



Maria Fidelis
Catholic School FCJ

Curriculum Policy	
Committee	Curriculum
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Ratified By Governing Body	30 th January 2023
Frequency of Review	2 years
Next review Date	January 2025

The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

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Curriculum Policy

Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21st Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

Aim

To provide an attractive and appropriate curriculum for a diverse learning community which:

1. Supports the growth, through Christ, of each student.
2. Meets statutory requirements.
3. Supports improved achievement.
4. Is flexible enough to meet the needs of individual students.
5. Is attractive to all learners and motivates them to succeed beyond expectation

Policy

1. We aim to offer a broad, balanced, relevant, differentiated, and inclusive curriculum which is in accordance with national requirements and good practice, but has a distinctive character derived from the strengths and traditions of the school and which reflects the school's ethos and heritage.
2. At Key Stage 3 and Key Stage 4 the curriculum conforms to the National Curriculum programmes of study and all other statutory requirements. At Key Stage 5, students are guided formally towards a personalised curriculum which meets their individual needs and aspirations. There are clear and diverse pathways through from Key Stage 3 to Key Stage 5.
3. Our curriculum has been developed to meet the requirements of the expectations of the Catholic Education Service, and our commitment to the provision of a wide range of subjects, including breadth in our modern languages and creative choices. Students are grouped in a variety of ways according to the needs of the subject.
4. Our commitment to providing a curriculum which reflects the English Baccalaureate range of subjects means that students are strongly encouraged to study at least one Foreign Language at GCSE level. Able linguists can take two languages. Most students will also take either History or Geography to GCSE Level. All students have the opportunity to study a range of creative subjects.
5. As students enter Key Stage 4, we aim to provide a personalised curriculum for them as appropriate, working with external agencies to ensure appropriate course provision. Our options blocks are built around student preferences, rather than being determined in advance. We engage students and parents in decisions regarding their guided choices. All students are entitled to examination entry in their chosen subjects, provided that they have met the basic requirements of attendance and coursework or controlled assessment completion.
6. The curriculum offered at Key Stage 4 and Key Stage 5 ensures that there are clear progression routes to enable students to continue their post-16 education at Maria Fidelis, and to prepare them for higher education and / or the world of work. This includes Study Programmes for Key Stage 5 which meet current guidelines.
7. Support for students with Special Educational Needs, and those for whom English is an additional language, is provided in class and through small withdrawal groups. All students with SEND are encouraged and supported to follow as much of the main steam curriculum as possible. Students are provided with opportunities to extend their skills and talents, which includes the provision of additional classes and extension opportunities for more able and talented students, as well as intervention and support provision as required (see also SEND Policy.)

8. Formal assessments of learning are conducted according to our Assessment, Recording and Reporting Policy and targets are shared with students and their parents regularly. Assessments of students' learning are also made more informally and frequently.
9. The implementation of this policy is monitored through whole school, departmental and pastoral self-review.

Curriculum provision

Key Stage 3: (years 7 to 9)

A 3-year course covering the Key Stage 3 Programme of study including:

English, Mathematics, Science, Religious Education, History and Geography, French or Spanish, Computer Science, Physical Education, Art, Design and Technology (Resistant Materials, Food and Graphic Design), Music, Latin or Literacy

Citizenship, CEIAG, PSHE, and SRE are delivered during tutor periods and themed days where the normal timetable is suspended.

Key Stage 4: (years 10 and 11)

a 2-year course terminating in GCSE entry for most, and other level 1 or 2 qualifications where appropriate

Core subjects (for all students):

English language, English literature, Mathematics, Double Award Science, Religious Education, Physical Education

Optional subjects:

Biology, Chemistry and Physics, French, Spanish, Latin, History, Geography, Classical Civilisations, Computer Science, Information Technology, Art, Drama, Music, Sociology, Business Studies, Food and Nutrition, Resistant Materials

Citizenship, CEIAG, PSHE, and SRE are delivered during tutor periods and themed days where the normal timetable is suspended.

Key Stage 5: (years 12 and 13)

a 2-year course terminating in A level entry for most, and General Applied or Certificated entry for some. Occasionally, where appropriate, a 3-year programme may be followed.

Core subjects (for all students):

Core Religious Education, Supervised study, PSHE, CEIAG, work experience, GCSE English resit, GCSE Maths resit

Optional subjects:

Applied Science, Art and Design, Biology, Business, Classic Civilisations, Chemistry, Computer Science, Criminology, Economics, English literature, Extended Project Qualification, French, Geography, Government and Politics, Health and Social Care, History, Latin, Mathematics, Physical Education, Physics, Psychology, Religious Studies, Sociology, Spanish