



CURRICULUM POLICY – SENIOR COLLEGE

St. Bede's College is a Catholic Independent Co-educational 3 – 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

INTRODUCTION

We seek to promote the highest standards of academic achievement within a distinctively Catholic educational framework. The College aims to ensure that curriculum provision will enable all pupils to enjoy a broad and balanced programme with as much flexibility as possible in order that the talents and interests of each student, as an individual, are recognised and brought to fulfilment. The curriculum ensures that all pupils acquire speaking, listening, literacy and numeracy skills. Our one week timetable with 40 lessons per cycle allows us to offer a diverse and extensive curriculum. The curriculum is designed to prepare pupils for life at St Bede's College and beyond it in the wider British and indeed global society.

It is the responsibility of Subject Leaders to draw up plans and schemes of work in their specific subject areas that are progressive and allow all students to learn and make progress, whatever their age, aptitude, SEND or EAL situation. These schemes of work should actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

LOWER SENIORS

The core curriculum in the Lower Seniors sees pupils in the Upper Third and Lower Fourth study English, Mathematics, Religion, Science, French, Classics (a mixture of Classical Civilisation & Latin), Geography, History, Physical Education and PSMEE. Pupils also study Drama, Art & Design and Technology, ICT and Music with Spanish then being introduced in the Lower Fourth. Students in the Upper Third and Lower Fourth on the CFA (Manchester City Football Academy) programme train on Tuesday, Thursday and Friday afternoons instead of Physical Education lessons and a number of the creative subjects.

UPPER SENIORS

Option subjects are introduced in the Upper Fourth in order to allow students to pursue their own interests in greater depth at an early stage.

The core curriculum at this stage comprises of English, Mathematics, Religion, Biology, Chemistry, Physics, Geography, History, a modern Foreign Language, Physical Education and PSMEE.



Students then make three choices from the following list:

Art	Latin	Computer Science
French	Music	Classical Civilisation
German	Spanish	Design Technology (Resistant Materials)
Business Studies	Economics	Dance
Drama		

CFA students in the Upper Fourth follow a similar training programme to those in the Lower Seniors; selecting two option subjects from the above list.

GCSE courses are started in the Lower Fifth and continue through the Upper Fifth with the majority of students taking English Language, English Literature, Mathematics, Science Trilogy/ Separate Sciences, and Religion. Those in the top Mathematics set will also study GCSE Statistics and the very best of them Further Mathematics as well.

Three options subjects are then chosen from Separate Sciences, Geography, History, Photography, Physical Education, Geology and the option subjects studied in the Upper Fourth. Apart from that, students are given a free choice with option blocks only determined after this.

Most students study ten subjects for GCSE (English providing two of these via English Language and English Literature). The major additional exception to this is the addition of GCSE Statistics for set one mathematicians.

Students on the CFA programme have a tailored curriculum to reflect their training commitments and since September 2016 we have been educating them over at CFA (currently on a Thursday afternoon for L5th and U5th students) in order to provide a more seamless integration between education and training.

All students continue to receive PSMEE lessons and the non-CFA students have Physical Education provision with the Upper Fifth students joining Senior Games on Wednesday afternoons with the Sixth Form.

SIXTH FORM

Our Sixth Form curriculum offers a unique variety of subjects to study with more than twenty different A level options being offered and with almost every combination of subjects being possible due to our flexible timetabling. We continue to believe that a Sixth Form education encompasses not just the academic but must integrate physical, moral and spiritual development too. The Sixth Form methods of study which we inculcate offer an appropriate introduction to university teaching whilst retaining the high degree of support, practical assistance and pastoral care that is essential for the well-being of our students.

The majority of students study three subjects in the Lower Sixth, choosing freely from:

Biology	Fine Art	Mathematics
Business Studies	French	Music
Chemistry	Further Mathematics	Physics



Classical Civilisation
Design Technology
Economics
English Language
English Literature
BTec Performing Arts

Geography
Geology
German
History
Latin
BTec Sport

Politics
Psychology
Spanish
Theatre Studies
Theology

But some students start on four subjects or alternatively three subjects plus an EPQ after discussion with the Head of Sixth Form.

Most students in the Upper Sixth specialise in three courses to A level standard to fulfil university entrance requirements. A few students, after suitable advice has been sought, may wish to study four or even five A Levels. Other students may take a further AS and, again, we hope to offer the flexibility of approach to allow this to be part of a realistic programme of study.

To provide further variety the Extended Project Qualification has been offered since September 2009. Specialist Oxbridge and extension teaching is also provided where needed.

Each student is placed under the care of a highly experienced tutor who works within a small tutor group to provide a very high level of individual pastoral and academic care and support. That member of staff will very clearly understand the pressures and pitfalls likely to beset the student as they develop their sixth form career and acts as a personal mentor for two years. The role of the tutor remains paramount in assisting the student to manage their programme of work and to offer support and guidance in university choices and applications.

All students continue to receive PSMEE lessons and the overt promotion of a greater awareness of faith.

Senior Games on Wednesday afternoon allows for a wide range of leisure and physical fitness activities to be pursued.

Our Sixth Form curriculum has been proven to allow students to deliver their full academic potential. Of equal importance to us as a Catholic community, however, is that our Sixth Form students enter the world beyond St Bede's as confident, socially compassionate and caring men and women who understand how they can contribute to furthering the Christian case in Britain.

PSMEE

Our Personal, Social and Moral Education programme is derived from our Catholicity and recognises how the emotional and spiritual development of our students cannot be separated from their academic development. See the **PSMEE Education Policy** for details of this course. However, it covers a wide range of topics including relationship education (with sex education being covered in the Science curriculum), drugs awareness, substance abuse, healthy living, economic and personal finance education and throughout is aimed at producing well-rounded



students who are prepared for the opportunities, responsibilities and experiences of life in British society.

CO-CURRICULAR

In addition to the set curriculum all students are encouraged to take part in an extremely varied programme of extra-curricular activities during lunchtime, after school and at weekends. These include Drama, Music, Sport, Dance, Duke of Edinburgh, organised team games, Science Clubs, Language Support and cultural or fieldwork excursions. See the ***Co-Curricular Activities Timetable*** for details.

It is the combination of these aspects which should ensure that each student is able to fulfil their potential in both academic work and their personal development. Thus we are able to ensure students leave the College with good qualifications and also with the qualities necessary to continue to make the most of all the opportunities that they will have at university and in the future.

CAREERS

Careers education occurs within PSMEE and the College subscribes to the Cascaid Kudos Program which runs right through from Upper Third (Year 7) to Upper Sixth (Year 13). Career strands are also available through other lessons as students explore the career opportunities different subjects offer. Impartial, accurate and up-to-date guidance is provided to students by Mrs Lockett that allows them to make informed choices about a wide range of career options and encourages them to fulfil their potential. The College also runs a number of large scale events such as the Careers Fair, the University Fair, the Higher Education Evening and the Big Bang science festival.

TEACHING & LEARNING

Through our teaching at St Bede's College we aim to:

- enable pupils to become confident and independent learners
- foster pupils' self-esteem & help them build positive relationships with other people
- develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings of others
- show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- enable pupils to understand their community and help them feel valued as part of that community
- help pupils to grow into reliable, independent and positive citizens.

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow everyone to learn in the ways that suit them best. These strategies include:



- independent work
- whole class work
- asking and answering questions
- use of computers
- fieldwork and visits to places of educational interest
- creative activities
- use of recorded material, television and music
- debates, role plays and oral presentations
- designing and making
- participating in physical activity
- Use of IT to promote learning at home

We encourage pupils to take an increasing responsibility for their learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn, identifying what helps and what hinders progress. Regular assessment and target setting supports this work within the classroom and with the pupils' tutor. See ***Assessment, Marking & Reporting Policy***.

We strive to ensure that all tasks are appropriate to each pupil's ability and that pupils are praised for their efforts and so build positive attitudes towards school and learning in general. We try to ensure that the classroom is an attractive and stimulating learning environment and pupils' work is valued and displayed as appropriate.

When departments are developing their plans of work they consider teaching techniques, resources, differentiation and individual pupils' needs which may have been identified through the work of the Learning Support Coordinator, baseline testing, teachers' observations and reports from previous schools. See the ***Learning Support Policy*** for details on the learning support process and arrangements for those pupils with a statement.

Agreed by:	Chair of Governors and Governing Body
Date:	September 2016

Effective date of the policy	October 2018, October 2019, October 2020
Date of Review:	October 2022