Cantonian High School
Ysgol Uwchradd Cantonian

THE BEST FROM EACH
SUCCESS FOR ALL

Curriculum Policy

September 2009
Revised October 2012
Revised December 2013
Revised June 2015
Revised November 2016
Revised June 2017
Revised June 2018
Revised Autumn 2025

All policies are available on request in large print format or translated into Welsh or community language

This policy was adopted by Governors on 17 October 2025

Contents

Aims 3

Equal Opportunities 3

Differentiation 3

Setting 3

Disapplication 4

Religion, Values & Ethics (RVE) 4

Collective Worship 4

Relationships & Sexuality Education (RSE) 4

Political Education 4

PE & Wellbeing Lessons 5

Enrichment 5

Homework 5

Additional Learning Needs 5

Academic Support 5

More Able and Talented 5

Alternative Provision within the School 6

Literacy & Numeracy Across the Curriculum 6

Digital Competency Framework (DCF) 6

Use of ICT Across the Curriculum 6

Health & Safety 6

Subjects Offered – please see Appendix 7

Concerns & Complaints 7

Monitoring & Review 7

Aims

The school aims to:

- ensure that pupils develop the essential literacy, numeracy and digital competency skills;
- provide pupils with a full and rounded entitlement to learning;
- 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.

The school's curriculum follows statutory requirements and the requirements of the National Curriculum. It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Personal, social, health and citizenship education reflecting the school's aims and ethos is delivered through wellbeing sessions and collapsed timetable days, which capture opportunities for enterprise education.

Appropriate careers guidance is offered to all pupils. In years 7-9, pupils receive this during Enrichment Days and in years 10-13, careers is delivered through bespoke timetabled lessons. This also includes work experience for Year 12.

Appropriate programmes of activity are developed for pupils who are above or below the compulsory school age as part of the school's transition arrangements.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disabilities: In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

Differentiation

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. Teachers use the Cantonian Craft to ensure that lessons are structured and consistent, supporting our learners to access the curriculum. By modelling in lessons, using the 'I do, we do, you do,' approach, ALN learners are able to engage more effectively and find the scaffolded approach beneficial.

Setting

At Key Stage 3, the school adopts a combination of approaches to setting: setting classes in literacy-based subjects is done through mixed ability and setting in more numeracy-based subjects is done based on ability and attainment. All decisions are scrutinised against available data.

Disapplication

In accordance with the law, the school has the right to respond to individual needs by modifying curriculum programmes, or disapplying the curriculum for the duration of Key Stage 4, to:

- allow a pupil to participate in extended work-related learning;
- allow a pupil with individual strengths to emphasise a particular curriculum area;
- allow a pupil making significantly less progress than other pupils of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the pupil and parent.

Religion, Values & Ethics (RVE)

Schools must provide RVE and Relationships & Sexuality Education (RSE) for all pupils. In Cantonian, RVE is a statutory part of the curriculum and is taught to all classes from years 7 to 11.

RVE replaces the traditional subject of Religious Education (RE) and reflects a broader, more inclusive approach. It includes:

- **Religious beliefs** (Christianity, Islam, Hinduism, etc.)
- **Non-religious philosophical convictions** (e.g., Humanism, Atheism)
- **Ethical and moral reasoning**
- **Values education** that promotes respect, empathy, and understanding across diverse communities.

Collective Worship

Please refer to Cantonian High School's Collective Worship Policy.

Relationships & Sexuality Education (RSE)

At Cantonian, RSE is a mandatory element of the curriculum and all pupils from years 7 to 11 will be taught RSE.

Parents cannot withdraw their children from RSE as it is a statutory subject.

RSE is designed to help children and young people:

- Develop **healthy, safe, and respectful relationships**
- Understand **sexual health and wellbeing**
- Build **confidence, empathy, and resilience**
- Learn about **consent, identity, and diversity**
- Navigate **online safety and social pressures**

Planning for RSE is done to ensure that it is taught in a gradual and sensitive way, taking into account learners' ages, maturity and needs.

Political Education

The promotion of partisan political views in the teaching of any subject in the school is not permitted. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE & Wellbeing Lessons

All pupils are expected to take part in wellbeing lessons as part of the curriculum offer, to support them with their mental health and physical wellbeing. Pupils have PE lessons to promote physical wellbeing and skills development. They can only be excused from PE lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school. A doctor's note will be required for continued removal from lessons.

Enrichment

At Cantonian we provide a wide range of enrichment opportunities for all our pupils. Enrichment refers to any activity or experience provided at Cantonian that goes beyond the standard curriculum. These include:

- **Clubs**
- **School trips and visits**
- **Guest speakers and workshops**
- **Extended projects and competitions**
- **Creative and physical activities** like music, art, and sports

A timetable of clubs offered is created termly and Enrichment Days are run every half term.

Homework

The school expects homework to be set as appropriate, to develop pupils' independent learning skills. Homework should be planned as part of the lesson, differentiated and relevant. All homework is clearly set out in planners for Years 7 to 9 and can also be set on Class Charts. Homework is set weekly on Sparx to support pupils' development with literacy.
At Key Stages 4 and 5, homework is set in line with the demands of the course.

Additional Learning Needs

The school has an Inclusion Policy for statemented and non-statemented pupils. The school will determine the appropriate courses in consultation with the parents.

Academic Support

Every pupil is tested on entry to the school to identify any need for academic support – if a need is identified, the pupil is offered support sessions with the ALN support team and an Individual Development Plan set in place – these are available to all staff to support lesson planning and to monitor progress. All pupils placed on the ALN register are monitored twice a year and there is a graduated response in place to support the level of need. The Specialist Teacher for Literacy assesses the pupils for Access Arrangements to ensure appropriate support for examinations is in place. All teachers are aware of pupils on the ALN register and differentiate appropriately within taught lessons. Pupils can be recommended for Literacy/Numeracy support at any time by staff and requests from parents. All pupils with English as an Additional Language are screened and progressed monitored annually by the EMTAS specialist teacher and individual or 1:1 support arranged as appropriate to the need of the student.

More Able and Talented

Annually, subjects identify pupils who are especially gifted or talented within their areas. Teachers are aware of these pupils and differentiate for them appropriately within lessons and through subject extension programmes. These pupils are also targeted when special enrichment activities take place and their academic progress is monitored by the Pupil Groups SLT lead.

Alternative Provision within the School

Our behaviour support and Anxiety-Based School Avoidance (ABSA) provisions provide targeted pupils with support and catch-up opportunities, and the opportunity to achieve key qualifications. These include BTEC Sweet, Equality and Diversity and the King's Trust award. Pupils accessing the behaviour provision will access the support at key times during the day/week and are integrated into mainstream lessons throughout the week for certain lessons such as Maths, English and Science (depending on need). Pupils accessing the ABSA provision will have a bespoke ABSA plan whereby they have small group tuition and online learning, with a view to reintegrating into some mainstream lessons.

Literacy & Numeracy Across the Curriculum

Literacy

We aim for all of our pupils to become literate and articulate communicators. We use marking codes across all subject areas to support the development of spelling, punctuation and grammar. We use live marking to enable pupils to check errors and make corrections during the lesson.

Across the school, teachers use the 3-step reading approach to provide consistency with reading, and form time reading activities are set every week. At Key Stage 3, reading intervention is provided for all pupils using Sparx in order to develop literacy skills.

Numeracy

Subjects are responsible, where appropriate, for developing pupils' numeracy when opportunities arise during the course of the lessons. This can be done through asking pupils to use mental maths, basic mathematical formulae, tables and graphs to present data, and estimates and calculations.

Once a week in registration, pupils have the opportunity to further develop their numeracy skills through logical thinking and problem-solving tasks.

Digital Competency Framework (DCF)

In line with the Framework, the school is supporting pupils to develop their skills, knowledge and attitude to enable them to be confident and creative in their use of technologies and systems.

Use of ICT Across the Curriculum

ICT is delivered at Key Stage 3 and is offered as an option at Key Stages 4 and 5. Pupils should also be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in all subjects.

Health & Safety

All subjects have a duty to ensure appropriate compliance with Health and Safety guidelines, but specific responsibilities lie with **Science, Design & Technology, Information & Communication Technology, Art & Design, and Physical Education**. When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

a. about hazards, risks and risk control;
b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
c. to use information to assess the immediate and cumulative risks;
d. to manage their environment to ensure the Health and Safety of themselves and others;
e. to explain the steps they take to control risks.

Subjects Offered – please see Appendix

Concerns & Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Tutor and/or Head of Year. If the issue is not able to be resolved at this informal stage then parents are entitled to follow up as a formal complaint in writing to the Head.

Monitoring & Review

This policy will be monitored by the Deputy Headteacher, who will report to the Headteacher on its implementation on a regular basis.

The Headteacher will report to the governing body's Curriculum & Standards Committee on the progress of the policy and will recommend any changes.

Agreed by Acting Headteacher:

Agreed by Chair of Governors:

Date of Issue: Autumn 2025

Date for Review: Autumn 2026