



St. Anselm's College

# Curriculum Policy

## Version 1.4

### Our Mission Statement

*"I can do all things through Christ who strengthens me"*

Philippians 4:13

At St. Anselm's College, **faith** is at the heart of all we do.  
Inspired by the **Gospel** and the vision of **Blessed Edmund Rice**,  
we educate the **whole person** through **academic challenge** and **moral formation**, fostering a heart for **service** and **respect** for all **God's creation**.

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# THE CURRICULUM 2025-2026

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## Curriculum Vision Statemen - Curriculum Intent

Our vision is to provide every student at St Anselm's College with a rounded, holistic, Catholic education that will enable them to make a positive impact in the modern world. It is inspired and underpinned by the charism of Blessed Edmund Rice. The curriculum is designed to fulfil our Mission Statement (Included on the cover of this policy) and enable our students to fulfil their God-given potential.

We aim to provide a broad, ambitious and varied curriculum which is accessible to, and ambitious for, all students offering appropriate pathways to the next stage of their education and future careers. We aim to deliver ambitious content throughout the curriculum to more deeply challenge able and enquiring critical thinkers.

Beyond the classroom, we strive to provide opportunities to further develop the whole person, recognising that each individual has skills and interests which should be nurtured, supported and celebrated. It is an expectation at the College that students participate in the enrichment opportunities on offer. Not only do they complement and extend the curriculum, but they enable the students to grow spiritually, personally, pastorally and socially.

Our ambition is that every student at St Anselm's College leaves with the qualifications, skills, knowledge and character required to access aspirational pathways/opportunities and to lead a fulfilling life that includes positive relationships, high levels of resilience, strong mental health and financial independence.

We expect our students to go into the world to make a difference through strong leadership built upon their moral, ethical and Christian values and to present these timeless values in the modern world.

The College curriculum is designed so that students:

- experience God's presence in all things;
- achieve excellence through a balanced, broad and ambitious curriculum;
- enjoy learning;
- gain knowledge and experiences which will be the foundation and inspiration for future learning;
- are well prepared for adult life and experiences including home life, parenthood, enterprise and employment;
- discover their vocation through an appreciation of their talents and gifts;
- are ready to fulfil the responsibilities of citizenship in local, national and global contexts;
- have opportunities for spiritual, moral, cultural, mental and physical development.

The College is committed to the principle and practice of equal opportunities across the curriculum and will endeavour to ensure that every activity offered in the College is available to every student irrespective of ethnicity, race, nationality, religion, disability, social class or economic background.

## Curriculum Implementation

**To put our curriculum into practice, teachers, led by Subject Leaders and SLT, will:**

- deliver a curriculum which challenges all students to fulfil / maximise their potential, striving to reach challenging academic targets;
- develop each student through a broad education to prepare them for life in the 21st Century and the world of work and future ethical leadership;
- develop 21<sup>st</sup> Century subject skills and subject knowledge;
- provide religious and moral guidance to develop ethical conduct and leadership
- meet, and exceed, the requirements of the National Curriculum and exploit opportunities for cross-curricular work whilst developing their subject and pedagogical knowledge to the highest level
- carefully plan the sequencing and content of subject curricula ensuring that they meet the College's vision making links between subjects where relevant including to Personal Development.
- create and maintain well-ordered schemes of work so students learn and deeply retain subject knowledge in the most efficient way
- ensure that learning is assessed and feedback and support is provided so that all students can achieve across the curriculum
- regularly record and report student progress across the curriculum
- plan and provide rich experiences enhancing student learning both in and beyond the classroom
- promote Christian values through what and how we teach

### Key Stage 3

Students study the following subjects:

Religious Education, English, Mathematics, Science, Geography, History, two Modern Foreign Languages (combination of French / German / Spanish), Art, Computer Science, Design Technology (including Food Technology), Music, Physical Education and Personal Development (including Careers Education and RSHE).

In Year 7 students are taught in mixed prior attainment groupings, mostly in forms. In Years 8 and 9 students are grouped by attainment in Maths and Science. Subject Vision Statements and Curriculum Sequence Maps are displayed on the College website.

**The College delivers the full Statutory Key Stage 3 National Curriculum. The curriculum is not narrowed for any students.**

### Key Stage 4

Students follow a curriculum containing compulsory and optional elements. The curriculum pathway followed depends on the individual student's choices and interests.

All students study the following subjects:

GCSE Religious Education, English Language, English Literature, Mathematics, Separate / Combined Science (Biology, Chemistry and Physics) and a Modern Foreign Language (French, Spanish or German).

Students then choose two additional subjects from the list below:

Art, Computer Science, Design Technology, Geography, History, Music, GCSE Physical Education, a Second MFL.

All students study ~~Core Computer Science~~ Core PE, Games and Personal Development (including CIEAG and RSHE). Some students are offered the opportunity to take GCSE Further Mathematics.

Students can opt to study Arts, DT, Humanities and MFL subjects at GCSE. All students study at least 9 GCSE qualifications with some students taking a tenth subject at GCSE if agreed by the Headmaster for example they take Additional Mathematics GCSE. Students study the core subjects of RE, English, English Literature, Maths, Combined Science (2 Grades), an MFL plus 2 free options. Some students take Separate Sciences as an option. This is the result of the compulsory status of RE GCSE in the College curriculum as required by the Bishops' Conference of England and Wales. The curriculum offer reflects the distinctive education provided at the College. Students can study RE alongside one or two Humanities subjects.

## **Post 16**

Students in the Sixth Form (including students from other schools) are guided to choose a Sixth Form curriculum that will enable them to excel and prepare them for further study. Students must have achieved the entry criteria for each course.

Students choose from the following A level subjects: Art and Design, Biology, Business Studies, Chemistry, Computer Science, Economics, English Language, English Literature, French, Further Mathematics, Geography, German, Government and Politics, History, Mathematics, Music, Physics, Psychology, Spanish and Theology.

**Level 3 BTECs in Music, Science, Sports Science and RSL Music.**

Some students will complete the AQA Level 3 Extended Project Qualification (EPQ).

All Sixth Form students are taught compulsory core Religious Education, Games (optional in Year 13) and Personal Development.

The College is committed to providing appropriate, creative and innovative opportunities to use ICT within learning and teaching. Literacy, reading and numeracy standards are a priority and are delivered in core subjects and further developed through cross-curricular activities.

## **Collective Worship (*please see policy for full details*)**

Each morning includes an act of Collective Worship. This may take the form of class prayers and/or assembly.

## **SEND (*please see policy for full details*)**

Arrangements will be made to cater for any student with special educational needs – academic, social, emotional or medical - so that they can access the full curriculum with their peers.

## **Extra-curricular provision**

The curriculum is enriched by a wide range of extra-curricular activities. These are published to students, parents and via the College website and include a wide range of artistic and sporting opportunities as well as chances to pursue particular interests.

## **Homework (*please see policy for full details*)**

Regular homework is an integral part of the College curriculum. Homework is set and monitored by teachers and parents through the Satchel:One system. Students who do not complete homework will be expected to attend a Study Hall session at lunchtime to complete the missed work. Parents are informed of this.



**CIEAG and Work-Related Learning (*please see policy for full details*)**

Each pupil shall be entitled to a programme of Careers Education in Personal, Social and Health Education throughout their College journey, and access to Work Experience at Key Stage 4. Each student in Year 11 and the Sixth Form are entitled to Careers Guidance through dialogue with the College's Independent Careers Adviser. Students have access to on-line resource that provides information on all available University courses.

**Relationship, Sex and Health Education (*please see policy for full details*)**

Relationship Sex and Health education is an integral part of the Science, RE and Personal Development curriculum throughout the College, and whether as part of the planned programme or whether it arises in the general context of the curriculum, it is delivered in accordance with the teaching of the Catholic Church. Further details can be found in the RSHE policy.

**Monitoring**

The curriculum is monitored by Subject Leaders, the Curriculum Deputy and SLT links to ensure that it adheres to College guidelines. Each subject has a Link Governor who visits the Subject Leader to discuss the curriculum intent, implementation and impact. Curriculum development decisions are discussed at the Curriculum and Standards Governor's sub-committee. Prior to each meeting, the Committee meets with a Subject Leader to discuss their curriculum provision, successes and potential areas for development. Departmental self-evaluation documents are also shared with link Governors and Department Improvement Plans are shared with all Governors.

This policy should be read in conjunction with the following policies and documents:

- Attendance Policy
- Alternative Provision Policy
- The Behaviour Policy
- CIEAG Policy
- Collective Worship Policy
- Educational Visits Policy
- Home School Agreement
- Homework Policy
- Monitoring and Assessment Policy
- Personal Development Policy
- Pupil Premium Policy
- Remote Education Good Practice
- RSHE Policy
- SEND Information Report and Policy
- Teaching and Learning Policy

## **Appendix One – Rationale regarding the modification of KS4 to include the entitlement offer**

**September 2022** – SLT meeting held regarding the future developments of our KS4 Curriculum. The discussion hinged upon a phased development of this key stage following the modifications made to KS3 for launch in September 2022. This potential development was discussed alongside the implications of making significant developments to KS4 immediately after a full design of KS3.

**The modification of KS4 to include the entitlement offer was discussed.** There was general agreement that this would be a desirable development in the future, but that September 2023 could be damaging to the developmental flow of our curriculum given the recent changes made to KS3. It was felt that departments need time to modify GCSE curriculum sequence maps for the move back to two-year GCSE delivery. Students would need to be supported with the increased pace of delivery and this could be negatively impacted upon by the addition of an extra GCSE from September 2023. It was felt that this next phase of development of our curriculum should be postponed for one academic year, and this will be recommended to the Governors.

**3<sup>rd</sup> October 2022 – Curriculum and Standards Governors Committee meeting.** An initial discussion was held regarding the process of curriculum review for this academic year for KS4 curriculum. The main considerations were highlighted and the Governors agreed that this would be the main agenda point for the November meeting.

**21<sup>st</sup> November 2022 – Curriculum and Standards Governors Committee meeting.** The main agenda item meeting was to consider potential changes to our KS4 curriculum from September 2023 (following the development of KS3). Key documents from the National Curriculum Statutory Requirements were annotated, distributed and discussed at this meeting. The Headmaster, Deputy Headmaster and Governors were in attendance.

The potential change to the curriculum was shared with the Governors' Committee alongside the implications to the developmental flow of curriculum change. The committee discussed the possibility of including an extra GCSE into our KS4 curriculum from September 2023 to fulfil the KS4 curriculum entitlement. This discussion was set within the context of the College's academy status, including the fact that academies have more control over their curriculum and do not have to follow the statutory National Curriculum. However, we believe in the value of the statutory National Curriculum and the College is fully compliant in delivering the statutory KS3 National Curriculum. The discussion was also mindful of the significant changes made the previous year to the KS3 curriculum and the task of redesigning curriculum sequence maps for GCSE courses from September 2023 and implementing a two-year GCSE course structure.

**This policy was discussed and ratified at the Governors' Strategy Day in January 2023.** Our three-year GCSE course, as previously implemented at the College was invaluable during the Pandemic years and we believe it had a significant impact upon student attainment and progress made across the College. Students were able to complete their GCSE courses with time to revisit and revise in preparation for the examinations. However, it is important to note that the impact of the pandemic is far from over! Our current Year 9 cohort (who will be making their GCSE choices this academic year) had a fractured end to their primary curriculum and a fractured start to their secondary curriculum. We believe it is correct for our Year 9 students to continue with our current KS4 curriculum provision of 9 GCSE courses (10 for those taking Further Maths GCSE) and not add an extra GCSE at present. Additional GCSEs would create additional pressure for students, which will be exaggerated by our move from a three-year GCSE to a two-year GCSE Curriculum. Extra pressure would also be placed upon our Pastoral teams to support students as a result the consequences of the extra subject. Some students are still feeling the effects of the pandemic and our responsibility is to support their mental

*well-being, and in some cases rebuild academic confidence in preparation for GCSE examinations in 2025.*

*In our previous inspections, our curriculum was praised and our provision was not raised as a concern. However, we are mindful that we would not in theory be providing full KS4 entitlement from September 2023. Further external verification of our current curriculum model and future plans has been arranged for November 2023.*