross curricular dimensions of community participation and cohesion, creativity and critical thinking, technology and the media, healthy lifestyles, cultural diversity/identity, global dimensions and sustainable development
- Enable students to develop their self-esteem, self-discipline and self-motivation through supportive and appropriate assessment and evaluation
- To ensure that students have awareness of internet safety, radicalisation and child sexual exploitation
- Promotes responsible citizens, aspiring to British values

3.2 Key Stage 3 Curriculum

The Key Stage Three (KS3) curriculum is taught across Year 7 to 9 and provides a curriculum in which all students study Mathematics, English, Science, Technology, Computer Science, Geography, History, Modern Foreign Languages, PE, Music, Drama, Art and Design, PBS (Politics, Beliefs and Society – which includes Citizenship and Religious Studies) and PSHE (through the Tutorial Programme)

Departments develop Programmes of Study and Schemes of Work, in the context of Quality First Teaching, to ensure that the overarching aims of the curriculum are met in full for all classes and individual students.

3.3 Key Stage 4 Curriculum

The Key Stage 4 (KS4) curriculum provides a curriculum in which all students study the core subjects of English, Mathematics, Science and PE. The structure of the Options process supports the Ebacc curriculum, whilst continuing to allow students to have opportunity to choose further optional subjects to personalise their KS4 curriculum.

The range and availability of optional subjects, pathways and courses is subject to change according to governmental policy and school review. Curriculum choices and options are

offered in such a way as to match the ability, needs and aspirations of all students at Philip Morant School, subject to available resources.

3.4 College Curriculum

In the college, the curriculum offers largely a wide range of courses at AS and A-Level, but also other courses such as a selection of Level 2 courses as part of an access route into Post-16 education. A menu of enrichment studies is also available to students to give their curriculum a broader scope. Students undertake a curriculum route appropriate to their level of entry as explained in the college prospectus, but most students will undertake four AS-levels in Year 12 and three A-levels in Year 13.

4 Independent Study

4.1 Aims and Purposes of Independent Study

Independent study is an essential tool in empowering students to take control and responsibility for their own learning at school and throughout their life. It enables students to extend their knowledge, skills and experience through learning and working in different environments and encourages individuals to take greater ownership of their levels of application and determination.

Independent study tasks are designed to extend knowledge and skills in a variety of ways. Purposes of independent study include:

- Contributing to improving student outcomes in progress and attainment
- To help motivate students to achieve their aspirations
- To help provide opportunities to further students' particular interests and abilities beyond the classroom
- Practice and consolidation of learning done at school
- Extension and development of learning done in school
- Personal preparation for future learning tasks
- Development of skills in research
- Access to a wider range of research resources
- Demonstration of mastery or retention of new skills and knowledge
- Training students to develop good habits for planning and organisation of time
- Providing opportunity for parental involvement to support learning

All independent study activity set by teachers at Philip Morant School and College should be seen to have one or more of these (or similar) educational purposes.

4.2 Expectations and Entitlement

Each student will have access to a variety of independent study tasks from all areas of the curriculum. These tasks will vary to reflect styles of learning and to perform different purposes (see section 4.1).

Independent study tasks are available for parents and students to access via the school web site.

Students are to be encouraged to review their work at any point in time in preparation for future lessons.

All students have an entitlement to equal opportunities with respect to resources for independent study work undertaken out of school. Therefore, a club is available each weekday evening for the completion of independent study tasks.

Parents should address concerns about specific tasks to the subject teacher or Subject Leader in the first instance. More generic concerns about independent study should be addressed to the relevant Assistant Principal.

4.3 Monitoring of Independent study

Students will receive feedback from independent study tasks in line with school 'Assessment and Reporting' policy.

Subject Leaders will be responsible for the monitoring of independent study within their own subjects areas. Regular review of practice should ensure that:

- Appropriate tasks are available for all individuals within each cohort, including differentiated tasks and materials to support and challenge students
- Feedback from independent study tasks is in line with the 'Assessment and Reporting' policy.
- The completion of independent study tasks is tracked through the relevant system

Parents are expected to support the process of independent study by logging on to the school website regularly, to check for new tasks and activities.

5 Sex and Relationships Education (SRE)

5.1 Context of Sex and Relationships Education

The prime responsibility for bringing up children rests with parents/carers. The Philip Morant School and College recognises that parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings.

The school and college are required to promote the spiritual, moral, cultural, mental and physical development of students at the school and to prepare students for the opportunities, responsibilities and experiences of adult life. SRE forms an intrinsic part of this provision and the school will deliver SRE via the PSHE (Personal, Social and Health Education) programme in tutor time and within other discrete subject areas (e.g. Science).

The teaching offered by the school will be complementary and supportive to the role of parents/carers, and will have regard to parents'/carers' views about its content and presentation and the culture of the community which the school serves.

Sex and Relationship Education is an essential part of every student's curriculum. It helps to protect students from risks and disease and promotes the development of healthy lifestyles. These in turn promote the quality of life.

5.2 Teaching Sex and Relationships Education

SRE Lessons in assemblies, PBS, tutor time and other subject areas need to promote care, concern, respect and acceptance of responsibility for self and others. Taught elements will vary in Years 7 to 13 and will be appropriate to age/maturity of the students. Lessons will include:

- The biological aspects of human reproduction
- The physical and emotional changes which occur during puberty
- Information about different types of contraception, safe sex and how individuals can access local sources of further advice and treatment
- An understanding of the risks involved with sexually transmitted diseases
- Taking responsibility for and the consequences of one's actions in relation to sexual activity and parenthood
- An appreciation of the need for loving relationships and responsible parenthood
- An understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies
- The nature of sexuality, encouraging a responsible attitude towards human relationships
- An understanding of the arguments for delaying sexual activity and resisting pressure
- The link that SRE has with issues of peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol
- An understanding of how the law applies to sexual relationships including the Sexual Offences Act 2003

Young people need to feel that SRE is relevant to them, sensitive to their needs, appropriate to their age and maturity and takes consideration of their cultural beliefs or sexual orientation. To facilitate these factors, SRE at Philip Morant School and College will be:

- Taught by tutors, assemblies and in some lessons and, where possible and appropriate, supported by visiting healthcare professionals; teachers who know students well, in order for students to be confident to get the most out of their lessons in SRE. Teachers and other professionals should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support
- Delivered in appropriate groups (e.g. Single gender) where necessary

Sex and Relationship Education in school does not begin and end in the classroom. The subtle messages that students receive about sexual matters from the daily life of the school are also important. The messages conveyed should be consistent. The relationships between staff and students and those among staff themselves are important elements. Standards, attitudes and patterns of behaviour can convey powerful messages.

All staff will be made aware that it is, in general, inappropriate for any teacher to give *individual advice* to a student about contraception, sexually transmitted diseases or other themes covered by SRE. If circumstances arise in which a member of staff is approached for this advice by a student they should notify this to the student's House Manager who will take appropriate action, treating the enquiry as a disclosure or safeguarding issue if it is necessary to do so.

5.3 Parental Right to Withdraw Students from Sex and Relationships Education

Parents/carers have a legal right to withdraw their children from SRE taught outside of the Science National Curriculum – but if they choose to withdraw their children from school provision they have a responsibility to provide alternative SRE.

Should parents wish to take up this right, they should initially discuss this with the Subject Leader: PSHE, who will make alternative arrangements through liaison with the House Manager.

Parents/carers will be informed of this right on an annual basis.

6 Drug Education

6.1 Aims of Drug Education

Drug Education provides opportunities for students to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions. Drug Education aims to:

- Increase students' knowledge and understanding and clarify misconceptions about drugs, their use and miss-use.
- Develop students' personal and social skills to make informed decisions and keep themselves safe and healthy.
- Enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.
- Provide opportunities for students to understand rules, laws, rights and responsibilities, consider different points of view, explore moral, social and cultural issues and to discuss and debate topical issues.

6.2 Context of Drug Education

For the purposes of Drug Education, 'drugs' are defined to include medicines, alcohol, tobacco, volatile substances and illegal drugs.

SMSC provides an effective context for the majority of Drug Education because these subjects focus on developing skills and exploring attitudes as well as learning about healthy/safe lifestyles and the law.

Drug Education will be delivered through SMSC provision and through appropriate elements of the Science National Curriculum. Schemes of Work will be planned in line with the most current guidance from the DFE and may include planned use of external contributors where they can add value to the school's provision of Drug Education in an appropriate way.

Drug Education programmes will take into account and be sensitive to:

- Students' existing knowledge and understanding and prior learning.
- Special education needs.
- Students who require regular medication
- Students with parents/carers or relatives who use or misuse drugs.

Drug Education is an entitlement for every student.

6.3 Teaching Drug Education

Drug Education will be taught, in the main, through SMSC. Tutors, therefore, should be familiar with the Scheme of Work for Citizenship and for PSHE, relevant to the age range they teach, as part of their pastoral responsibilities. Where possible and appropriate, tutors will be supported by visiting health care professionals.

All school staff should have general drug awareness and a good understanding of the school drug and other related policies, including first steps in managing drug incidents and identifying and responding to students' needs.

Drug Education in school does not begin and end in the classroom. The subtle messages that students receive about drug related matters from the daily life of the school are also important. The messages conveyed should be consistent.

The quality, relevance and effectiveness of the Drug Education programme should be closely monitored by the Subject Leader: PSHE. Drug Education provision will be reviewed on a regular basis.

7 Religious Education and Collective Worship

7.1 Religious Education Provision

Religious Education forms part of Politics, Beliefs and Society at Key Stage 3 and in tutor time in Key Stage 4. It is taught as a discrete subject at Key Stage 4 as an optional subject.

RE encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a diverse society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

7.2 Aims of Collective Worship

Philip Morant School and College fully support the principles embodied in the 1988 and 1993 Education Acts regarding the provision of an Act of Collective Worship for every student each day the school is open. This policy follows the requirement of the 1998 School Standards and Framework Act and Guidance to Schools of the Essex Standing Advisory Council for R.E.

Collective Worship at Philip Morant School and College aims to:

- Be inclusive; providing experiences that the whole school can share
- Develop a sense of community
- Promote spiritual, moral and cultural development
- Reflect on values that are broadly Christian in nature and on the values of students own beliefs

It is the intention of Philip Morant School and College that the material used in Acts of Collective Worship should enable all students and staff to take part. However, the Governors recognise the right of withdrawal by either student or staff for reasons of personal belief and will respond sympathetically to any such requests.

7.3 Daily Acts of Collective Worship

Daily Acts of Collective Worship will be organised through one of the following:-

- A formal Year Assembly, in the main Hall, usually led by a senior member of staff or an invited outside speaker
- A House Assembly led by the Head of House, a colleague or a group of students
- An informal period of contemplation in the tutor base before or during a tutorial session as appropriate, led by the tutor or a group of students. These consist, in the main, of readings or "thoughts for the day" followed by a period of quiet introspection

7.4 Parental Right to Withdraw Students from Religious Education

Parents/carers have the right to withdraw their child from RE lessons, assemblies and collective worship on the grounds of religious observance.

Should they wish to take up this right, they should initially discuss this with the appropriate Head of House, who will organise alternative arrangements.

Parents/carers will be informed of this right on an annual basis at the end of each academic year.

8. Careers Education and Guidance

8.1 Rationale

Careers Education, Information Advice and Guidance (CEIAG) makes a major contribution to helping students make a successful transition to adulthood by:

- Preparing students for the opportunities, responsibilities and experiences of life
- Supporting students to achieve their full potential
- Empowering students to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting equality, diversity, social mobility and challenges stereotypes
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- Providing face to face independent and impartial careers guidance

8.2 Commitment

The Philip Morant School and College is committed to providing a planned programme of CEIAG for students in Years 7 – 13 in partnership with professional careers advisers, employers and further and higher education providers.

The Philip Morant School and College is committed to achieve a range of careers-related outcomes as outlined in the ACEG Framework (April 2012), and 'Careers Guidance and Inspiration in Schools' (DfE 2015).

The Philip Morant School and College is committed to gaining the Recognition of Quality Award [RoQA] for its programme of careers work.

8.3 Students' Needs and Entitlement

Our aim is to enable our students to make fully informed decisions on their careers pathway to prepare them for life in the world of work. Furthermore we aim to develop the skills and personal attributes employers want.

We aim to inspire and motivate our students, giving them the tools they need to fulfil their potential. We want them to have high aspirations and consider a broad and ambitious range of careers. Across their time at school they will have access to impartial information, advice and guidance, careers and work-related education and be guided through subject options. We will work in partnership with students, their parents/carers, businesses, employers and other relevant persons to secure our objectives.

8.4 Implementation and Management

This area is supported by a link governor and a Senior Leader has strategic responsibility for CEIAG and oversight of a Careers Information, Advice and Guidance Coordinator. The school has responsibility for securing its external careers guidance service.

The Senior Leader and Careers Information, Advice and Guidance Coordinator will review and evaluate the provision with all stakeholders including students and the external IAG service, taking into account the school's destination measures.

8.5 Teaching

All teaching staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers, and support staff. Specialist careers education sessions are delivered by the SMSC team, guest speakers and external agencies.

The CEIAG programme is planned and monitored by the Careers Information Advice and Guidance Coordinator and Senior Leadership Team.

Staff participate in continuous professional development to keep them updated with developments and school strategies related to CEIAG.

8.6 Partnerships

The policy recognises the range of partners that support the CEIAG offer within our school. These include:

- Formal arrangements with our external provider of careers guidance.

- Post 16 providers and higher education institutions
- Employers and training providers
- Parents and carers
- Essex County Council Participation Consultant IAG
- Independent Careers Advisor

8.7 The Careers Programme

The careers programme is delivered through SMSC, assemblies, careers events and careers advice sessions including one-to-one guidance and mentoring. We will seek feedback where possible and use this to inform decisions and design careers provision in the future.

8.8 Monitoring, Review and Evaluation

This policy is linked to the Philip Morant School and College School Improvement and Development Plan. It is reviewed termly by the Careers Information, Advice and Guidance Coordinator and Senior Leadership link, and annually by the Senior Leadership Team and the Governors.

Feedback from students, parents/carers, and other organisations is actively sought to improve and develop future careers programmes.