



Mission Statement:

The Sacred Heart is a Community committed to the education of its pupils in a Catholic Christian ethos, where each person is invited to serve God and others in faith, hope and love.

Aims:

To foster spiritual growth in Christian faith and values
To value, appreciate and enjoy learning
To work for excellence
To further curiosity and creativity
To aspire to high ideals
To stimulate generous service of others

Curriculum Policy

The Sacred Heart curriculum aims to reflect the school's mission statement through providing pupils with an excellent all round education which enriches and encourages independent learning and responsibility by enabling pupils to:

- develop lively, enquiring minds; question and debate rationally; apply themselves to tasks and activities;
- acquire understanding, knowledge and skills relevant to adult life and employment in a rapidly changing world;
- develop personal moral values, respect for and tolerance of other races, religions and different ways of life;
- appreciate the range and scope of human achievements and aspirations.

In order to achieve these aims our curriculum is:

Broad; encompassing a variety of spheres of academic, creative, environmental, physical, spiritual and social activity

Balanced; so that no aspect gains undue dominance.

Relevant; in that it meets the pupils' present and future needs, being rooted in their experience, and is of obvious value.

Flexible; to seize opportunities presented by local, national and international events

In addition

- It is planned for measurable progression at all stages.
- It meets the needs of pupils from the Early Years Foundation Stage through to Key Stage 4 and provides for their development in all areas recognised by the National Curriculum.
- It is delivered using a full range of teaching methods including visual, auditory and kinaesthetic stimuli. (Gustatory and olfactory as appropriate)
- It provides opportunity to excel for pupils across the range of abilities, including those with special educational needs
- It recognises success with rewards.
- It is accessible to all our pupils, regardless of gender, creed or ability.
- It provides opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy.
- It enables each individual to develop their full potential and flourish as part of the wider community; fulfilling the 5 Outcomes of 'Every Child Matters' of Being healthy, Staying safe, Enjoying and Achieving, Making a positive contribution and Economic well-being.

The PSHE programme of study for all pupils in the school provides them with opportunities to learn how to prepare for adult life, how to conduct themselves in socially and morally acceptable ways and how to stay healthy. It provides opportunities to learn about the institutions of British Politics and provides Careers advice (Careers advice sessions are also organised and delivered by a local Connexions officer, when available.)

Special Needs

The Sacred Heart School values the abilities and achievements of all its pupils and is committed to providing each pupil with a caring and happy environment in which they can develop their full potential.

The needs of the individual are met through

- differentiated work
- Identification of pupils requiring extra support as early as possible in their school career
- the support of the Special Needs Department
- Participation in the full range of school activities
- Keeping parents informed of their child's progress and attainment
- Involving pupils in decisions affecting their future support
- Recognising that pupils learn at different rates

Pupils with a Special Educational Needs Statement are supported within their class through the SEN department to enable them to fulfil their potential and meet the terms of their Statement. We are committed to inclusion in order to develop a sense of belonging to the school community for all learners.

Many factors contribute to the range of difficulties experienced by some children, however, we firmly believe that much can be done to overcome these through parents, teachers and pupils working together.

Gifted and talented pupils are identified and encouraged to develop their strengths through the curriculum and by the provision of curriculum enhancement days that are set aside each year.

Marking: Refer to School Marking Policy

Assessment and Reporting: Refer to Assessment and Reporting Policy

Programme of supporting Educational Visits.

Teachers are encouraged to provide supportive visits varying from short outings from the premises during lessons, to longer stays abroad. See - Outings Policy guidelines.

Pupils go on many visits, locally and further afield. Visits of one day or less than one day's duration are supported by the 'termly contribution'. Each trip is costed and the appropriate sum deducted from the contribution. Any surplus cash at the end of term is carried forward into the next term until a pupil leaves the School having used the whole amount collected in his / her name. There are occasional residential trips away from home which are billed and paid for separately by parents.

These general statements of intent will be interpreted in specific ways in each subject's Departmental Handbook

Monitoring & Review

This Policy will be reviewed annually by the Academic Policy and Progress Committee

See also:

Assessment & Marking
Reporting
Special Needs
Gifted and Talented
Homework
Extra Curricular Activities
School development plan

A EARLY YEARS FOUNDATION STAGE (EYFS)

EYFS is made up of six areas of Learning and development. They are inter-connected and are all equally important.

These are:

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and number
- Knowledge and understanding of the world
- Physical development
- Creative development

B. LOWER SCHOOL

YEARS 1 - 3

The emphasis in the earlier years is to provide a sound grounding in Reading, Writing, Speaking and Mathematics.

Subjects

All pupils will be provided with a core curriculum in English, Maths and Science with Foundation courses in: Religious Studies, Humanities, Music, Art and Craft, PE, French (Year 3), PSHE

ICT is cross curricular

Most subjects are **Topic** based, until the end of Key Stage 1.

Pupil's work is continually assessed and monitored by the class teachers and records are kept of progress

YEARS 4, 5 & 6

These classes start their integration with the Senior School by being subject based, attending Senior Assemblies, being taught in some subjects by Senior Staff and working to the Senior timetable. They are also part of the Senior House System.

Subjects

All pupils in Years 4, 5 & 6 will study a Core curriculum in English, Maths, RE & Science with further lessons in History and Geography, Art/Pottery/HE, ICT, French, PE, Music, Drama, PSHE.

UPPER SCHOOL

Years 7 – 9: study a Core curriculum of English, Maths, Science and Religious Studies together with French, Geography, History, Art / Pottery, Drama, Music, Physical Education, Home Economics: Food and ICT

German - optional conversational course - extra-curricular

Years 10 and 11: study a core GCSE curriculum of English, Maths, Science and Religious Studies.

Further subjects to GCSE include:

English Literature, Geography, History, French, Art, Music, HE: Food & Nutrition, Physical Education, ICT, Drama

There are also core lessons in PE and PSHE

Spanish – optional conversational course – extra-curricular

Most pupils study 11 GCSE subjects.

Throughout, the curriculum is mainly subject specific, following National Curriculum guidelines but departments are encouraged to develop linked approaches. Joint Field Courses occur between Science and Geography Departments.

Mixed ability teaching takes place in most subjects.

- Maths is usually taught in two sets throughout the Senior School
- English and Science may be divided into ability sets
- In Years 7, 8 and 9 Home Economics Food is taught in half class groups with ICT

Each department has a Departmental Handbook outlining aims and objectives, content, scheme and method of work. These are reviewed and evaluated by individual departments and whole school subject cluster groups.