



Curriculum Policy

| | |
|-----------------------|--------------------------|
| Policy Reference | |
| Committee | LGB |
| Completed Review Date | Spring 2026 |
| Policy Owner | VP Teaching and Learning |
| Ratified by Governors | |
| Next Review Due | Spring 2027 |

| | |
|-----------------------------|--|
| Signed by Principal | |
| Signed by Chair of Governor | |

MONITORING, EVALUATION AND REVIEW

This policy will be reviewed when there are changes in the law or at least every year, to assess implementation and effectiveness in line with DfE guidance September 2022.

This policy will be promoted and implemented throughout the Academy.

Contents

| | |
|---|---|
| Preface | 3 |
| 1. Curriculum Provision | 4 |
| 2. Cultural Capital..... | 5 |
| 3. Careers Education | 6 |
| 4. Extra-Curricular Activities | 6 |
| 5. Philosophy, Religion & Ethics (Pre)..... | 7 |
| 6. Homework Club | 7 |
| 7. Student Support | 7 |
| 8. Personal And Social Educaton (Life Skills) | 7 |
| 9. Students Taking Applied Courses | 8 |
| 10. Students With A Special Educational Need Or Disability..... | 8 |

Preface

Chiltern Hills Academy is a learning environment at the heart of its diverse community. We encourage every person in our community to:

Create, Aspire and Excel to 'Live life in all its fullness' (John 10:10)

We achieve this through our dedication to the seven Christian values of love, hope, self-discipline, compassion, forgiveness, respect, and honesty.

We are a community in which staff, students and parents work collaboratively to develop a learning environment which is spiritual, safe, innovative, creative, and exciting. All members of the Academy are motivated and inspired by the vision to give their best and to play a full part in the life of the school and in their own developing lives.

The Governors at Chiltern Hills Academy are committed to achieving the vision and values. They oversee and monitor this policy to ensure that this is being achieved.

At Chiltern Hills Academy the curriculum is designed to provide a broad and balanced, relevant, enriched, and flexible curriculum for all students, regardless of gender, cultural background, ability, or special educational needs. We aim to create a curriculum that builds on student's achievements in Y6 and meets the needs of every student whilst offering opportunity to experience, enjoy and succeed in a wide range of subjects. We believe strongly in the importance of basic key skills such as literacy and numeracy and that these form the foundation for achieving progress in all subject areas and facilitate social mobility and success in adult life. Our curriculum is designed to ensure students have the necessary skills and understanding useful in work, learning about the skills for work and working practices, this is supported through our robust careers provision in all year groups.

Chiltern Hills Academy believes in providing inspiration to students through a school curriculum built on elevated expectations and standards and offering extra-curricular experiences that encourages participation, enjoyment, and the opportunity to be the best we can be. The intent for our curriculum is to offer a broad-based mix of academic and creative subjects which is structured to cater for a wide range of learning styles and abilities. The school is committed to offering a broad and balanced curriculum and follows the guidance offered by the Department for Education. At Chiltern Hills Academy we agree that adaptive teaching is the key to ensuring all students make or exceed expected progress in each subject area.

Aim

The aim is to provide a broad, balanced, relevant, enriched, and flexible curriculum for all students, regardless of gender, cultural background, ability, or special educational needs.

Objectives

This aim will be achieved specifically through: -

1. Ensuring that all students have equal opportunity to reach their full potential.
2. Stimulating the concept of learning as a life-long process through our unique Learning to learn programme in Y7/8
3. Curriculum areas developing a range of teaching and learning styles, which encourage learning and development.
4. Developing the skills necessary for independent learning.
5. Encouraging co-operation between subject areas such as the Arts, History and PRE to develop cross-curricular links and transferable skills.
6. The provision of appropriate resources to support all areas of the school curriculum.
7. Helping students develop the knowledge, qualities and skills which enable them to adjust and cope with change, e.g. self-reliance, resilience, adaptability, flexibility, decision-making and problem solving.
8. Participate in employment engagement at all key stages.

1. Curriculum Provision

In line with National Curriculum recommendations.

- 1.1 All students in Years 7 and 8 (Key Stage 3) follow a common curriculum which embraces the following compulsory National Curriculum subjects - English, Mathematics, Science, French or Spanish, Geography, History, PE, Art, Technology (which includes product design, graphics and textiles), Food & Nutrition, Information Technology, Philosophy, Religion & Ethics (PRE) and PSHE.
- 1.2 All students in KS4 (Y9/10/11) at the Chiltern Hills Academy follow a core programme of Mathematics, Science, English, English Literature PE, PRE, Work Related Learning (Careers guidance) and PSHE. In addition, all students can choose up to three Option subjects from a range of courses.
- 1.3 Students entering the Sixth Form (Years 12 and 13) have a choice of one, two or three year academic and vocational courses. These include two-year A Level courses as well as a range of other one- and two-year vocational courses. All students will participate in Life Skills, PSHE and WRL (careers) programmes to ensure the development of the whole student.

1.2 In each curriculum area curriculum leaders have designed their curriculum with the 3I's in mind, adapting their long- and medium-term planning as well as looking at sequencing identifying the specific knowledge and skills required in each area, these are reviewed every year to highlight specification changes and/or new courses. Each curriculum area will look at their **Intent, Implementation, and Impact** to provide quality education for all in the taught/wider and extended curriculum, enabling all students to build and develop their character no matter what their faith or background.

Intent - what are we trying to achieve with our curriculum?

- Ensuring we have clear objectives for our curriculum delivery for all students no matter their starting point.
- Ensuring students are equipped and are KS ready through end of topic tests, low stakes assessments and examinations.
- A curriculum that reflects our academies context, considering our diverse community
- Enabling our students to extend experiences outside of the classroom such as our annual World Challenge expedition and DofE Bronze, Silver and Gold awards

Implementation - How is our curriculum delivered?

- What do our objectives look like in practice?
- Ensuring meaningful cross-curricular links developing literacy and numeracy in all areas of the curriculum for example our Literacy and Numeracy programme during form time
- Ensuring our students progress through the Academy with the correct knowledge and skills.
- We enable support for different ability groups through adaptive teaching methods.

Impact - what difference is our curriculum having on our students?

Ensuring meaningful assessments (formative and summative) that evaluate past, present, and future knowledge and gaps in knowledge do not build over time. Through our WRL programme students know what it means to be successful in the Academy and in the wider world of work.

2. Cultural Capital

'Cultural Capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.' (Ofsted Handbook).

The curriculum will remain as broad as possible, for as long as possible. Our curriculum does not narrow students' experience of subject learning inappropriately. While many students benefit from a strong focus on English and mathematics, our students are entitled to receive a curriculum which provides them with the essential 'cultural capital' they will need to succeed and flourish in their future lives

At Chiltern Hills Academy we work to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful. Providing opportunities for all should they wish to participate.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits and careers activities. All curriculum areas have their own cultural capital Intent that exposes students to cultural capital relevance to that subject including the world of work, social development, and subject specific awareness of topical issues.

3. Careers Education

All students in Years 7-13 have careers education. It is an integral element of the curriculum. The programme includes visits to exhibitions, visits by guest speakers, Business Enterprise Days, and work experience. All students in Year 10 and 11 have a one-to-one careers meeting that is tailored to their interests. Students have impartial advice from other providers such as apprenticeships, local colleges and sixth form. Students in Year 8 are off timetable for one day and participate in family workday. Students in Year 12 will participate in work experience after their examinations in June. There are some subjects such as Child Development, Business and Enterprise where students will undertake specific study in a working environment.

All students get the opportunity to take part in meaningful activity alongside work experience. This currently includes Buddying students in lower years, Complementary Studies, sporting activities, university open day visits and visits to Parliament.

4. Extra-Curricular Activities

All students have the opportunity to take part in a wide variety of extra-curricular activities such as inter-school productions, choir, bands, drama, Great British Dance Off, Open Mic Night, sporting competitions and fixtures, skiing, visits to France, New York, Poland, bi-annual World Challenge trip and trips to other countries.

5. Philosophy, Religion & Ethics (PRE)

Religious Education is taught to Years 7-13. The course followed is concerned with promoting understanding of religious ideas through the study of different faiths, although Christianity is the main religion considered.

6. Homework Club

This takes place every break time and lunch time in the Learning Hub and also after school on a Monday, Wednesday and Thursday.

Help support and guidance is offered to those who wish to have help in completing their homework.

7. Student Support

We recognise that students do not always learn to the best of their abilities due to varying factors. We aim to support students within the curriculum who face challenges such as a bereavement and illness. The Academy will ensure that there is contact between home and Academy and that work is made available for them to succeed during these circumstances. Student services can organise work to be delivered either by email or post.

8. Personal and Social Education (PSHE)

All students in Years 7 – 13 follow a course on Life Skills. This includes careers work, health, sex and drugs education and a broad programme looking at moral, social and emotional issues.

RSE (Relationships, Sex Education) is lifelong learning about physical, social, moral, cultural, ethical, emotional, and sexual development. It is about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It involves acquiring information, developing skills, and forming positive beliefs, values, and attitudes. RSE hopes to provide accurate information about the body, reproduction, sex, and sexual health. It will also give students essential skills for building positive, enjoyable, respectful, and non-exploitative relationships and staying safe in the modern world, both on and offline.

We have increased the time within the curriculum that life skills are taught from one lesson over two weeks to two lessons.

9. Students Taking Applied Courses

At Chiltern Hills Academy we offer some applied general qualifications - BTEC courses which may be appropriate for some learners to achieve their career goals. BTECs and BTEC Tech Awards are rigorous advanced qualifications that equip students with transferable knowledge and skills. These qualifications are for learners who want to continue their education through applied learning. These can be taken alongside A Level qualifications.

10. Students with a Special Educational Need or Disability

Students with special educational needs and/or disabilities will be supported through their choice of post-16 courses to ensure they follow a programme which stretches them, prepares them for adulthood and supports progression into work or further study. We work closely with students who have special educational needs and/or disabilities (and their parents/carers) to ensure their choice of courses is appropriate given their career aspirations.