**ST MARY’S & THE NEW NATIONAL CURRICULUM**

**In accordance with the National Curriculum, St Mary’s will offer a curriculum which is balanced and** **broadly based in intent.**

**It will:**

1. **promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and**
2. **prepare pupils at the school for the opportunities, responsibilities and experiences of later life.**

* **The school curriculum comprises all learning and other experiences that the school plans for its pupils.** The national curriculum forms one part of our school curriculum.
* We will make provision for **a daily act of collective worship** and **will teach religious education** and **sex and relationship education** to all pupils.
* **We will follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. We will publish their school curriculum by subject and academic year online.**
* We will make provision for **personal, social, health and economic education (PSHRE),** drawing on good practice.

**THE NATIONAL CURRICULUM IN ENGLAND**

**AIMS**

* The national curriculum provides pupils with **an introduction to the essential knowledge that they need to be educated citizens.** It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
* **The national curriculum is just one element in the education of every child.** There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. **The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.**

**STRUCTURE**

* We will organise **our curriculum on the basis of two key stages and twelve subjects, classified in legal terms as ‘core’ and ‘other foundation’ subjects.**
* **The organisation of our school day will ensure that the content of the national curriculum programmes of study is taught to all pupils.**

**KEY STAGE 4 ENTITLEMENT AREAS**

**St Mary’s will meet the requirement that: ‘The arts (comprising art and design, music, dance, drama and media arts), design and technology, the humanities (comprising geography and history) and modern foreign language are not compulsory national curriculum subjects after the age of 14, but all pupils in maintained schools have a statutory entitlement to be able to study a subject in each of those four areas’.**

**We will;**

* **provide access to a minimum of one course in each of the four entitlement areas**
* **provide the opportunity for pupils to take a course in all four areas, should they wish to do so**
* **provide courses that give pupils the opportunity to obtain an approved qualification.**

**INCLUSION**

**SETTING SUITABLE CHALLENGES**

Teachers at St Mary’s should:

* **set high expectations for every pupil.**
* plan **stretching work for pupils whose attainment is significantly above the expected standard.**
* **plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.**
* **use appropriate assessment to set targets which are deliberately ambitious.**

**RESPONDING TO PUPILS’ NEEDS AND OVERCOMING POTENTIAL BARRIERS FOR INDIVIDUALS AND GROUPS OF PUPILS**

**Teachers at St Mary’s should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.**

* A wide range of pupils have **special educational needs**, many of whom also have **disabilities**. Lessons should be planned to ensure that there are no barriers to achievement. The **SEN Code of Practice** includes advice on approaches to identification of need which can support this. **A minority of pupils will need access to specialist equipment and different approaches.** The SEN Code of Practice outlines what needs to be done for them with every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
* With the right teaching, that recognises their individual needs, many **disabled pupils** may have little need for additional resources beyond the aids which they use as part of their daily life. **Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.**
* **Teachers must also take account of the needs of pupils whose first language is not English.** **Monitoring of progress should take account of the pupil’s age, length of time in this country, previous educational experience and ability in other languages.**
* **The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.**

**NUMERACY AND MATHEMATICS**

**Teachers at St Mary’s should;**

* **use every relevant subject to develop pupils’ mathematical fluency.** Confidence in numeracy and other mathematical skills is a precondition of success across the national curriculum.
* **develop pupils’ numeracy and mathematical reasoning in all subjects** so that they understand and appreciate the importance of mathematics.

**LANGUAGE AND LITERACY**

**Teachers at St Mary’s should;**

* **develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject**. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. **Fluency in the English language is an essential foundation for success in all subjects.**

**Spoken Language**

* **Pupils should be taught to speak clearly and convey ideas confidently using Standard English.**
* They should learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication.
* They should be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. **This will enable them to clarify their thinking as well as organise their ideas for writing.**

**Reading and Writing**

* **Teachers should develop pupils’ reading and writing in all subjects** to support their acquisition of knowledge.
* **Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.** Schools should do everything to **promote wider reading.** They should provide library facilities and set ambitious expectations for reading at home.
* **Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation.** They should be taught **the correct use of grammar.** They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

**Please feel free to navigate to a particular department page where our Heads of Department and Subject Teachers have kindly provided information on their subject.**