



## Curriculum Policy

This policy should be read in conjunction with the following complementary documents:

- [Homework Policy](#)
- [Marking and Assessment Policy](#)
- [Teaching and Learning Policy](#)
- [SEND Policy](#)
- [EAL Policy](#)
- [Online Safety Policy](#)
- [Personal Development Policy \(PSHE\)](#)
- Academic department handbooks

The curriculum embraces both the prescribed and optional learning opportunities provided by the school.

### **Curriculum Aims**

Trinity is committed to *"encouraging the growth of intellectual curiosity, creativity and independent learning whilst also preparing each pupil for the best possible examination results, through a broadly based, coherent and balanced curriculum."* In this way the curriculum serves the School's mission statement of *"the rigorous pursuit of excellence balanced by compassionate concern for individuals."*

### **Curriculum Principles**

All pupils will have access to a curriculum that is guided by the following principles:

1. **Quality:** It should be well resourced, stimulating and challenging so that it inspires enthusiastic participation.
2. **Breadth and Balance:** It should introduce pupils to a suitable range of learning experiences that develops knowledge and skills in a balanced and coherent way.
3. **Choice:** It should provide appropriate opportunities for choice and enable pupils to share in responsibility for their own learning.
4. **Relevance:** It should take account of the previous learning of pupils, their present experience and their future needs.
5. **Differentiation:** It should recognise and address differing abilities and aptitudes of pupils.

## ***Curriculum Objectives***

The curriculum structure reflects a commitment to providing:

- Full-time supervised education for pupils of compulsory school age which provides them with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with statements or SEND related needs
- Opportunities for pupils to acquire speaking, listening, literacy and numeracy skills
- Appropriate careers and higher education guidance
- Activities, learning opportunities and support appropriate for the needs of pupils above compulsory school age
- Opportunities for all pupils to learn, make progress and gain preparation for the responsibilities and experiences of adult life
- the provision of opportunities beyond the National Curriculum
- a logical development through the Key Stages
- a suitable range of academic courses at each Key Stage, appropriate to the abilities of the students
- an effective programme of moral, religious, personal, social and health education which supports British values and is congruent with the School's aims and ethos

## ***Curriculum Structure***

In the early years the emphasis is on acquiring skills in a wide variety of subject areas. At GCSE and in the Sixth Form the range of subjects available is designed to keep as many options open as possible in order to give each pupil an opportunity to study an appropriately wide variety of subjects in Higher Education.

In each year a comprehensive Personal Development programme of Citizenship, life skills and other opportunities is provided including visiting speakers, Industry conferences, residential courses, Field Days, Business Awareness Days, Team Building, Outward Bound, and other activities. A programme of Careers awareness and guidance is tailored to the needs at each Key Stage

The School has a strong commitment to the non-timetabled curriculum, the objectives of which supplement and extend those of the timetabled curriculum.

The subjects currently available are summarised in the table below. Further details including option choices can be found on the curriculum page of the school website.

c = core subject o = option  
o1 = choose 1 of these options  
o2 = choose 2 of these options (some conditions apply)  
o3 = choose 3 of these options (some conditions apply)  
o4 = choose 4 of these options (some conditions apply)

	<b>J</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4/5</b>	<b>6th</b>
<b>English</b>	c	c	c	c	c	o <sup>4</sup>
<b>Mathematics</b>	c	c	c	c	c	o <sup>4</sup>
<b>Biology</b>			c	c	c	o <sup>4</sup>
<b>Chemistry</b>			c	c	c	o <sup>4</sup>
<b>Physics</b>			c	c	c	o <sup>4</sup>
<b>Science</b>	c	c				
<b>Languages</b>	c					
<b>French</b>		o <sup>2</sup>	o <sup>2</sup>	o <sup>2</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>German</b>		o <sup>2</sup>	o <sup>2</sup>	o <sup>2</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Spanish</b>		o <sup>2</sup>	o <sup>2</sup>	o <sup>2</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Chinese</b>		o <sup>2</sup>	o <sup>2</sup>	o <sup>2</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Latin</b>	c	c	c <sup>4</sup>	o <sup>2/3</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Geography</b>	c	c	c	c	o <sup>4</sup>	o <sup>4</sup>
<b>History</b>	c	c	c	c	o <sup>4</sup>	o <sup>4</sup>
<b>Religious Studies</b>	c	c	c	c	o <sup>4</sup>	o <sup>4</sup>
<b>Drama</b>	c	c	c <sup>4</sup>	o <sup>3</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Music</b>	c	c	c <sup>4</sup>	o <sup>3</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Art / Photography</b>	c	c	c <sup>4</sup>	o <sup>3</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Design Technology</b>	c	c	c <sup>4</sup>	o <sup>3</sup>	o <sup>4</sup>	o <sup>4</sup>
<b>Greek outside t-table</b>				o	o	
<b>Computing</b>	c	c	c	o <sup>3</sup>	o <sup>4</sup>	
<b>PE / swim</b>	c	c	c	c	c	
<b>Games</b>	c	c	c	c	c	c
<b>Sports Science</b>					o <sup>4</sup>	o <sup>4</sup>
<b>Business Studies</b>						o <sup>4</sup>
<b>Classical Civilisation</b>						o <sup>4</sup>
<b>Economics</b>						o <sup>4</sup>
<b>Government &amp; Politics</b>						o <sup>4</sup>
<b>Psychology</b>						o <sup>4</sup>
<b>Extended Project</b>						o

### ***Curriculum details***

Full details of the academic programmes of study are included in the individual schemes of work produced by Heads of Department. Supervision of the department handbooks, and regular meetings with Heads of Department, ensures that these do not undermine British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We currently have no pupil with an Education, Health and Care plan. The needs of any such pupil we may have at any time are coordinated by the SENCO, who ensures that statutory requirements and individual needs are met. IEPs are provided for students with SEND where appropriate and these are made available to all teachers to ensure the curriculum remains accessible to all students.

### ***Speaking, Listening, Literacy and Numeracy Skills***

Pupils acquire skills in speaking and listening, literacy and numeracy. Attention is paid to these skills across the curriculum and not just in Mathematics, Science, English, MFL and Latin. Pupils are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations. Questioning and collaborative learning are at the heart of our academic aims and methods, as described in the [Teaching and Learning Policy](#). Lessons are conducted in English; where English is not the pupils' first language, we ensure at the point of entry that the pupil will be able to cope with the teaching provided. A more detailed explanation of the School's approach is provided in our [EAL Policy](#).

### ***Personal Development, including PSHE***

The School's aims and ethos underlines the respect for all in the community, in line with the Equalities Act 2010. It comprises a wide range of topics delivered throughout the year and to all year groups. Topics include safeguarding and understanding the risk from others, keeping safe online and building resilience to the risk of radicalisation and extremism. Please see the Personal Development handbook for further details.

### ***Careers Guidance***

Detailed information is given on GCSE and A level choices and a brochure is produced annually with the most up-to-date information on the courses available, their content and their applicability to the full range of careers. This guidance is backed up by Heads of Year and Form Tutors in year-group assemblies and tutorial time, and through the Personal Development program. A Sixth Form Choices evening is held in October, to which pupils and parents are invited, to explain the nature of the courses available. Pupils are provided with access to independent and impartial careers guidance and advice. The aim is to enable pupils to gain sufficient information about courses, training, education and occupations beyond school so that they can make well-informed decisions about their subject choices and career pathways. Opportunities for work experience and careers-related are also offered and encouraged, usually in the Sixth Form. Regular Careers Evenings are held each year when visiting professionals give advice to pupils and their parents on university courses and career possibilities.

### ***Progress***

All pupils are given the opportunity to learn and make progress. The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. Teachers take into account the needs of pupils, as a class and as individuals, when preparing lessons. In some subjects in some years (e.g. Science and Mathematics), we set pupils to enable them to make progress at an appropriate level and speed. Teachers pay heed to the Independent Education Plans drawn up for pupils with learning difficulties.

## ***Activities and the Co-Curricular Programme***

Trinity offers an extensive range of activities, which aid the pupils' personal, social, emotional and physical development and their communication and language skills. All year groups have a weekly Games afternoon. A rich variety of sports is on offer; those naturally interested in sport are encouraged to foster and develop their talents to a high level. On the other hand, it is recognised that not all are natural sportsmen/women. We are committed to encouraging physical fitness and provide a full range of activities, so that each pupil at every level can find something to his/her liking and so develop physical fitness and the ability to be part of a team and to work together. A wide range of co-curricular activities is on offer. The specific provision of these is tailored to the age of the pupils concerned and, in the Sixth Form, care is taken to ensure that there are activities to suit both boys and girls. There are also many department/subject-based societies, and other societies often run by pupils which are open to all members of the School. All pupils are encouraged to attend these and to take part in them. Some activities have an academic base, some are more practical and artistic. At every level, we encourage pupils to learn to play a musical instrument and to take part in the many orchestras, choirs and ensembles. There is a good variety of school drama productions each a year.

## ***Teaching British Values***

The breadth of the curriculum provides pupils with the experience of many issues which they will face in life in British society. The Personal Development programme at all levels explicitly encourages pupils to think about human relationships in an age-appropriate way; while such issues are regularly discussed in Religious Studies lessons and through the medium of English Literature and Drama. British values are actively promoted in various elements of the curriculum, most significantly in History and Government and Politics, and in Personal Development lessons. Societies provide other stimuli, whether in the form of visiting speakers on topics such as politics/economics/gap year opportunities etc., or activities such as Primary School placement, Young Enterprise, the CCF or the Duke of Edinburgh's Award scheme. Numerous educational visits contribute further to this broader education, as do the optional and extensive trips offered in the holidays.

## ***Curriculum Planning and developments***

Each year we review the subjects offered to ensure the curriculum fulfils our objectives. This has resulted in the addition of Pre-U Chinese to the list of subjects offered in the Sixth Form from September 2017. Computer Science was also recently added to our list of available subjects at GCSE with the first cohort taking the new GCSE in 2018. The new A level in Computer Science will be offered from September 2019.

Each year we monitor alternative and developing schemes of assessment, such as the International Baccalaureate and the Pre-U qualifications, but at present we believe A levels serve our students best in all subjects in the Sixth Form, except for Chinese, which will offer the Pre-U qualification from September 2017. We follow a mixture of GCSEs and International GCSEs in Key Stage Four.

## ***Medium and long term plans***

We do not anticipate any major changes to the above plans in the medium or long term, although in the next few years we shall be monitoring our 6<sup>th</sup> form curriculum carefully to ensure we offer the right level of breadth and opportunities to enable our students to progress to suitable higher education and career opportunities.

Author / Reviewer:	Mr N H Denman (Director Of Studies)
Date of last review:	April 2018
Policy approved by:	Senior Management Team
Date of Approval:	April 2018
Date of next Review:	April 2019
Governor cttee responsible for oversight:	Teaching and Learning Committee
Chairperson of Governor committee:	Mr S Jetha
Date of next review by committee:	May 2019