

[Type text]

The Champion School Curriculum (2020-21)

The school's curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences of adult life. Pupils are expected to acquire skills in speaking and listening, literacy and numeracy skills as well as develop subject knowledge across the curriculum.

We provide personal, social, health and citizenship education; careers guidance and an appropriate programme of enterprise activity. Religious education is at the heart of the curriculum.

The curriculum at The Champion School is based on our school aims:

1. *To lead young people to faith in Christ and to mature understanding of the Catholic Faith;*
2. *To develop in its pupils inquiring minds through the study of a broad range of subjects and through the encouragement of self-discipline and hard work in the pursuit of excellence;*
3. *To encourage young people to fully develop themselves intellectually, socially, emotionally, physically and spiritually through academic study and through participation in extracurricular activities*

Curriculum aims

The school aims to:

- Provide pupils with a full and rounded entitlement to learning
- Ensure that pupils develop essential literacy and numeracy skills.
- Foster pupils' creativity and develop essential skills, including learning skills.
- Promote a healthy lifestyle.
- Inspire pupils to a commitment to learning which will last a lifetime.
- Promote high standards in all learning and teaching.
- Promote community cohesion.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief (or gender in the Sixth Form).

A variety of teaching and learning methods and materials are used in all courses to suit pupils' different needs.

[Type text]

Curriculum Structure

The school operates a 2-week timetable; 5 one hour lessons per day. As such, there are 50 periods in a 2 week timetable cycle.

| Year 7 | Periods |
|--------------|---------|
| Maths* | 6 |
| English* | 7 |
| Science* | 5 |
| Computing* | 2 |
| French* | 5 |
| Geography* | 3 |
| History* | 3 |
| RE* | 5 |
| Games* | 2 |
| PE* | 2 |
| Des/Tech* | 4 |
| Art* | 2 |
| Music* | 2 |
| Drama* | 1 |
| Citizenship* | 1 |
| | 50 |

| Year 8 | Periods |
|--------------|---------|
| Maths | 6 |
| English* | 7 |
| Science* | 6 |
| Computing* | 3 |
| French | 5 |
| Geography* | 3 |
| History* | 3 |
| RE* | 5 |
| Games* | 2 |
| PE* | 2 |
| Des/Tech* | 3 |
| Art* | 2 |
| Music* | 2 |
| Citizenship* | 1 |
| | |
| | 50 |

| Year 9 | Periods |
|------------|---------|
| Maths | 7 |
| English* | 7 |
| Science | 6 |
| Computing* | 2 |
| French | 5 |
| Geography* | 4 |
| History* | 4 |
| RE* | 5 |
| Games* | 2 |
| PE* | 2 |
| Des/Tech* | 2 |
| Art* | 2 |
| Music* | 2 |
| | |
| | |
| | 50 |

* Mixed ability groups

Option System

Students opt for their KS4 programme of student in the spring term of Year 9. Appropriate guidance is given to students and parents so that suitable choices are made.

All pupils study English, maths, science and RE. They have a choice of French or BTEC Enterprise and then opt for 3 further GCSE courses.

KS4 Options (2020-21)

Design and Technology

PE

Music

History

Art

Geography

Computing

Business Studies

| Year 10 | Periods |
|-----------------|---------|
| Maths | 6 |
| English | 7 |
| Science | 10 |
| RE | 5 |
| French or BTEC | 5 |
| <i>Option 1</i> | 5 |
| <i>Option 2</i> | 5 |
| <i>Option 3</i> | 5 |
| Games | 2 |
| | |
| | |
| | 50 |

| Year 11 | Periods |
|-----------------|---------|
| Maths | 6 |
| English | 7 |
| Science | 10 |
| RE | 5 |
| French or BTEC | 5 |
| <i>Option 1</i> | 5 |
| <i>Option 2</i> | 5 |
| <i>Option 3</i> | 5 |
| Games | 2 |
| | |
| | |
| | 50 |

Nb There are 2 pathways for science in KS4:

1. Triple Science: GCSEs in biology, chemistry and physics

[Type text]

2. Double Science (referred to by the examining board as *Trilogy*): 2 x GCSEs in combined sciences

Students are guided as to which pathway they should study.

In Key Stage 4 some students have a reduced programme of study if it is felt that this will support their progress.

The Sixth Form Curriculum

Students opt for either an A level based programme of study or a level 3 BTEC.

| A Level Options (2020/21) | BTEC Options |
|------------------------------|-----------------|
| Art | Sport |
| Biology | Business |
| Business Studies | |
| Chemistry | |
| Computer Science | |
| Economics | |
| English Literature | |
| Further Maths | |
| Geography | |
| Gov. and Politics | |
| Graphics | |
| History | |
| Maths | |
| PE | |
| Physics | |
| RE | |
| Classics | |
| Psychology | |
| | |
| | |

The entry requirements for the above courses are made available to students at the Sixth Form presentation evenings for Year 11 students.

Most A level students study 3 subjects in Year 12 which they follow through into Year 13. This may be adapted for certain students.

The Extended Project Qualification is undertaken by most Year 12 students and is also available to Year 13 students.

[Type text]

Below are examples of programmes of study for Sixth Formers.

The exact allocation may vary between students. Any non-timetabled time is spent on the EPQ, private study or related activities. This is added to individual students' timetables.

There is a general RE programme that takes place over themed days in Year 12 and 13.

| Year 12 A level | Periods |
|-----------------|---------|
| A level 1 | 9 |
| A Level 2 | 9 |
| A level 3 | 9 |
| General RE | 2 |
| Games | 2x2 |
| | |

| Year 12 BTEC | Periods |
|--------------|---------|
| BTEC | 27 - 30 |
| Games | 2x2 |

| Year 13 A level | Periods |
|-----------------|---------|
| A level 1 | 9 |
| A Level 2 | 9 |
| A level 3 | 9 |
| Games | 2x2 |

| Year 13 BTEC | Periods |
|--------------|---------|
| BTEC | 27 - 30 |
| Games | 2x2 |

Social, Moral, Spiritual and Cultural Education (SMSC)

There are a range of activities across the curriculum which promote SMSC. Much of this is delivered through the PSHE and RE programmes, but within all subjects areas we take opportunities to ensure the following:

- Students develop a clear understanding of right and wrong based on Gospel values
- They understand how to approach ethical issues
- Students reflect on their faith, their values and feelings
- They have a sense wonder about the world
- They make the most of opportunities to take on responsibilities for their own benefit but also the benefit of others
- They explore the values and beliefs of a range of cultures
- They respect diversity and tolerance

Students are also prepared for the world of work via a range of work related activities across the curriculum. There is also appropriate guidance and support delivered through the PSHE programme, Year group activities and individual interviews.

All students have access to independent careers guidance.

All Year groups have 6 *floating* PSHE/citizenship periods a year.

[Type text]

British Values

Students understand the British civil law concept of right and wrong as well as British values. These are promoted across the curriculum (examples from RE and history are detailed below), but particularly within the PSHE programme. For example, in Key stage 3, there are units of work on democracy, voting, civil and personal rights, the European Union, racism, legal rights and family and community responsibility. Year 7 also have a discrete citizenship program which focuses primarily on British values, healthy eating and social structures.

Regular assessment takes place across the curriculum.

In Key stage 4 there are units of work on human rights, discrimination and the British economy.

There are also presentations from guest speakers and educational visits and activities that support developing an awareness of British culture and values. Recent examples include a trip to the Houses of Parliament, visits to a mosque and an address by Lord Alton (an Old Boy of the school).

Promoting British Values in RE

With regards to discrimination, law and ethnicity, our Year 11 course includes a whole topic on the importance of accepting other genders, faiths and ethnic minorities with particular reference to living in a multi-cultural, multi-faith and multi-ethnic society. Students learn the challenges this may present and also the importance from a sociological and Christian perspective of treating people with respect and tolerance. This is specifically examined as part of their GCSE and includes an examination of the legislation preventing crimes of prejudice and discrimination.

Throughout all Key stages, diversity is identified and celebrated - with particular reference to the world religions of Judaism, Islam and Hinduism. Students are able to identify important features within faiths and draw comparisons between them and their own faith perspective.

Promoting British Values in History

The theme of British values runs throughout the schemes of work for both history and government and politics.

In Year 7 we study the Magna Carta and the Peasants' Revolt which address the issues of discrimination and tolerance, the rights of individuals to hold their own beliefs and the role of the state in protecting these rights. We also analyse the nature of power and authority through the development of and challenges to the monarchy.

In year 8 we study the Reformation in England, the English Civil War, the impact of the industrial revolution including the development of trade unionism and voting rights, slavery and the development of civil rights in the USA. These again develop an understanding of combating discrimination and the right to hold beliefs. They also address the issue of personal freedom and rights and the role of the state in protecting these. The importance of the rule of law and the democratic process are covered in some depth.

In Year 9 we study war in the twentieth century which addresses the idea of a just war and the role of the state in defending democratic values. Our study of the Holocaust is rooted in

[Type text]

the need for the state to uphold peoples' basic civil rights and what happens when this fails to occur. The Nuremburg trials presents to students the concept of accountability for one's actions whatever one's status in society.

In the GCSE course we study Weimar and Nazi Germany, the Cold War, Crime and Punishment, c1000 to the present and Early Elizabethan England, 1558 to 1588. These allow the students to engage with the rights of citizens and their ability to protest against injustices and any restrictions on these rights in order to hold governments to account. The importance of democracy and the dangers of dictatorships of differing political and religious natures is a prevailing theme throughout all the units. It also focuses on the rule of law and the ways of delivering this in different periods of British History.

At A level the study of the British and American political systems has clear relevance to the promotion of British values. Within the history course we study the period 1450-99 and the Wars of the Roses and analyse the nature of power and authority; Russia between the Revolution and Stalin which highlights citizen's rights and dictatorships, and Ireland under the union which features the problems created when a state favours one religious group over another and the dangers associated with a state that fails to protect the rights of its citizens.

At all Key Stages we develop the students' critical skills which will assist them in analysing opinions and information in order to ascertain it reliability and how convincing it is which can be applied to political campaign materials and radical propaganda.

Assessment and Marking

Key work in KS3 is assessed according to our own internal levelling process. This is referenced to national criteria.

Key work in KS4 is assessed according to GCSE/BTEC criteria. Likewise, work in the Sixth Form is marked with reference to A level/BTEC level 3 criteria.

The schools' Curriculum and Assessment Policy is available from the school on request.