



St Hugh's School

Curriculum Policy

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Introduction

At St Hugh's school, every day we strive to:

Learn Believe Achieve Together

As within all areas of St Hugh's, our curriculum is guided by our vision, mission and our values. The actions we undertake to do this are detailed below.

As a school we are determined to:	To achieve this we:
Ensure every student meets the objectives set out in their Education Health and Care Plan	<ul style="list-style-type: none"> • Actively engage with students' EHCPs • Support students to be able to communicate their outcomes where appropriate • Deliver quality first teaching • Remove barriers to learning • Offer carefully planned interventions • Check our pedagogical choices against the available evidence
Provide a broad, balanced and challenging curriculum, which prepares students for their next steps	<ul style="list-style-type: none"> • Carefully sequence knowledge and skills so we are all clear what students should know and when they should know it • Ensure logical connections between terms, years and key stages • Plan regular opportunities for retrieval practice • Use agreed whole-school approaches with subject specific pedagogy
Model and nurture positive relationships and strong partnerships	<ul style="list-style-type: none"> • Purposefully plan activities throughout the curriculum that support the development of social communication, social skills, and social interaction • Explicitly teach strategies that support self-regulation • Embed opportunities for students to develop emotional resilience
Teach every student to read/engage with books and keep them reading/engaging	<ul style="list-style-type: none"> • Utilise a systematic phonics approach for the teaching of reading • Have a whole school reading strategy that is implemented in every classroom including: <ul style="list-style-type: none"> ○ Strategies to develop language capability ○ Strategies to improve fluency ○ Strategies to improve comprehension • Study a diverse range of texts • Plan dedicated time for group and individual reading • Offer a wide range of interventions for those who require additional support • Deliver a curriculum which is rich in vocabulary development
Prepare our students for life in modern Britain	<ul style="list-style-type: none"> • As part of our commitment to developing Character Education (see separate policy), plan activities across the key stages to help our students become active and responsible citizens, irrespective of social background, culture, race, gender, differences in ability and disabilities • Provide guidance and experiences to prepare students for adulthood working life in the 21st century. • Have weekly discussions in class about our thought of the week directly related to British values
Incorporate Personal, Learning and Thinking Skills throughout our curriculum	<ul style="list-style-type: none"> • Plan student personal achievement plan outcomes directly related to becoming a better self-manager, creative thinker, reflective learner, team worker, independent enquirer & effective participator • During team times and lessons implement opportunities for students to develop their personal, learning and thinking skills

Our curriculum

Our curriculum is purposefully sequenced at three levels. First, whole school learning journeys map out the key areas that are covered in each subject as the students progress through the school. These are written as long term plans for each subject. Next, detailed medium term plans demonstrate the knowledge and skills that students gain in each subject, every year. Finally, teachers' planning details the specific knowledge and skills that students gain in each lesson taking into account their different starting points. Our curriculum is designed so:

- That knowledge and skills development allows for a depth of learning
- To ensure that sequential progressive learning is evident over the course of a year group
- To ensure that sequential progressive learning is evident over the course of a key stage
- To ensure that sequential progressive learning is evident over the course of key stages
- That the learners of St Hugh's are not taught directly from accreditation specifications
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At Key Stage 3 and Key Stage 4 the curriculum conforms to the National Curriculum programmes of study and all other statutory requirements. At Key Stage 5, students are formally guided towards a personalised curriculum which meets their individual needs and aspirations. Their curriculum is design to work towards their end points and to prepare them for their transition into adulthood. There are clear and diverse pathways through from Key Stage 3 to Key Stage 5 preparing students for their next phase of learning. The curriculum will be reviewed regularly, and planning formats adjusted and refined as appropriate to meet the changing needs of our students.

A small number of students from within KS3 & 4, who are working below the standard of the national curriculum assessments and not engaged in subject-specific study, will engage with a pre formal curriculum. This will be in the form of individuals having a Personal Learning Plan (PLP). Students will work towards achieving personalised building blocks and long term outcomes in the areas of; communication, cognition, independence, physical development and social and emotional wellbeing as part of the use of the engagement model that will become statutory from September 2021.

Our curriculum has been developed to meet the requirements of current national guidelines and our commitment to the provision of a wide range of subjects and accreditation routes, including vocational pathways. We aim to inspire and challenge all learners and prepare them for the future developing a coherent curriculum that builds on young people's experiences in the primary phase and that helps all young people to become successful learners, confident individuals and responsible citizens. Specifically the curriculum will help students to:

- Achieve high standards and make good/excellent progress
- Be challenged and stretched to achieve their potential
- Meet the needs of young people of all abilities
- Value their learning outside of the curriculum and relate to the taught curriculum
- Prepare students to make informed and appropriate choices at the end of Key Stages 3 and 4 and beyond

- Actively promotes fundamental British values; democracy, the rule of law, individual liberty
- Help students develop personal moral values, respect and tolerance for religious values of other faiths, cultures and lifestyles
- Prepare students for alternate destinations including higher education and the world of world
- Lead to qualifications that are of worth for employers and for entry to higher education

Our curriculum is adapted for students with different abilities and needs, enabling all young people to become successful learners, confident individuals and responsible citizens, with the attitudes and attributes, skills, knowledge and understanding necessary for their future. A variety of learning approaches are used with themes that have significance for individuals and society, and provide relevant learning contexts, ensuring the learning is organised to meet statutory expectations and engage students effectively in their learning.

Our approach

As part of preparing readiness for learning we:	As part of our instructional approach we:
<ul style="list-style-type: none"> • Use microstructure and routines to ensure students feel safe • Provide visual timetables and cue transitions • Use therapeutic language • Identify key adults for students to communicate with to help resolve a problem or worry • Encourage students to self-regulate where appropriate • Implement personalised positive handling plans for identified students • Spend time in teams to support students with their emotional wellbeing • Support students develop their resilience to help them to become more independent and better able to learn, even when challenges are presented 	<ul style="list-style-type: none"> • Begin each lesson with a review of previous learning • Carefully plan learning to be purposefully sequenced • Present new material in small steps • Ask a variety of open and closed questions to all students • Provide models and worked examples • Practise using new materials and resources • Check for understanding frequently and correct errors and address misconceptions • Provide scaffolds for difficult tasks • Require and monitor independent practice • Regularly reflect as practitioners and students • Plan daily, weekly and monthly reviews

Organisation

Simplified overview of our timetable:	
School day	08:50-15:25
Core learning	This time is dedicated to English, maths and science
Standalone lessons	These are subjects that are delivered discretely such as PE
PSHE	Our PSHE curriculum brings together PHCE, Sex and Relationships Education and citizenship.
Collective worship	All students participate immediately after break. This may be in the form of whole key stage gatherings or having reflective time in class
Study days	Study days allow teams to spend the day/s with their team teacher and supports non-core subjects to be delivered in a thematic approach making cross curricular links in the process Y7/8 2 x study days with team teacher Y9 1 x study day with team teacher
Options	KS4 participate 3 mornings weekly
KS3 & KS5 lessons	5 per day
KS4 lessons	6 per day - this supports to provide an extensive array of options subjects and accreditation pathways
Community based learning	KS5 participate at least once weekly as part of their curriculum offer
Team times	Mornings and afternoons can be used to support the development of personal achievement outcomes including personal, learning and thinking skills

	Key stage 3	Key stage 4	Key stage 5
Age	11-14	14-16	16-19
Year groups	7-9	10-11	11-14
Animal care		✓*	
Art & design	✓	✓*	
College taster day		✓*	
Communication	✓	✓	✓
Community and enterprise			✓
Construction		✓*	
Creative media		✓*	
Design & technology	✓	✓	
Employability			✓
English	✓	✓	✓
Hair & beauty		✓*	
Hospitality		✓*	
Humanities	✓	✓	
Land studies		✓*	
Leisure & recreation			✓
Maths	✓	✓	✓
MFL	✓	✓	
Motor vehicles		✓*	
Music	✓	✓	
PE	✓	✓	

Performing arts		✓*	
PSHE & citizenship	✓	✓	✓
RE	✓	✓	✓
Science	✓	✓	
Skills for adulthood		✓	
Skills for living and life			✓
Sport & fitness		✓*	

* Optional subjects in key stage **Qualifications**

Several providers are commissioned to ensure there is the necessary breadth to our KS4 & KS5 curriculum offer, as well as to support with the transition into adulthood.

Potential qualification entries are:	
Key stage 4	
GCSE	English Language, English Literature, Maths, Science
Entry Level Certificate	English, Maths, Science, PE
BTEC Level 1 foundation (award & certificate) & Entry Level 3	IT Users, Art & Design, Sport & Fitness, Creative Media, Performing Arts, Land Studies
BTEC Level 1 introductory (award and certificate)	IT Users, Art & Design, Sport, Digital Media, Hospitality & Tourism, Performing Arts, Land Based Studies
Unit Awards	RE, PSHE, humanities, Maths & English
ASDAN Towards Independence units and ASDAN Lifeskills Challenge	
Qualifications studied in partnership with External Providers include:	
Gateway Qualification with a module focus on employability skills	North Lindsey College
WJEC	Construction
BTEC	Engineering/Motor Vehicle
NCFE	Occupational Skills (Hair & Beauty), construction, motor vehicle/engineering
Post 16	
NCFE Entry Level Award (external provider)	Creative Craft (Employability)
GCSE	Maths and English
Entry Level Certificate	English, Maths
L2 BTEC first award	Art and design, hospitality
ASDAN Towards Independence units	

NB - Students are not taught directly from accreditation specifications

Learning beyond the classroom

Extra-curricular activities are an important feature of school life and contribute enormously to our students' social and academic development as well as their Character Education. There are a range of extra-curricular activities on offer including arts and sporting provision with opportunities to take part in workshops and field trips as far away as France. We also offer students the chance to experience different cultures and experiences through our range of trips and visits. Theatre trips/visits from the theatre, performances of musicians, visits to exhibitions and museums plus excursions to local places of worship occur regularly and provide further opportunities for students to enrich and extend their learning beyond the classroom.

We also offer a large range of lunch time clubs. Examples include taekwondo, gardening, looking after animals, choir, dance, art, library, sports, Zumba, yoga, Scunthorpe United and computing.

ART & DESIGN

Intent

The intent of the Art and Design curriculum is to deliver a curriculum which is accessible to all needs and will maximise the development of each student's ability and academic achievement. It is aimed at enabling students to gain a deeper understanding of art and artists, recall information and understand how to use and apply this knowledge to impact upon their own art work. Art and Design at St Hugh's encourages experiences within creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world communicating what is seen, felt and thought through the use of colour, texture, form, pattern and different materials and processes. Students learn to make informed judgements and aesthetic and practical decisions, exploring ideas and meanings through the work of artists and designers and local visits. It is the intention that the appreciation and enjoyment of the arts enriches all our lives.

Through Art and Design, our students will:

- Record from first-hand experience and from imagination select their own ideas to use and develop in their work
- Develop creativity and imagination through a range of increasingly complex activities
- Improve the student's ability to control materials, tools and techniques
- Increase the student's critical awareness of the roles and purposes of Art and Design in different times and cultures
- Develop increasing confidence in the use of visual and tactile elements and materials
- Foster an enjoyment and appreciation of the visual arts and a knowledge of artists, crafts people and designers

Implementation

Art and Design is a foundation subject in the National Curriculum. Students experience working with a diversity of approaches, materials and techniques in both 2D and 3D work which are experienced through the use of painting, drawing, printing, collage, textiles, clay, construction, ready-mades, installation, photography and digital manipulation. Students are given opportunities to look and discuss the work of a variety of artists, men and women, craftspeople and designers, from different world cultures and periods of history, including contemporary art. Students work from observation and imagination, responding to the work of artists and artist's ideas, the environment and their own ideas and experiences. Opportunities include:

- The use of a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring ideas
- Using a range of techniques and media, including painting
- Increase proficiency in the handling of different materials
- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work

- Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

In Key Stage 3, Art and Design is taught in mixed Year 7 and Year 8 class groups which are grouped by ability as part of study day. Work is differentiated within groups to take account of students' abilities, needs and interests. They work using topic based study which incorporates an overarching theme that is then broken down into specific areas within each of the study areas. In Year 9, Art and Design is taught by a subject specialist as a discrete subject.

In Key Stage 4, accreditation in Art and Design is delivered by a subject specialist and is available at the following levels; BTEC Level 1 foundation (award & certificate) & Entry Level 3 & BTEC Level 1 introductory (award and certificate) with the aim of all students gaining appropriate awards for their achievements. Students will work alongside each other when appropriate in support of an inclusive approach. In KS5, students can continue to study pathways as above moving on from their KS4 end point, or progress to L2 BTEC first award if appropriate.

Impact

Our high quality Art and Design curriculum is planned to demonstrate progression within key areas of understanding and knowledge and skills development. Doing so enables students to develop their confidence and resilience as well as their self-awareness skills. They develop their communication skills through team work and through discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

COMPUTING AND TECHNOLOGY

Intent

Our computing curriculum aims to equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. The approach ensures that students become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology at a level suitable for the future workplace and as active participants in a digital world so that they:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology
- Provide opportunities to use digital literacy across all subjects of the curriculum
- Promote SMSC and British Values and understand about a digital footprint
- Understand being safe online and know the importance of data protection

Implementation - Key Stage 3 with Computing and Technology.

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.

- Create and debug simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Key Stage 4 with Computing and Technology.

Accreditation pathways are available at the following levels; BTEC ITQ Entry Level 3, Level 1 Certificate and Award and BTEC Digital Media.

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.
- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.
- Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.
- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
- Understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Impact

We aim for our fun, engaging and challenging computer lessons taught by confident, knowledge rich staff to equip our children to be proficient users of technology both now and throughout their lives. We want our students to be:

- Confident and competent users of technology.
- Critical thinkers that can solve problems.
- Responsible, respectful and safe users of data, information and communication technology.
- Creative and imaginative using technology to present, record and share their work to a wider audience.
- Aware of technological uses and developments in the wider world.

DESIGN TECHNOLOGY

Intent

Design Technology is, by its very nature, an investigative, multi-sensory and practical subject allowing all of our students to solve relatable problems through analysis, design, making and evaluation. A visual, auditory and kinaesthetic (VAK) approach is used, as appropriate, to encourage all students to combine practical skills with an understanding of aesthetics, social and environmental issues and industrial practices. The subject promotes the opportunity to express opinions, preferences and importantly creativity. Designing and making real products that can be used and enjoyed can also give students a sense of achievement and improve their self-esteem. Students are encouraged to consider the needs and preferences of others, as well as themselves, so helping to develop their social awareness. Students work on personally motivated design tasks where they take ownership of their work and their own learning, this should in turn develop individual interests. In Design and Technology students are encouraged to develop their ability to collaborate with others and to form good relationships with them in class and group projects. Students will be able to develop their practical capability, that is, their ability to think and act imaginatively, effectively and productively. Through problem solving, challenges and team work students will build upon their perseverance skills and resilience.

Implementation

Students use knowledge, skills and understanding from across the curriculum, and apply and consolidate them in practical activities. Students benefit from the opportunities to develop and integrate the processes of thinking and physical co-ordination required by designing and making. In analysis and research, students consider and investigate issues and problems within society or the world around them and are encouraged to solve them during the design process. Through evaluation, students learn how to improve their performance, their work and develop the resilience to self-critique. As part of DT, students are supported to experience and understand the properties of a wide variety of materials, giving them the opportunity to integrate them into their design. Within both key stages students use information and technology (ICT) to realise, develop and enhance their work. Students handle equipment and materials safely and effectively following instruction and with support and guidance. Adaptive technologies and aids enable all students to engage in the practical element of work too.

Teaching and Learning across the Key Stages within Design Technology:

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and Year 9 class groups, reflective of their team base. Students are often, but not always, grouped by ability and work is differentiated to take account of students' abilities, needs and interests. In Key Stage 3, students experience Design Technology "strands" delivered by a specialist teacher, including food, textiles, graphics, resistant materials and electronics.

In Key Stage 4, Design Technology is offered as an optional subject and students who choose to study Design Technology. In BTEC Hospitality accreditation is available at the following levels BTEC Level 1 introductory (award and certificate) ; with the aim of all students gaining appropriate awards for their achievements.

In Key stage 5, Students can undertake accreditation routes to move on from their KS4 end points and then move onto a level 2 qualification in Hospitality and Catering.

Impact

DT is planned and implemented with the vigour that it is, so that the skills and knowledge gained will allow them to achieve well in DT and across other areas of the curriculum, and also prepare students for their future and the world around them. A successfully implemented DT curriculum will support the students of St Hugh's to go onto destinations that meet their needs, interests, aspirations and the intention of their course of study.

ENGLISH

Intent

The skills developed in the subject of English encompass teaching students to communicate through pre-verbal, verbal, visual, written and non-verbal means in a variety of contexts encountered in everyday life.

In particular, English offers students opportunities to:

- develop the ability to respond, to listen and to understand
- interact and communicate effectively with others in a range of social situations
- make choices, obtain information, question and be actively involved in decision making
- develop creativity and imagination
- have access to a wide range of literature to enrich and broaden their experience and vocabulary
- develop a knowledge of appropriate grammatical structures to ensure their writing makes sense and experience writing for a range of different purposes

High expectations for the students are reflected in the relevant, challenging and engaging activities planned to enable students to achieve their personal potential in aspects of the subject. These activities are planned with full consideration given to students' ages, abilities and social needs.

English underpins work in all curriculum areas, social contexts and personal development. Literacy across the curriculum is an essential vehicle for reinforcing and developing English skills in a wider context such as subject specific vocabulary, appropriate grammar and punctuation, social skills and discussion work. All staff must be aware of students' abilities in English in order to effectively plan, deliver and support in other subjects.

The intent stated above is applicable for all students at key stages 3 to 5. The aims support progression into post 16 educational and training opportunities which include the post 16 provision at St Hugh's, further education colleges and work or training destinations.

Implementation

Students are taught within mixed year 7 and year 8 classes and ability-based year group teams from year 9 onwards. Work is differentiated within groups to take account of students' abilities, needs and interests. English lessons are delivered either by the team teacher or specialist teacher (mostly key stage 4). In key stage 3, students also study 'CALL' and all students have a communication target as part of their EHCP.

The English long term plan is the basis of curricular links across all other subjects to demonstrate the interconnectability of knowledge and skills. Medium term plans ensure the sequential development of skills and knowledge in speaking and listening, reading and writing for all abilities of student. In key stage 3, English is taught in schema lasting a term which group literature experiences within titles such as Around the World, Time for Tea and Water, Water Everywhere (as seen in the long term plan). The modules ensure coverage of the English programmes of study and also the speaking and listening teaching objectives in the key stage 3 curriculum. This approach builds on the experiences in key stages 1 and 2 to provide the opportunity for students to develop an appreciation of a wide range of literature and

understanding about the purpose and role of literacy in adult life. Accreditation is built into sequential learning in key stage 4 and 5, with students studying a range of qualifications and accreditations. Texts to support medium term plans have been chosen to allow teaching and learning to be flexible, inclusive and purposeful whilst encouraging imagination and creativity. Multi-sensory approaches to teaching and learning are used to provide a breadth of experiences to meet the diversity of students' needs. Digital technology is used as a vehicle to develop communication and effective presentation and promote engagement.

All students have access to phonics teaching through letters and sounds as well as support materials and intervention to aid their reading and writing development across all subjects. The school environment aims to support and develop independent reading and writing through the display of tricky words, key sounds and interesting vocabulary suggested by students for use in their own writing. Students learn to write by utilising a range of support materials and strategies including sound mats and practice pages.

A well-resourced library supports the school's belief that literacy skills are important for all students. The students have access to a wide range of graded scheme and 'free-choice' books, a non-fiction section, group reading material (for guided and reciprocal reading sessions), including the use of Bug Club online, Kindles, a careers library, computer referencing facilities, DVD/video, a listening library, including class-based audio texts, sensory stories and puppets. Scholastic Reading Pro ensures that students have access to appropriate online texts at home and school. The reading scheme contains a range of 100% decodable books in addition to other graded books to encourage students to develop their use of phonics alongside sight vocabulary. Books are selected carefully across a range of schemes to appeal to a wide range of interest levels and are considered age-appropriate in their appearance and content. This can present a challenge at lower reading levels and staff ensure a balance between, for example, more popular schemes such as Oxford Reading Tree and non-fiction, age-appropriate text. Students can independently access books using the 'Junior Librarian' system. The teaching of reading is via an individualised pathway and may include the use of reciprocal or guided group reading, individual reading, one to one intervention and whole class teaching.

The St Hugh's SPAG development programme aims to focus learning on the development of spelling rules, punctuation and grammar. This is a sequential programme that is studied weekly and is developed throughout literacy lessons. In addition, students complete an individualised spelling lesson each week, with associated homework and activities during team time.

Individual assessment records are kept using the BSquared system and a separate checklist is kept in a 'literacy profile' booklet that monitors reading and spelling of sound groups and high frequency words, book banding and group reading levels. Alternatively, an 'early literacy profile' is accessed for less able students recording progress through phase 1 of Letters and Sounds. Reading ability is also monitored through STAR testing and Scholastic Reading Pro.

Accreditation in English is available in the following, according to ability and need and students will be supported to achieve from one of the following as part of their personalised pathway:

- BTEC personal progress units
- AQA unit awards
- Entry Level Certificate (Step Up to English)
- GCSE English language and literature

In key stage 4, shorter modules have been developed around the units for entry level so that students working on individual AQA units, Step Up to English and GCSE can work alongside each other when appropriate in support of an inclusive approach. Planning in key stages 3 and 4 also takes account of the development of functional skills.

Impact

Students will make at least good progress from their own personal starting points. By the end of their journey through St Hugh's, students will be able to write more clearly and read more accurately, and adapt their communication and style for a range of contexts, purposes and audiences. Our students will have acquired a wider vocabulary and will have a better command of the written word. Most importantly, they will have developed a love of reading and writing and be appropriately equipped for the next steps in their lives.

HUMANITIES

Intent

Geography and History are an indispensable element of the curriculum. Humanities is defined as 'learning that is concerned with human nature' and the curriculum reflects this. Humanities increases the students' knowledge of the world around them and expands concepts, such as change and continuity, cause and consequence and significance. The breadth of the curriculum will encourage forms of communication that can change the way students feel, think and act. Humanities brings together intellect and feelings and enables personal expression, reflection, spiritual and emotional development. As an integral part of culture, past and present, Humanities helps students understand themselves and relate to others, forging important links between home, school and the wider environment.

Implementation

These aims are developed throughout the KS3 and KS4 curriculum. They provide opportunities for the students to:

- Explore different cultures, across the globe, both past and present
- Exploration of complex ideas such as: what is it to be human? How do people live, think and interact? How do such diverse societies interconnect?
- Improve listening, concentration and attention skills
- Experience and use new vocabulary
- Listening to the views of others and disagree respectfully
- Empathise with different people, both past and present
- Development of communication skills through discussion and presentation of ideas
- To ask questions about intriguing topics and development of research skills
- Produce and explore sounds and develop expressive language skills
- Develop coordination and functional fine motor skills
- Encourage cooperation, tolerance and a willingness to work with others
- Develop self-discipline and self-confidence
- Be involved in activities that may provide a fulfilling hobby or pastime
- Topics covered promote enjoyment and life-long learning
- Taking part in role play and re-enactments
- Exhibition of work through displays and presenting
- Take part in activities that have cross-curricular links
- Listen carefully to other student's work
- Evaluate self and other students
- Take pride in their learning and their work

Teaching and Learning across the Key Stages within Humanities:

In Key Stage 3, students study History and Geography and each term is split between the two subjects. The LTPs and MTPs aim to provide a wide historical and geographical experience which embraces a breath of cultural and ethnic origins. These topics are delivered to aid with sequential learning, that is built upon in KS4. Humanities encompasses significant events of, local, national, international and global importance. Students investigate the growth of the British Isles over time, changes to its landscape and its links to the wider world context. This in turn enables students to explore many areas of the world to enhance a global awareness. Each half term is a topic based study, which is then broken down into specific areas within each of the study areas.

In Key Stage 4, students work towards an AQA accreditation in Humanities. The students will build upon their humanities knowledge and skills from KS3 and have their achievements recognised with a certificate after the successful completion of a unit. This allows students to engage with the curriculum whilst having a formally recognised goal to strive for.

Impact

Humanities enables students to understand and question their place and identity in the world; whilst strengthening their sense of care for themselves, others and the planet. They will be able to compare themselves to others, past and present, with regards to similarity and difference and understand how one event can have such a significant impact on individuals, nations and the world.

The development of critical thinking skills allows students to develop open-mindedness, fair mindedness and the desire for truth. Through the celebration of diversity and development of the sense of empathy for those who are different, students will challenge bias and prejudice and in turn become more compassionate individuals. Humanities aids students in becoming responsible citizens and understanding their place in their community and in a wider world context once they leave St Hugh's.

MATHEMATICS

The intent of the mathematics curriculum at St Hugh's:

Mathematics is a vital means for everyday life. It is a whole network of concepts and relationships, which provide a way of viewing and making sense of the world transferring essential key mathematical skills into other curricular areas but also into everyday life. Mathematics is used to analyse and communicate information and ideas and to tackle a range of practical tasks, lines of enquiry and real life problems. Mathematics is not confined to just acquiring mathematical skills but about fostering inquiring minds, inciting enthusiasm and valuing curiosity. It is also essential to everyday life, critical to science, technology and engineering, and necessary in most forms of employment.

Aims:

- Access a broad, balanced, creative and stimulating mathematical curriculum in line with the National Curriculum and SEND code of practice
- Present mathematics in meaningful contexts and embed a range of practical activities designed to enhance student's mathematical experiences
- Ensure continuity and progression in the student's learning as they move through school
- Instil a positive and confident attitude towards mathematics through the stimulation of thinking and reasoning skills as well as the fostering of logic and mental agility
- Improve the use and understanding of the language and the vocabulary of mathematics
- Develop number fluency and apply into areas across the curriculum
- Develop the use of information and communication technology (ICT) in their mathematical studies
- Involve parents and carers in mathematical learning, both in school and at home
- To support students to navigate their daily needs within their community
- To prepare students to access employment opportunities

Implementation of mathematics:

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and are grouped by their shared pathways. In Years 9, 10 and 11 mathematics lessons are delivered either by the team teacher, or by a specialist teacher. Work is differentiated and personalised within groups to take account students' abilities, needs and interests. .

In Key Stage 4, accreditation in mathematics is available at the following levels; AQA Unit Award, Entry Level and GCSE, with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units, Entry Level and GCSE can work alongside each other when appropriate in support of an inclusive approach.

In Key Stage 5, students will be supported to achieve accreditation that builds on from their achievements in key stage 4, notably Entry Level and unit awards, and will be grouped by ability. Learning is delivered in and out the classroom environment, with a view to the students being able to transfer learnt knowledge and skills in their transition into adulthood and also in the wider world around them.

All learners also participate in 'Number Fluency' each weekly with set personalised outcomes closely aligned with their EHCP. This supports all students to become more fluent in line with their individual cognitive abilities.

Impact of Study:

A high quality mathematics education will provide a foundation for understanding the world, the ability to reason mathematically, and a sense of excitement and curiosity about the subject. As students learn mathematics, they will acquire fluency in procedures and develop a conceptual understanding to be able to solve increasingly complex problems within the world around them.

We have designed the mathematics curriculum so that all students leaving St Hugh's will have had the provision provided to achieve accreditations reflective of their potential. We also want our students to be numerate and to be able to transfer their mathematical skills to other curricular areas and into everyday life that is appropriate to their context and their level of identified need.

MODERN FOREIGN LANGUAGES-FRENCH

Intent

The overall aim for Modern Foreign Languages is to enrich learning for all students. It aims to ensure that teachers and other staff develop confidence and competence to use MFL effectively in their day-to-day activities where possible to enable students to practice what they have learned and develop their confidence and self-esteem. MFL prepares students to participate in a rapidly changing world in which they encounter an ever-growing range of languages other than English. The foreign language taught at St Hugh's is French, and this is linked to a residential visit to France in KS3.

MFL offers opportunities to:

- Exploit cultural links and experiences when opportunities arise.
- Develop an awareness of the language, sounds, smells and tastes of a culture different from their own.
- Develop oracy and literacy skills which will support their learning across the curriculum
- Gain enjoyment, pride and a sense of achievement
- Foster an interest in learning another language
- Develop imitation skills and motivate students to produce sounds and an expressive language
- Provide an opportunity to meet people from another country and communicate with them in their own language (residential visit)

Implementation -Teaching and Learning across the Key Stages within MFL

MFL is taught in a practical and lively way. Through the use of song and rhyme as well as a range of ICT programmes, opportunity is given for students to participate in the learning of a foreign language at an individual and appropriate level. Students are encouraged to experience the sights, sounds, smells and tastes of another country, and learn about the cultural differences of significant events such as Christmas, Easter and birthday celebrations.

MFL is taught with a visual, auditory and kinaesthetic (VAK) approach where appropriate to ensure that all students have the maximum opportunity for engagement regardless of their ability. Through special events such as the annual French 'Voulez-Vous' theatre production and French cafe, students are able to participate or experience the French language and culture in a fun and practical way. Parents and carers are also encouraged to attend these events and they are able to see the enjoyment and sense of pride their child has in their ability to attempt to use a new language.

In Key Stage 3, students experience MFL through story based modules incorporating role-play, song and rhyme. This is currently delivered on a 2-year cycle within Years 7 and 8, and Year 9 are taught on a yearly cycle. Students are taught in ability groups and this facilitates planning and assessment as well as ensuring the lessons are as relevant to the needs of the students as possible. MFL is taught as a discrete subject, and is timetabled for 50 minutes a week.

In Year 9, students have the opportunity to undertake accredited units through the AQA Unit Award with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units can work alongside each other when appropriate in support of an inclusive approach. Lessons are planned to ensure relevance and enjoyment through a range of activities and experiences that take into account the student's ability, likes and dislikes and particular needs.

Impact

Students will be better equipped to:

- Promote positive attitudes towards language learning and the different languages that they will potentially experience within their communities
- Have a greater awareness of themselves as citizens of the world as well as in their own immediate environment and society
- Through paired and group work, be able to better listen, concentrate and socially interact

MUSIC

Intent

Music and Performing Arts are both powerful, unique forms of communication that can change the way students feel, think and act. They bring together intellect and feeling and enable personal expression, reflection, spiritual and emotional development. As an integral part of culture, past and present, they help students understand themselves and relate to others, forging important links between home, school and the wider environment.

Opportunities and activities in music and Performing Arts consider the following aspects: listening and applying knowledge and understanding, appraising, creating, composing, evaluating, performing, planning, working collaboratively and self-expression.

Implementation

Learning progresses through the year groups examining the aspects and elements of music throughout key stage 3. These include skills of composition through music and dance, visual composition through art, singing, listening, aural memory, rhythm and movement. Aims include:

- Experience a sense of pride, enjoyment and achievement
- Experience a variety of opportunities relating to different cultures
- Demonstrate ability to communicate and respond in an area not dependent on language skills.
- Experience arts through a cross curricular approach
- Improve listening, concentration and attention skills
- Develop imitation skills
- Produce and explore sounds and develop expressive language skills
- Encourage cooperation, tolerance and a willingness to work with others
- Develop self-discipline and self-confidence
- Be involved in activities that may provide a fulfilling hobby or pastime and promote enjoyment and lifelong learning
- Create compositions and productions and present these to an audience

In key stage 4, accreditation in Performing Arts is available at the following levels: BTEC Level 1 foundation (award & certificate) & Entry Level 3 & BTEC Level 1 introductory (award and certificate). Students will work alongside each other, when appropriate, in support of an inclusive approach.

Impact

Whilst at St Hugh's, students have access to a varied musical programme, which allows them to discover areas of strength, as well as areas that they might like to improve upon. They are able to access fundamental abilities such as achievement, self-confidence, interaction with and awareness of others, and self-reflection. Students have the opportunity to communicate and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. Music will also develop an understanding of culture and history, both in

relation to students individually, as well as ethnicities from across the world. Students are able to enjoy music in as many ways as they choose- either as listener, performer or creator. They can dissect music and comprehend its parts, they can sing and feel a pulse, and they have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

PHYSICAL EDUCATION

Intent

St Hugh's School provides physical education (PE) for all students. Lessons are planned to ensure relevance, enjoyment and a variety of experiences for all students taking into account their abilities, gender, likes/dislikes, social culture and ethnicity. Staff delivering physical education have a good awareness of students' knowledge, skills and understanding. Physical education is taught with a visual, auditory and kinaesthetic (VAK) approach where appropriate to ensure that all students have the maximum opportunity for engagement regardless of their ability.

The aims of physical education are to:

- Develop the physical skills of co-ordination, control, manipulation and movement essential for all aspects of life
- Encourage physical activity and a healthy lifestyle
- Offer a range of appropriate activities with a view to participation for leisure and post 16
- Ensure the students physical health and well being
- Develop social skills within a group structure
- Promote team spirit and awareness that sport is for all
- Improve confidence and self-esteem
- Develop independence and personal hygiene skills
- Provide a basic knowledge of skills, roles and tactics and safe practise
- Plan, anticipate, sequence and evaluate actions
- Encourage decision-making at all levels
- Develop the ability to express themselves and be creative
- Develop competitive experiences and awareness of fair play
- Provide team sports and access competition activities

Implementation

In Key Stage 3, students receive 3 lessons per week focusing on developing fundamental PE skills across the national curriculum. Students actively participate in:

- Games
- Gymnastics
- Athletics
- Outdoor and Adventurous Education
- Dance
- Swimming (Years 7 and 8 only)

In Key Stage 4, students access either the Entry Level Award in Physical Education through 2 compulsory lessons per week. There are an additional 3 lessons per week offered within KS4 options providing students the opportunity to study BTEC Sport. Accreditation is available at

Entry 1, 3 and Level 1. Students will follow pathways in either; Entry 1 Pre Vocational Studies, Entry Level 3 to Vocational Studies or BTEC Level 1 Introductory to Sport.

Teaching takes place within the sports hall, football cage and sports field in addition to the use of local leisure facilities including The Pods and North Lindsey Fitness Centre.

Impact

Students will develop the knowledge and skills to achieve appropriate accreditation at Key Stage 4, whether this is through the Entry Level Award in Physical Education, BTEC Introductory Award in Sport or the Entry 3 to Vocational Studies. All knowledge and skills across both key stages will build sequentially and prepare students for further learning, in line with their own personalised pathways.

Students will continually develop their fine and gross motor skills which will help them towards all aspects of their daily lives, including an improved ability to manage their own personal hygiene. Throughout their studies at St Hugh's, students will be equipped with the knowledge and skills to help them to choose to lead a healthy lifestyle beyond St Hugh's. Students' confidence and self-esteem will have actively been developed to also contribute to the success of leading a healthy lifestyle.

PSHE

Intent - The importance of PSHE for our students

Personal, Social and Health Education (PSHE) promotes students' personal, social and emotional development, as well as their health and well-being. This enables students to become healthy, independent and responsible members of society. Students are given the knowledge and skills they need to lead confident, healthy and independent lives. We encourage students to play a positive role in contributing to the life of the school and the wider community this, in turn, develops their sense of self-worth. It aims to support students to understand how they are developing personally and socially tackling many of the moral, social and cultural issues that are part of growing up. PSHE gives students an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to the principles of economic wellbeing, financial planning and understanding. It also helps students to understand how to develop and maintain healthy lifestyles and relationships. The subject also provides students with the knowledge and skills of an appropriate and effective Relationship and Sex Education programme.

PSHE encompasses the underlying ethos of the school. Therefore, consideration is given to the holistic picture of PSHE in its entirety (the hidden curriculum) through specialist intervention, themed days, wider learning experiences, residential visits, outdoor learning and how these contribute to the overall health & mental well-being of the student, now and in the future. The whole school community has a responsibility to be an active participant in the teaching of PSHE.

Relationships and Sex Education

In a world where children receive information about relationships and sex from a variety of sources, some of which can be inaccurate or 'unhealthy', the St Hugh's RSE programme provides an important forum to develop students' knowledge and life-skills which will enable them to make informed decisions and protect themselves against harmful and exploitative situations.

Aims:

We believe that the personal, social and health development of each student has a significant role in the ability to learn whilst it also prepares students for the opportunities, responsibilities and experiences of adult life. In addition, students need to learn about the many emotional aspects of life and how to manage their own emotions. PSHE is provided through a progressive, differentiated curriculum that is split into 5 key strands:

- 1. Community Tolerance*
- 2. Living in the Wider World*
- 3. Relationships and Sex Education*
- 4. Health and Wellbeing*
- 5. British Values*

Implementation

In Key Stage 3, students are taught in mixed Year 7/8 class groups. Year 9s are taught in their own individual team bases. Students are vertically grouped by ability and work is differentiated to take account of students' abilities, needs and interests. Within Year 7/8 teams, PSHE is taught within a study day providing added opportunities for additional learning outside of the curriculum, educational visits and visits by external providers/speakers to enhance teaching and learning.

In Key Stage 4, students will complete AQA Unit Award accreditation but more importantly be guided by carefully constructed plans with their learning, to equip them with the knowledge and skills they need to be best prepared for the now and the then into the future.

In KS5, Students continue their journey through our bespoke RSE curriculum as well as further developing and deepening their knowledge and skills of the other four strands within PSHE. There is a strong focus on applying their learning within the community as we prepare them for adulthood beyond their life at St Hugh's.

Impact

On the completion of our PSHE programme students will have developed:

- How to be an effective and responsible citizen in their community
- Developed a tolerance and mutual respect for their peers and those within their community
- An understanding of the rule of law, democracy and individual liberty.
- A better understanding of how to develop safe and effective relationships and with whom these can be formed
- An understanding of how they can support their community with different types of work
- An improved knowledge of how to maintain a healthy lifestyles

RELIGIOUS EDUCATION

Intent - The importance of Religious Education (RE) for our students:

Religious Education is a core subject of the National Curriculum and is taught in accordance with the locally agreed syllabus; 2016 Agreed Syllabus for Religious Education devised by the Humber Standing Advisory Council for Religious Education. Religious Education provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, the issues of right and wrong and what it means to be human. Students are encouraged to reflect on the value and relevance of religious and secular teachings in relation to their lives and the lives of those within their community and further afield. Students learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Implementation

Schema are sequenced to build progressively both within and across year groups. Learning opportunities within schema are underpinned by explicitly cited core concepts and knowledge to promote critical engagement, reflection and the development of students' own views. Moreover, learning sequences equip students with systematic knowledge and understanding of a range of major faiths, religions and worldviews, enabling them to develop their ideas, values and identities. Content is carefully selected to be representative of our local community as well as ensuring opportunities to explore other world religions and worldviews including agnosticism and atheism. Here, students develop the skills to experience dialogue so that they can participate positively in our society with its diverse religions and worldviews. Students gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence learning to articulate clearly and coherently their personal beliefs, ideas, values and experiences whilst respecting the right of others to differ.

Religious Education (RE) provides sensory, practical and active learning experiences that make it accessible for all students. RE encourages and supports students to explore and participate in experiences relating to the major faiths as well as offering opportunities for students to learn about their place in an ever-changing society. We aim through our delivery of RE not to attempt to alter a child's own beliefs but to provide a knowledge and tolerance of their own and other's beliefs. Students access a rounded programme of assemblies that provide clear guidance on what is right and what is wrong.

Parents can withdraw their child from RE for personal reasons by submitting their request in writing to the head teacher, although it is hoped that all parents feel comfortable with the type of Religious Education being taught at St Hugh's.

RE offers students opportunities to:

- Know about and understand a range of religions and worldviews
- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals

- Identify, investigate and respond to questions posed, and responses found in religions and worldviews
- Appreciate and value the nature, significance and impact of different ways of life and ways of expressing meaning
- Express their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- Appreciate and appraise varied dimensions of religion or a worldview.
- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Explore how different individuals and communities live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Teaching and Learning across the Key Stages within RE:

In Key Stage 3, students are taught in mixed Year 7 and Year 8 class groups and Year 9 class groups, reflective of their teabase. Students are grouped by ability and work is differentiated to take account of students' abilities, needs and interests. Students experience RE through concept based modules incorporating role-play, art, drama music and storytelling. This is currently delivered on a 2-year cycle within Years 7 and 8, and Year 9 are taught on a yearly cycle.

In Key Stage 4, all students work towards accreditation in RE at the following levels: AQA Unit Award, Entry and Pre-Entry Pathways with the aim of all students gaining appropriate awards for their achievements. Students working on individual AQA Units and Entry Pathways can work alongside each other when appropriate in support of an inclusive approach.

Religious Education is offered to students in KS5 through structured RE days.

A pre-formal curriculum is in place for students who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Here, students participate in 2 structured RE days per half-term based on the KS3-KS4 schema.

To enhance the delivery of RE students have the opportunity to visit local places of worship and areas of natural beauty to support the development of the feeling of awe and wonder. There are also opportunities for visitors from different faith groups to come into school to share their beliefs and experiences and demonstrate how artefacts are used at home and in a place of worship.

Impact

Through the teaching of Religious Education, we will promote a range of skills including investigation, empathy, reflection and expression. Students will become more open and broadminded. They will better understand the concepts of commitment, fairness, respect, self-understanding and enquiry.

SCIENCE

Intent

Science teaches the students vital skills in questioning and making observations of their world. It encourages exploration of their surroundings at all levels and also develops the skills of predicting outcomes and drawing conclusions from their results.

Through specific contexts of learning students are encouraged to explore ideas in a practical and sensory approach. This develops an understanding of the vast spectrum of the science curriculum, whilst also having the opportunity to delve deeper into specific areas of learning. For example, through the study of living things and their environment, students are able to build an understanding of diversity within nature, as well as their role in protecting and interacting with it. The study of physical forces helps the students understand how they affect and are affected by the different forces around them. The study of materials and their properties is also vital to their understanding of everything they encounter and use in their life.

The key area that affects all students is the study of scientific enquiry, which is an area that all students regardless of need are able to develop. They investigate the world around them in such a way that they are able to build on their own knowledge and develop skills, which can be used across the entire curriculum. From time to time, wider learning will incorporate sensitive or controversial topics to challenge their thinking and perception of the world. Students will be encouraged to discuss their views and consider those of other people.

Implementation

In Key Stage 3, students in years 7, 8 and 9 learn science as part of their study day. In Key Stage 4, years 10 and 11 students have designated science lessons within the science laboratory. For all year groups, the contexts of learning incorporate an overarching schema that is then broken down into the specific areas of focus. These skills are recorded in various ways. Students will have opportunities to demonstrate their knowledge and skills through discussion, classwork, group and individual tasks, practical investigations and digital literacy. Pupils in years 9 to 11 will either complete AQA Unit awards which are internally assessed or will work towards their Entry Level Certificate by completing formal assessments on a regular basis within the classroom.

Impact

The knowledge and skills learnt from year 7 through to year 11 will prepare students for further learning and vocational opportunities appropriate to their level of identified need and context. Students of all abilities will have developed a love of science and an eagerness to observe and question the world. This will have been inspired by imaginative science lessons and experiences at key points in their journey through school. Students will also have learnt to communicate using appropriate scientific language and know when making conclusions, that they need evidence to back this up with.