

CURRICULUM POLICY

AIMS/PURPOSE/VALUES

The main values and purposes of the curriculum are linked to the type of education in which Trinity High School believes and seeks to provide, namely, that of a Christian environment in which young people are safe, secure, cared for and happy, and are able to develop into articulate, confident and well qualified citizens of the world. We believe that every child is called to become a perfect creation and, therefore, that every child matters.

GENERAL PRINCIPLES

Education is a route to the spiritual, moral, social, cultural, physical, mental development and well being of the student. It is also a route to equality of opportunity for all, a healthy and just democracy, a productive economy and sustainable development. Education should help students to value themselves, their families, relationships, wider groups, the diversity of society and the environment in which they live. Education should also strengthen the virtues of truth, justice, honesty, trust and duty.

Simultaneously, education should prepare students to respond to opportunities and challenges, and prepare them to succeed as individuals, parents, and citizens in a diverse and rapidly changing world.

Such values and purposes are reflected in the main aims of the Trinity curriculum:

- i) To provide opportunities for all students to learn and achieve.
- ii) To promote students' spiritual, moral, social and cultural development.
- iii) To prepare students for the opportunities, responsibilities and experiences of life.

Within these aims the curriculum seeks the following:

- ◆ To develop the skills of literacy, numeracy and information and communication technology (ICT).
- ◆ To create opportunities for students to think creatively and critically and to solve problems.
- ◆ To be creative, innovative, to show enterprise and leadership potential and, by doing so, prepare students for their future lives.
- ◆ To develop financial literacy.
- ◆ To develop physical skills and to encourage a healthy, safe lifestyle.
- ◆ To distinguish right from wrong and appreciate the beliefs and customs of others.
- ◆ To encourage integrity and autonomy, and help students develop into caring citizens who can contribute towards society.
- ◆ To develop a respect for the environment.

Our curriculum intends to encourage equality of opportunity, challenging discrimination and stereotyping, especially important in our multi ethnic and multi faith community. The curriculum aims to promote self-esteem, emotional well-being and the capacity to maintain worthwhile relationships based on respect, to relate to others and to work for the common good.

Our curriculum emphasises the development of the whole pupil.

THE CURRICULUM AT TRINITY CHURCH OF ENGLAND HIGH SCHOOL

The purpose of Trinity's curriculum is consistent with that of the National Curriculum; that is, to establish an entitlement, promote standards, continuity and coherence. The curriculum is largely delivered through the core and foundation subjects, divided into separate programmes of study, or schemes of work, assessed by attainment targets and level descriptors and, at Key Stage 4, linked with qualifications such as GCSE. The curriculum develops religious education, sex education and careers education. Other components of the curriculum include financial capability, enterprise, work related learning and education for sustainable development.

We regard the National Curriculum as a minimum entitlement for our children. Drama and dance, therefore, are experienced by all, because we believe breadth of experiences are important. There is also a particular emphasis on learning beyond the classroom and on providing students with residential learning experiences.

We want our students to become independent learners and our Key Stage 3 curriculum in particular is structured to facilitate this. The enquiry skills (ICT) programme plays a role in this. The correct curriculum during the first three years of secondary school is essential for later examination success. Care, therefore, is given to transition, and resources are allocated to support the Key Stage 3 curriculum, for example in English, mathematics, modern languages and enquiry skills.

All areas of the curriculum are regarded as of equal worth. Awards for the school's work in the arts and sport are evidence of this commitment to a broad curriculum: Religious Education and Sportsmark Awards are currently held by the school.

At Key Stage 3 there is a commitment to providing a broad and balanced curriculum, accessible to all. However, at Key Stage 4 the curriculum is more differentiated in order to cater for individual interests and aptitudes. This allows students to choose three subjects (options) of their choice from a diverse list. Provision is made for the more academically able and for those wishing for a more practical and work-related programme of study. All students share a common extended core curriculum.

MONITORING AND EVALUATION

The curriculum will inevitably grow and develop, responding to changes in society and the needs of students. Such changes will be made known to the Governors' Curriculum Committee who, with senior staff advice, will have oversight of the monitoring, evaluation and development of the school curriculum. Any policy changes will be ratified by the Full Governing Body.