

CURRICULUM STRUCTURE

CROWN HILLS - OUR AIMS AND VALUES

"Crown Hills Community College exists to provide top quality education for the catchment area that it serves."

A full copy of our whole college aims and values can be viewed via our online Prospectus. These aims and values have been devised after considerable discussion between teachers, governors, parents and students. They should underpin all aspects of life in the College in general and the curriculum in particular.

CROWN HILLS CURRICULUM

We have constructed a curriculum that will incorporate all of the elements that are required to help educate young people in the 21st century. This curriculum should be underpinned by sound educational principles, but the structure should allow significant flexibility for growth and change of emphasis as the need arises.

Students at Crown Hills are entitled to a good education and the chance of real achievement. The curriculum should provide the means of delivery. To this end the Governing Body has adopted the LEA Curriculum Statement. (This statement can be viewed at the College). For the curriculum to deliver a good education it should have:

- BREADTH
- BALANCE
- COHERENCE
- RELEVANCE
- DIFFERENTIATION
- PROGRESSION

Our curriculum also has to take into account a considered view of the law of the land, but will go beyond the requirements of the National Curriculum. We will set up a coherent and flexible structure that allows for change in as natural and organic way as possible.

The Curriculum will always have to be more than purely subject based as knowledge and skill cannot be so easily defined and it will have to come to terms with many cross-curriculum aspects. We will also be mindful to avoid an over-crowded, fragmented and unnecessarily compartmentalised curriculum. Rather than concentrate solely on subjects, we will incorporate the following as the ingredients for a good curriculum:

CHAPTER 4.2

EXPERIENCE	CURRICULUM	AREAS
Aesthetic	Art	RE
Human/social	English	Community Education
Linguistic/literacy	Geography	Multi-Cultural Education
Mathematical	History	Equal Opportunities
Moral	Language	Cross Curricular Themes,
Physical	Mathematics	Elements and Dimensions
Scientific	Music	Citizenship, Careers Education,
Spiritual	PE	Economic & Industrial Understanding,
Technological	Science	Environmental Education,
	Technology	Health Education, Information Technology and Personal & Social Education.

We will combine these ingredients into a workable and coherent curriculum, by an arrangement around broad areas of learning and broad subject co-operation. All subjects must include some additional cross-curriculum work and integrate it as much as possible within their area. We will develop procedures to avoid unnecessary overlap, but to encourage positive reinforcement.

CROWN HILLS CURRICULUM STRUCTURE

The structure that we have devised to implement our curriculum is as follows.

Key Stage 3: Years 7, 8 & 9

In the first three years, we have a compulsory curriculum at Crown Hills, a total of ten subject courses are taken. We see all as equally important in the development of children between the ages of eleven and fourteen. All students, boys and girls, take all subjects. The College policy, in general, is to teach all classes in the first three years in mixed-ability groups, but there is allowance for some ability-setting when considered appropriate.

Lesson Allocation (30 period week)

4	English	
4	Humanities (History, Geography & RS)	
4	Mathematics	
3	Languages (French or German)	Exam course begins in Y9.
3	Physical Education	
3	Expressive Arts (Art, Dance, Drama & Music)	
3	Science	
3	Design & Technology	
2	Life Skills (Careers, Citizenship, PSHE)	
1	ICT	

Key Stage 4: Years 10 & 11

In Years 10 and 11 students are put into groups according to faculty criteria, this includes mixed ability and setting.

Lesson Allocation (30 period week)

4	English Language and Literature	
3	Humanities (1 subject from: History, Geography, Religious Studies, Leisure & Tourism)	
4	Mathematics	
3	Modern Languages (French or German)	Examined at the end of Y10.
3	Physical Education	
5	Science (Double Award)	
2	Life Skills	
6	2 subjects from: Drama, Art, Performing Arts (BTEC), Music, Graphics, Construction (BTEC), Resistant Materials, Food, Electronics, ICT (DiDA), Sport (BTEC)	

This structure will allow students to gain up to 10 GCSE (or equivalent) passes.

In Year 11, all students – other than those doing GCSE Religious Studies – study a GCSE Short Course in RS.

OTHER RELEVANT INFORMATION

Monitoring, Evaluation & Review:

As with all good schools, we are constantly reviewing and up-dating our curriculum to ensure we best meet the needs of our students. The college will use its policies on marking, recording, assessing and reporting to assist in these processes.

Homework:

We expect students to do homework on a regular basis. There are whole college guidelines on homework in the Prospectus and Staff Handbook. Each Faculty will interpret these guidelines and produce their procedures, which will be available in the Faculty Handbook.

Religious Education:

This is taught as a subject within the Humanities Faculty to all students. The aims of the course are to provide all students with knowledge of the world's major religions and to give them the opportunity to explore and examine their own beliefs and values.

The religious education will be non-denominational in accordance with the Act; however it is permissible under the Act for students to be taught about denominational difference.

The religious education provided will, as far as is possible, be in accordance with Leicestershire's Agreed Syllabus, which has been drawn up and approved by representatives of all faiths as a new Religious Education Syllabus for Leicestershire Schools.

Learning Support & Special Educational Needs:

A variety of means are used to help students overcome any difficulties that they have. Sometimes they get individual help, sometimes help in small groups and sometimes help in lessons. The college is in the process of developing a whole school learning support policy. [see Sect 4.9].

Sex Education:

The school Governors have decided that they do wish the school to undertake Sex Education in accordance with their powers under the 1986 Education Act. Sex education takes place formally in Science and Health Education. In year seven reproduction is taught as a bodily function together with respiration, digestion and other bodily functions. In year nine sex education is taught as a part of the Health Education course that each student takes. The course includes: puberty and related problems, conception, birth and AIDS. In years ten and eleven sexual reproduction, contraception abortion and sexually transmitted diseases are taught as a part of the Dual Award Science GCSE. In all cases sexual reproduction is treated factually, just like any other topic. See Chapter 4.11 for Sex Education Policy