



CURRICULUM POLICY

Published by: Head of Compliance

Date Published: 21/9/23

Version number: 4

Approved by: Boys' Division SLT

1. Legislation and References

Under the Education Act 2002, all schools must provide a balanced broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- Prepares pupils at the school for opportunities, responsibilities and experiences of later life

Revised Department for Education statutory guidance states that from September 2020 all schools must deliver:

- Relationships Education (Primary) and Relationships and Sex Education (Secondary).

This policy is also supported by departmental schemes of work and other policies and protocols on assessment and teaching and learning, including policies on PHSE, RSE, SEND and EAL

2. Inclusion and equality of opportunity

Bolton School Boys' Division provides a full-time, supervised education for all its pupils, giving equal access and experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Classroom practice and pedagogy will consider pupils' age, ability, cultural background, SEND needs and will be adjusted to enable all students to access the learning.

All pupils will have the opportunity to learn and make progress and will acquire speaking, listening, literacy and numeracy skills through subject matter appropriate to their ages and aptitudes. Students with additional needs, including those pupils with an Educational and Health Care plan, will be taught so that they can have full access to the curriculum. The school also provides support for Pupils who have English as an additional language by providing focussed support and, if necessary, adjustments to the curriculum offer.

In some subjects, across the School, pupils are in sets by ability to facilitate the provision of sensible differentiation.

The curriculum, together with extracurricular and social activities, allow pupils to acquire speaking, listening, literacy and numeracy skills in each of the areas of experience listed below. In each year, the students follow a SPACE and Pastoral Curriculum programme (covering all aspects of PSHE and RSE) and they receive appropriate careers guidance from Year 7 onwards. The School takes very seriously its responsibility to give its students excellent preparation for the opportunities, responsibilities and experiences of adult life. It aims to provide an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all students to the broad and balanced curriculum to which they are entitled, in line with the Equality Act of 2010. The ethos and curriculum of the school supports fundamental British values and therefore ensures that all students receive effective preparation for the opportunities, responsibilities and experiences of life in British Society.

3. Ethos

The curriculum helps us to aim to achieve two core school objectives: to provide a holistic educational experience with a commitment to the highest standards of academic achievement; and equipping students with a breadth of academic skills and knowledge.

All subjects encourage the student to develop speaking, listening, literacy and numeracy skills. The curriculum develops the following skillsets:

- **Linguistic:** Pupils develop fluency in; accurate use and understanding of English, through listening, speaking, reading and writing throughout the Curriculum, but most specifically in their study of English language and literature. Additionally, all pupils will strive for proficiency in at least one foreign language, with the majority having the opportunity to attain knowledge and understanding of at least one other additional modern foreign language from Y8 (**Either** French studied in Y7 **or** Spanish **and** German **or** Russian) alongside the study of an ancient language (Latin) in Years 7-9. The GCSE curriculum allows pupils the opportunity to study up to three modern languages with all pupils expected to study at least one and both Latin and Greek are available as options. Joint teaching with the Girls' Division ensures these options remain at A-level for all pupils. Mandarin is also available as an after-school option for which a supplement is charged.
- **Mathematical and scientific:** Pupils will acquire skills in numeracy; in problem-solving; and proficiency in mathematical and scientific methods and investigations, through practical activity, exploration and discussion; to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. All pupils are taught Mathematics in Y7-11 in ability sets. The study of Science allows pupils to increase their knowledge and understanding of nature, materials and forces and to develop the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Pupils follow a general Science course in Y7 before being taught Biology, Chemistry and Physics as separate subjects. The majority of pupils take the three single sciences for GCSE with some taking the Trilogy which leads to two GCSEs.
- **Technological:** Pupils experience working with tools, equipment, materials and components to produce good quality products and evaluating processes and products; develop proficiency in the use of ICT and a sense of the importance of being able to develop, plan and communicate ideas. All pupils are taught an introductory ICT course in Y7 and a broad technology curriculum in years 7-9 that includes all aspects of design engineering, including coding and electronics. Product Design (Design Engineering) and Electronics are offered as GCSE and A-level subjects and Computing is offered at A-level as mixed classes in the Girls' division.
- **Aesthetic and creative:** Pupils will develop the appreciation of, and the development of ability in, the creative and expressive arts; to be concerned with aesthetic and creative aspects and the processes of making, composing and inventing using personal, imaginative and practical responses. All pupils study Art and Music in Y7-9 with both being available as GCSE and A-Level options. Additionally, Graphic communication is offered at A-Level and Drama and Theatre studies is offered in mixed classes by the Girls' Division.
- **Human, and Social:** Pupils will develop a personal awareness of the importance of these areas; through a proficiency in the knowledge of concepts, issues and applications in history, geography and technology; a knowledge and appreciation of humankind, our heritage, human achievements and aspirations; and a concern for environmental and ecological issues. These are principally taught through geography, religious studies, classical civilisations and history lessons and all pupils are expected to study at least one of these subjects at GCSE level.
- **Physical:** Pupils learn the development of physical control and coordination of body and mind and a knowledge and understanding of the basic principles of fitness and health; to develop tactical skills and imaginative responses and to help evaluate and improve their performance; a training in personal, inter-personal and social responsibility. Physical education and Sport remain part of our curriculum in all years and the importance of healthy lifestyles is further taught through our pastoral curriculum and SPACE session in all year groups.

4. RSE and PSHE

The Boys' Division provides Personal, Social, Health and Economics education and Relationships and Sex Education through the Pastoral Curriculum period, assemblies, and SPACE. The aims of this are:

- To provide clear and reliable information for students.
- To encourage personal responsibility in all forms of behaviour and equip pupils with the skills necessary to make informed choices.
- To reduce anxiety, encourage self-esteem and promote wellbeing.
- To encourage respect and consideration for others, particularly those with protected characteristics set out in the 2010 Equality Act.
- Learn to recognise and manage risk and take increasing responsibility for themselves and their actions
- Understand the importance of wellbeing and how to tackle issues that can affect their ability to learn
- Be encouraged to make positive contributions to their families, schools and communities
- Explore differences and learn to value diversity in all its forms
- Reflect on their own individual values and attitudes
- Identify and articulate feelings and emotions and manage difficult situations positively.
- To foster independent thought, curiosity, a spirit of enquiry and adventure.

Progress in RSE is monitored by form tutors and reported to parents regularly.

5. Enrichment

The School endeavours to provide an extensive programme of co-curricular activities to provide enrichment through academic subjects, sport, music, drama, and clubs/ societies; to cater for the needs of our students and develop their leadership skills, to complement the skills and knowledge learned in the classroom and, to help foster wider interests.

Pupils may also opt to take part in the particularly wide range of individual instrumental lessons offered in parallel to the timetable.

6. Careers Education

Effective and detailed careers guidance and Higher Education advice are provided at appropriate points throughout a pupil's school career.

The careers education provided enables pupils to know how their strengths, weaknesses and interests relate to the world of work and provides them with skills needed to be successful in making applications and at interview. Careers advice is presented in an unbiased and impartial manner using platforms such as UniFrog to encourage pupils to fulfil their potential. Pupils learn about different careers and opportunities and gain information about further education and occupations beyond school. Individual guidance and advice are provided to help students choose their GCSE subjects, A-Level subjects, Higher Education courses and future employment.

Numerous Careers guidance opportunities are provided through the SPACE programme and the Pastoral Curriculum in addition to a wide range of talks from Alumni. The careers co-ordinator works closely with the Development Office to co-ordinate a comprehensive programme that includes a joint bi-annual careers

fair, interview skills evenings, world of work talks for specific careers, Morrisby careers aptitude tests and 1:1 follow up interviews as well as Enterprise and Skills training.

The UCAS applications are overseen by the Director of Higher Educational Applications. Each boy's application is closely monitored throughout by his form tutor and expert advice on university and course choice is provided, along with a careful scrutiny of their Personal Statements. There are regular lunchtime talks on different aspects of Higher Education. Pupils with aspirations of becoming medics or going up to Oxford or Cambridge are catered for from a very early stage.

7. Curriculum Management and Delivery

The teaching staff is made up of highly qualified professionals with expert knowledge of their subject. The curriculum content and delivery are managed by the Deputy Head (Academic), supported by the Assistant Head (Assessment & Achievement), who leads the Heads of Department. This group meets each half term to discuss issues affecting the curriculum and teaching and learning. The Learning Development Group, leads teaching and learning initiatives that inform appraisal and CPD for all staff.

Within this overall curriculum structure, the responsibility for devising schemes of work and delivering the curriculum lies with the Heads of Department and schemes of work will guide the day to day work of colleagues. The Assistant Head (Assessment & Achievement) has oversight over the Assessment Map for subjects. The nature of classroom teaching is guided by Bolton School Pupils' Division's Teaching and Learning Policy.

The School's Homework Guidance provides direction on appropriate time allocations and task setting.

The work undertaken in particular subjects often goes well beyond what is strictly required of students in public examinations. We want to ensure that pupils are gripped by a fascination for the subject and take their studies further out of interest, not in order merely to gain a particular examination grade.

The normal way of working in School is handwriting with pen and paper in order to prepare for external examinations. However, pupils and staff use iPads extensively for teaching and learning with work submitted, reviewed and feedback provided via the iPad and various apps.

The Assessment and Reporting Policy provides clear structure: each pupil's progress is monitored and formally reported to parents regularly throughout the academic year via a combination of a written report, grade reports and a Parents' Evening. The progress of pupils is monitored through a tracking system and there are various ways by which teachers and tutors follow the development of the pupils and use assessment to inform future teaching and learning.

The Deputy Head (Academic) is responsible for the organisation of the curriculum throughout the School and they welcome contact from parents or prospective parents to discuss any aspects of our provision in this area.