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Section 2.4 - Frensham Heights Curriculum Policy

Introduction

Frensham Heights is a progressive co-educational day and boarding school educating and inspiring children from Nursery to Year 13. The school provides supervised full-time education for students of compulsory school age (constructed in accordance with section 8 of the Education Act 1996). The curriculum takes into account the ages, aptitudes and needs of all students, including those students with an EHC plan. The curriculum provides for all students to have the opportunity to learn and make progress.

Values and Structure of the Frensham Heights Curriculum

Frensham offers a broad and balanced curriculum that is designed to be accessible to all students. The aims of Frensham's curriculum is very much in harmony with those of the National Curriculum, yet its independence allows it to also offer subjects outside of the National Curriculum which are regarded as valuable and central to Frensham's ethos.

Within Frensham's curriculum, all subject disciplines are respected and valued for the contribution they make in educating the whole child. The curriculum offers access to all the aesthetic, human and social, creative and performing, linguistic, mathematical and scientific, literary, technological, physical and moral and spiritual areas of learning. Each subject within the curriculum is designed to offer progress and continuity throughout the learning journey of every Frensham student.

The Frensham Heights curriculum is underpinned by its ethos and core values. These are:

- **Originality of thought** (Frensham embraces creativity):
We encourage everyone to foster their boldness and innovation, seeing opportunities locally and globally to discover and bring fresh thinking to our community
- **Spirit of togetherness** (Frensham nurtures community spirit):
Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.
- **Respect of individuality** (Frensham celebrates authenticity):
This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.
- **Courage to try** (Frensham fuels personal dedication):
We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement and working collaboratively for the benefit of the whole community.

These values are promoted through:

- Flexible high-quality teaching based on the individual needs and abilities of all students;
- Ensuring creativity of thought is utilised in all areas of the curriculum and wider school life;

- Guiding students to find their voice and their conscience through deep intellectual development;
- Emphasising emotional and mental wellbeing in all members of the Frensham community;
- Ambitious curriculum opportunity and choice, particularly in the arts;
- Stimulating extracurricular, scholarship and enrichment opportunities.

The Frensham curriculum is also underpinned, and made richer, by inclusion of the following areas:

Special Educational Needs & Disabilities (SEND) and English as an Additional Language (EAL). Frensham is built on a vision that places the student at its core, offering a unique and progressive educational experience. Every one of Frensham's students is special and their individuality is something that is cherished. Every student is entitled to an education that meets their needs and Frensham is committed to ensuring that the curriculum is accessible to all. Further details can be found in the Specific Learning Difficulties and SEND policy document and the English as an Additional Language policy document.

Horizons - Personal, Social and Health Education (PSHE)

Frensham's Horizons programme (PSHE) is informed by the Cambridgeshire framework and reflects Frensham's aims and ethos. All students are encouraged to have respect for others and particular regard is given to the protected characteristics set out in the Equality Act 2010. Students explicitly and implicitly study mental health in the Horizons curriculum. Students are also made aware that, if there is some occurrence or event which becomes an issue amongst students that involves one or more of the protected characteristics, then the school will help them to understand the issues and ensure that they respect others with those characteristics. Further details can be found in the Horizons (PSHE) policy document.

Horizons – Relationships & Sex Education (RSE) & Health Education

Frensham's Horizons programme ensures that all required content from the statutory government guidance on RSE & Health Education is covered and that by the time they reach the end of Year 11 all students have been taught the many required topics and areas. Topics are always taught in a sensitive and inclusive manner. Parents and governors are involved in the consultation of the development of the curriculum. Parents are offered the chance to withdraw their children if they wish although the school recommends that they do not. When and if this happens students will receive the education they have missed once they reach the term a year before they become 16. There is a separate RSE Policy where this is explained in more detail.

Spiritual, Moral, Social and Cultural Development (SMSC)

Frensham's ethos puts student development at the centre, whether this development is intellectual, spiritual, moral, social or cultural. The Frensham education is not only concerned with the pursuit of knowledge or skills, as important as they are, but prioritises the personal development of each student, which includes their spiritual, moral, social and cultural development. This personal development is, in part, addressed through Frensham's broad curriculum content and its creative delivery which aims to ensure that what is taught and how it is taught are contributing as fully as possible, and in a positive way, to all aspects of students' personal development. Personal development is also encouraged through the mutually respectful relationships that the students develop with peers and adults alike.

Frensham Heights promotes a learning environment where students are guided to make their own informed decisions about the answers to the questions that arise in these areas. They are

encouraged to intellectually explore, understand and engage with the social, political, religious, ethical and moral areas of society. However, Frensham does not promote, or allow the promotion of, the specific attitudes, values and beliefs of any group or individual without also ensuring that there is opportunity for critical discussion and/or the presentation of counterview. Further details can be found in the SMSC policy document.

Fundamental British Values

Frensham Heights takes seriously its responsibility, following the Department for Education's 2014 guidance on promoting British values in schools, to actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, tolerance of those with different faiths and beliefs, and mutual respect in an environment free of political bias. Discriminatory or extremist opinions or behaviours should be challenged as a matter of routine, and there should be zero tolerance of abusive behaviours.

Frensham's ethos and structure itself promotes equality, mutual respect and responsibility, and the curriculum provides effective preparation of students for the opportunities, responsibilities and experiences of life in British society.

Examples of how Fundamental British Values are further promoted:

- Philosophy, Religion and Ethics curriculum that includes promoting respect and tolerance of the major world religions and non-religious belief systems;
- Philosophy, Religion and Ethics curriculum that explicitly studies justice and the rule of law;
- Morning Talk programme where visiting speakers address often challenging issues which include tolerance and respect;
- Horizons lessons cover a wide range of issues around discrimination, and actively promote the Fundamental British Values throughout the curriculum;
- Curriculum content and discussion across all subject areas and often within the humanities and social sciences;
- Use of student voice and empowerment of students through the student council and student forums.

Careers

Frensham's careers programme provides appropriate guidance for all students from Year 7 to Year 13. The school believes that a careers programme is an important and integral part of a student's education and along with the curriculum, Horizons (PSHE) programme and The Edge, prepares students for the opportunities, responsibilities and experiences that lay beyond school life.

Through the curriculum students have access to accurate, up-to-date careers guidance that:

- is presented in an impartial manner;
- enables them to make informed choices about a broad range of career options;
- helps to encourage them to fulfil their potential.

Extra-Curricular Activities (ECA)

Frensham's ECA programme offers a wide range of activities that not only enhance the broad and balanced curriculum but also contribute significantly to student personal development. There is a wide provision of clubs for students of all ages including The Edge programme for Sixth Form students and the Scholarship and Ambition programme. Trips, visitors and events are also used

to enhance the curriculum. Further details can be found in the Extra Curricular-Activities policy document.

Frensham Heights Junior School - Early Years Foundation Stage (EYFS) and Years 1-6

Roles and Responsibilities

The Head of Junior School has overall leadership of the curriculum and is supported by 2 assistant heads (assistant head of pastoral and wellbeing and assistant head of teaching and learning), head of learning support and EYFS lead.

EYFS

In the Early Years, staff plan 'in the moment'. Each time they interact with a child, the Early Years staff member observes, assesses, plans for, and responds to that individual child. Such interactions are the most important and powerful teaching moments and are recorded afterwards.

In Nursery and Reception, we follow the EYFS Statutory Framework. Development of effective learning characteristics alongside developing skills in the areas of learning are the stepping-stones for Year 1 and beyond. Children are taught skills from all areas of learning through a combination of teacher guided activities and child-led learning opportunities. At the start of Nursery, the learning experiences are predominantly from the prime areas of learning and incorporate the specific areas of learning when appropriate for the children. All EYFS children have specialist Music, PE, Performance and Forest School teaching, with some specialist teaching of modern languages.

Years 1 to 6

The idea of learning being something we do with children rather than to children is something we use to underpin our curriculum at Frensham Heights. In Years 1 - 6 there are links made between subjects and a theme to connect our English and humanities subjects. Mathematics, Philosophy Religious Education, Horizons (PSHE), Physical Education and ICT are taught discretely. There is specialist teaching in Physical Education, Forest School (until Year 4), Outdoor Education Y5 and Y6, Modern languages, Dance and Drama and Music throughout the Junior School. Students are encouraged to demonstrate their learning in a range of creative and efficient ways. The Horizons (PSHE) curriculum, which follows the Cambridgeshire framework, is timetabled by class but each year group meets regularly to discuss issues of common interest and occasional blocks of time are allocated for whole school topics or visiting speakers.

Subject	Year						
	Early Years	1	2	3	4	5	6
Performance (dance/drama)	*1	*2	*2	*2	*2	*2	*2
English (incl. Phonics)	2.5	12	12	11	11	11	11
Art	2	2	*2	*2	*2	*2	*2
DT/Ceramics					1 (DT)	*2	*2
French	*1	*1	*1	*1	*2	*2	*2
Forest School/Outdoor Ed	*2 N *3 R	*4	*4	*4	*2	*2	*2
Games				*2	*2	*2	*2
Topic (Geography/History)		4	4	4	4	3	3
Performance Music				*2	*2	*2	*2
IT		2	2	2	2	2	*2
Mathematics	2.5	6	8	9	9	9	9
Music	*2	*2	*2	*2	*2	*2	*2
PE	*4	*4	*4	*2	*2	*2	*2
Horizons (PSHE)	1	1	1	1	1	1	1
Philosophy, Religion & Ethics (PRE)	1	1	1	1	1	1	1
Science		4	4	4	4	4	4

Frensham Junior School timetable

- Nursery to Year 3 start their lessons at 8:30am and finish at 3:20pm
- Year 4-6 start their lessons at 8:30am and finish between 3:25pm and 3:30pm
- Lessons for Years 1-6 are 30 minutes (normally compromised of 2 back to back for a full hour lesson) and specialist lessons for Early Years are also in 30 minute blocks.
- They all have a 25 minute break in the morning and an hour and a quarter for lunch.
- Nursery to Year 3 will also have an afternoon break.
- Early Years have a mixture of adult initiated inputs for the areas of learning including Mathematics, Phonics and Literacy during the day alongside independent child initiated learning
- Students who require additional English or Maths support have group sessions during the week with a specialist Learning support teacher.

**denotes a lesson with a Subject Specialist teacher who is not the class teacher*

Frensham Heights Middle School, Senior School and Sixth Form Curriculum - Key Stages 3, 4 and 5

Roles and Responsibilities

The Head has overall leadership of the curriculum and is supported by the Assistant Head (Curriculum), Assistant Head (Staff Development & Academic Strategy) and Assistant Head (Teaching & Learning), as well as Heads of Departments. Parents are kept informed of the curriculum through information meetings, parents' evenings and special events at points of transition of when choosing options. Further information is available on Frensham's website.

Heads of Department are responsible for:

- Planning, implementing and reviewing the curriculum;
- Leading a team of subject teachers;
- Taking the lead on assessments, both internal and via external examinations;
- Advising the Assistant Head (Curriculum) on developments within their subject areas;
- Working with the Assistant Head (Curriculum) in deciding upon the most appropriate syllabi for external examinations;
- Producing and reviewing their Departmental Action Plan

Subject teachers work with their Head of Department to implement the curriculum, and also are responsible for liaising with the Heads of Year and the Director of Support for Learning as required.

Subject	Year						
	7	8	9	10	11	12	13
Art	1	1	1	3*	3*	5*	5*
Biology				2**	2**	5*	5*
Business Studies BTEC/A Level				3*	3*	5*	5*
Ceramics	1	1	1				
Chemistry				2**	2**	5*	5*
Computer Science				3*	3*	5*	5*
Creative Industries RSL						5*	5*
Dance	1	1	1	3*	3*	5*	5*
Drama	1	1	1	3*	3*	5*	5*
DT	1	1	1				
Economics						5*	5*
English	3	3	3	4	4		
English Language						5*	5*
English Literature						5*	5*
Esports				3*	3*	5*	5*
Film Studies						5*	5*
French				3*	3*	5*	5*
Further Maths					***	2*	2*
Games	2	2	2	2	2	2	2
Geography	2	2	2	3*	3*	5*	5*
German				3*	3*	5*	5*
Graphic Communication				3*	3*	5*	5*
History	2	2	2	3*	3*	5*	5*
IT	1	1	1				
Mathematics	3	3	4	4	4	5*	5*
Modern Languages	2	2	2				
Morning Talk	1	1	1	1	1	1	1
Music	1	1	1	3*	3*	5*	5*
PE	1	1	1	1	1		
PE GCSE or Cambridge National				3*	3*		
PE (A Level)						5*	5*
Performing Arts BTEC				3*	3*		
Horizons (PSHE)	1	1	1			1	1
Philosophy, Religion and Ethics (PRE)	1	1	1	3*	3*	5*	5*
Photography				3*	3*	5*	5*
Physics				2**	2**	5*	5*
Politics						5*	5*
Product Design (3DD)				3*	3*	5*	5*
Psychology						5*	5*
Science	4	4	4	6**	6**		
Sociology						5*	5*
The Edge						1	1
Worthy Earth	1	1					
Frensham has a 30-period week.							

- Year 7-9 have 5 x 55 minute lessons and 1 x 45-55 minute lesson each day (due to a staggered lunch hour)
- Year 10-11 have 6 x 55 minute lessons each day.
- Year 12-13 have various numbers of lessons depending on their route of study.

Most students in Year 7 - 9 study either French or Spanish. Where possible, students in these year groups can study a second language in a period 7 option which includes a lunchtime lesson and an afterschool lesson. Students who attend additional English and/or Maths lessons do so instead of studying a language within the timetable, but may still take the period 7 option.

Students who require additional learning support in Years 10 and 11 will take one less GCSE and will attend Learning Support lessons during that time.

Setting occurs at different points for different subjects. Maths is set from Year 7, English from Year 9 and Science from Year 9. Sets are broadly banded and are reviewed every half term.

The Edge programme offers Sixth Form students the opportunity to develop new skills and prepare for life beyond Frensham.

**option subjects*

***students doing Combined Science have 6 periods each week, whilst those who opt to study Separate Sciences at GCSE have 2 periods allocated to each science + a 7th lesson on rotation after school*

****students can opt to study Additional Maths in Y11, outside of the timetable*

Key stage 3

The curriculum is designed to give a firm grounding in all the areas of understanding: language and communication, mathematical understanding, scientific understanding, the humanities, the creative and performing arts and in physical education.

The majority of students take a common core of subjects:

- English
- Mathematics
- Science
- Modern Language
- Geography
- History
- Philosophy, Religion and Ethics (PRE)
- Art
- Ceramics
- DT
- Drama
- Music
- Dance
- Physical Education (PE) and Games
- Information Technology

Year 7

Curriculum Overview: Most students study sixteen compulsory subjects plus their choice of modern foreign language and Worthy Earth. Students remain in their form groups for everything except PE, MFL and Maths.

Year 8

Curriculum Overview: Most students study sixteen compulsory subjects plus their choice of modern foreign language and Worthy Earth. Students remain in their form groups for everything except PE, MFL, English and Maths.

Year 9

Curriculum Overview: Most students study sixteen compulsory subjects plus their choice of MFL. They remain in their form groups for everything except PE, MFL, English, Science and Maths.

Key Stage 4

Most Frensham students study English Language, English Literature, Mathematics and either Combined Sciences: Trilogy (three strands leading to two GCSEs) or Separate Sciences (leading to three GCSEs). In addition, it is recommended that all students choose one Creative or Performing Arts subject, one Humanity and one Modern Language to create their own broad curriculum, however it is acknowledged that it is best for some students to specialise and students are free to make their own choices. Some students will not study English Literature in order to focus on English Language.

Years 10 and 11

Curriculum Overview: Most students take 10 GCSEs or equivalents; however, programmes of study are tailored to individual needs so the number of GCSEs taken per student can vary.

The timetable allocation for KS4 courses is as follows:

- English (Language and Literature) and Mathematics: 4 periods per week.
- Science: 6 periods per week regardless of whether students follow the Trilogy or Separate Sciences route, plus a period 7 afterschool lesson for Separate Scientists.
- GCSE/BTEC option subjects: 3 periods per week.
- PE and Games: 3 periods per week
- Horizons (PSHE) is taught through drop down days

Students are offered guidance about which options to take in Year 9 through an information evening event for students, a parents' evening and discussions with subject teachers, Heads of Department and Heads of Faculty. A GCSE Options information booklet outlining course content for all courses is provided (and is also available on our website).

Examination specifications are regularly reviewed to ensure that all courses meet the needs of the cohort as well as ensuring that the curriculum offers breadth from which a range of skills can be developed.

Maths, English, and Science are taught in sets whilst all other subjects are taught in mixed ability groups.

Key Stage 5

Frensham's Sixth Form currently offers 27 subject courses. Each subject is allocated five x 55-minute periods each week.

Guidance is offered to all students regarding their Sixth Form choices from Year 10 and throughout Year 11. This is facilitated through parent and student information evenings, parent evenings', one to one interviews, Sixth Form taster events and sample A Level lessons.

Most students take three A Levels, although if their options include Mathematics and Further Mathematics, they study four. In addition, some students also study for the Extended Project Qualification which is taken in one year, from January in Year 12 to January in Year 13. Some students choose to study four A Level subjects, but this is unusual.

All Year 12 students are required to take part in The Edge, Frensham's tailored Sixth Form enrichment programme that teaches skills alongside knowledge. Students select their own programme of study and undertake a minimum of one session per week throughout Year 12 and 13. In addition, all Sixth Formers attend Expanding Horizons which is Frensham's unique PSHE programme.

Other relevant policies:

- Equal Opportunities Policy
- Specific Learning Difficulties and SEND Policy
- English as an Additional Language Policy
- Personal, Social, Health Education Policy
- Spiritual, Moral, Social, Cultural Policy
- Extra-Curricular Activities Policy
- Careers Policy
- Relationships and Sex Education Policy