



The Curriculum at The Sacred Heart Language College

‘Confident in God’s love for us, we commit ourselves to his service’

VISION

At The Sacred Heart Language College, we are committed to offering a high quality, broad and balanced educational offer to all our students. At its heart is the belief that a raised set of expectations enables our students to aim high and challenge themselves in their learning. Therefore, all students follow the full range of subjects. Our core purpose is to provide outstanding teaching and learning opportunities for all our students. Particular support is given in class and through targeted interventions for those pupils who need to improve their basic literacy and numeracy, in order to fully access the learning opportunities across the curriculum.

Catholic religious education is the core subject of the curriculum to which all subjects relate. As a Catholic school our mission is to educate the whole person in discerning the meaning of their existence, and to develop religiously literate and engaged young people who can reflect spiritually, and think ethically and theologically. We aim to present an authentic vision of the church’s moral and social teaching so that students can make a critique of the underlying trends in contemporary culture and society, and engage in a fully informed critique of all knowledge. Our work is firmly based on the Gospel values of love, respect, justice, equality and compassion. We believe these values equip our students to be confident and informed members of society and are inherent within British values.

Students from The Sacred Heart Language College are well prepared for life in modern Britain and are aware how they can make a contribution to society. Our curriculum guarantees that they have frequent opportunities to acquire knowledge and skills relevant to adult life, and a world of rapid and continuous technological change. We aim to develop well-rounded, confident, happy and resilient individuals able to engage in society as active citizens. To this end, we provide a Pastoral Curriculum, which is delivered daily alongside registration, and emphasizes the importance of the education of the whole person. Our pastoral curriculum provides students with the opportunity to reflect on the person they are developing into, to strengthen resilience and well-being and nurture the development of good character, deep thinking and altruistic behaviour. The content is built on Catholic social teaching themes and focuses on creativity, critical awareness, empathy and sensitivity.

We have a thriving programme of extracurricular activities and clubs which extend the curriculum, encourage curiosity and nurture our students’ interests and passions. These include a wide range of sports teams (netball, football, athletics, gymnastics), clubs which link to specific subjects (Maths Clinic, Science) and activities which add depth to the curriculum such as Independent Research Project (Yr. 8), debating and STEM Club. Other activities take place at weekends and evenings (Duke of Edinburgh, Eco Committee, Orchestra). Finally, a wide range of visits and trips - Geography field trips, language trips (Spain and France) pilgrimage to Rome, are offered regularly, enhancing students’ classroom-based learning.

Literacy, numeracy and oracy are central to the learning of Sacred Heart students, providing ‘access to’ and a ‘foundation for success’ in school. We are mindful of the link between literacy and life chances and work to ensure teachers develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject – fluency in the English language is an essential foundation for success in all subjects. We are equally committed to raising the standard of numeracy of all Sacred Heart students, so they develop the skills necessary, not only

to cope confidently with the demands of continuing education, but also employment and adult life. Numeracy is consolidated and enhanced through opportunities to apply and develop numeracy skills across the curriculum. Poor numeracy skills hold back students' progress and can lower their self-esteem, and limit their life chances. All teaching and support staff have a role to play in supporting students' progress in numeracy.

We believe that homework, home learning and blended learning should reinforce and extend learning for our students. Home learning is important as the ability to think and work independently is necessary for young people to flourish in higher education and the modern workplace. It is also essential for emotional and mental wellbeing. Our students need to be confident that they know how to organise themselves to meet deadlines, be resourceful in finding and assimilating information and complete tasks without adult support. At KS3 we encourage a project/extended learning activity and an Enhanced Curriculum approach to home learning. Working on an extended piece of work engages students in solving real world problems or answering complex questions. As a result, students develop deep content knowledge, as well as critical thinking, collaboration, creativity and communication skills. We aim to encourage creative energy among students and teachers through this approach.

AIMS

Our school Mission forms the basis for our curriculum, we strive for excellence in all that we do and seek to provide a high quality education that will enable all in our community to discover and use the gifts and talents given us by God. We believe that the curriculum is the 'lived experience of young people in and out of the classroom' (Dylan William) and, to that end, our curriculum aims to:

- provide balance in breadth of subject and topic
- be coherent within and across subjects
- be vertically integrated to promote progress over time
- be appropriate for the stage of students' learning
- enable all students to access content and make outstanding progress
- be inclusive – diversity will be welcomed in a caring environment where everyone is valued
- ensure our students become responsible and independent learners

IMPLEMENTATION

We firmly believe that if the foundations of learning are properly established then academic success and high levels of achievement will follow by the end of Key Stage 4. This commitment is evidenced in our philosophy for teaching and learning, with a focus on learning skills and approaches to study in Years 7,8 and 9 (Foundation Learning), preparation for GCSE across Year10 and a focus on academic excellence and transition to further sixth form studies in Year 11.

Foundation Learning and preparation for GCSE – Years 7,8 and 9 lesson allocation across a two-week cycle:

	Year 7	Year 8	Year 9
English	5	4	4
Maths	5	4	4
Science	3	4	4
R.E.	3	3	3
Modern Foreign Language	3	4	4
Design Technology/Computing	2	2	2
History	2	2	2
Geography	2	2	2
Art	1	1	1
Drama	1	1	1
Music	1	1	1
PE	2	2	2
PCT/ PSHE	30 minutes x 5 daily sessions		

Preparation for GCSE, academic excellence and transition to further study at Sixth Form

Our school has a long tradition of providing a broad and balanced KS4 curriculum, based predominantly on GCSE qualifications. The government accountability measures expect schools to offer students a broad range of at least eight subjects which include English and Maths. We aim to provide a curriculum that allows students to meet academic thresholds that are highly regarded by employers, universities and the government. Consequently, all students are given the opportunity to take ten GCSEs or equivalent

In The Sacred Heart Language College, all students study a core of seven subjects to GCSE level. In addition, they follow non-exam courses in P.E. and PCT/ PSHE, and a maximum of three Option choices from the following: History, Geography, Design Technology, Computing, Separate Science, Food Preparation and Nutrition, Music, Art, P.E., Drama, Classical Civilisation, AS R.E., Sociology, Btec Health and Social Care. All students study Geography or History (and perhaps both) which, as part of the above combination, allows them to gain the English Baccalaureate. All our students will sit their languages GCSE (French/Spanish) in Year 10 and pick up their third option subject in the summer term of Year 10

Core and option component - lesson allocation across a two-week timetable cycle:

Key Stage 4 comprises three distinct **Pathways**. Each Pathway includes the **Core** subjects, which are compulsory for all students, and a maximum of 3 **Options** subjects. The Pathways are:

Pathway One	Academic: 10 GCSEs / 9 GCSEs with AS Level RE
Pathway Two	Academic: 9 GCSEs plus Study Support
Pathway Three	Academic with vocational component: 8 GCSEs, 1 Level 2 BTEC plus Study Support

Students will be directed to the appropriate Pathway.

The curriculum time allocated to the subjects in Key Stage 4 is outlined below:

English	Maths	Science	RE	PE (Core)	Option Block 1	Option Block 2	French / Spanish
5	5	5	3	1	3	3	5
Year 10							
Year 11							
English	Maths	Science	RE	PE (Core)	Option Block 1	Option Block 2	Option Block 3
5	5	5	3	1	3	3	5

IMPACT

We regularly review the effectiveness of our curriculum and its delivery by:

- ensuring we employ a variety of appropriate teaching and learning methods
- ensuring we maintain consistently outstanding outcomes – GCSE results and progress data
- providing varied and regular CPD opportunities so teachers develop expertise
- constantly building assessments and teaching materials to support the curriculum
- implementing a rigorous monitoring program carried out by middle and senior leaders to ensure effective implementation and impact
- setting 6 formally assessed assessments per year, in all subjects and across both key stages, alongside regular formative feedback
- ensuring all students move to the next stage of education or employment with training, in their chosen field