



CURRICULUM POLICY

SLT Responsible Person: Deputy Headteacher, Ms P Martin

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To be read in conjunction with: Curriculum Statement

Introduction

New technologies are transforming the way we live and work, and our young people will only flourish if the full spectrum of their talents and skills is developed and if they have the self-confidence, self-esteem and ambition to manage their own learning and their own lives.

To support our young people, we are seeking to create an inspiring, coherent and memorable curriculum that inducts students into “powerful knowledge”. Powerful knowledge is key knowledge that enables young people to go beyond the limits of their own experience; better explain and understand the world; think about alternative futures and how to influence them; learn new ways of thinking; and follow and participate in current debates of local, national or global significance.

Aims for the College Curriculum

The curriculum at Helston Community College should enable all young people to become:

- Successful learners who enjoy learning, make progress and identify appropriate ***aspiration***.
- Confident individuals who are able to live safe, healthy lives and fulfil their ***ambition***.
- Responsible citizens who make a positive contribution to society through their ***achievement***.

Vision

Our curriculum will enable our students to access the statutory entitlement whilst still enabling a flexible combination of learning opportunities with which to develop valuable and realistic ***aspiration***.

Pathways will be clear, well informed and coherent to both the learner and their parents and will shape and enable ***ambition***.

Our courses will be delivered to the highest standard in order to stimulate and contribute towards excellent ***achievement***.

The curriculum is an investment, not only in the future of our students but also in the future of our community.

Values

A belief in the power of education to transform lives and promote the spiritual, moral, social, cultural, physical and intellectual development of young people lies at the forefront of our values. Education enables students to flourish and is a route to social justice, to a healthy and just democracy, to the development of social responsibility, a productive economy, and sustainable development.

Purposes

The curriculum should:

- Ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards.
- Motivate, challenge and engage all learners.
- Be flexible to enable a personalised, learner-centered approach, with appropriate pathways based on the needs and aspirations of learners.
- Develop self-motivated rather than dependent learners.
- Develop positive attitudes to independent study.
- Develop literacy and numeracy through a planned, coherent framework.
- Introduce learners to the key concepts, processes and knowledge of subject disciplines and to develop links between different subject areas.
- Ensure that assessment supports teaching and learning, providing opportunities for focused support and challenge where needed.
- Prepare young people for the world of employment and further and higher education.
- Make learners more aware of, and engaged with, their local, national and international communities.
- Encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make.

Learner Entitlement

Every young person within Helston Community College will be entitled to a learning environment that is based on the following principles:

- Impartial advice and guidance at the right time to enable key decisions to be made.
- High quality, accurate and comprehensive information on the choices available at a time and in a format that is appropriate.
- A broad curriculum with core and additional elements that enriches experience and fully prepares them for continued learning, the world of work and active citizenship.
- Flexible provision, including vocational and work related learning, which caters for individual's needs and reflects employers' needs.
- Involvement in the learning process through consultation on improvements and developments in provision.
- High quality teaching.
- High quality assessment and feedback.
- Progression routes that enable easier and wider access to further learning, particularly higher education and apprenticeships.
- Equality of opportunity to access appropriate learning, progress at a pace suited to their needs and take appropriate qualifications at the right time.
- Support and challenge throughout the learning process so that all individuals achieve their full potential.
- A learning environment that is safe and healthy.
- The opportunity for spiritual and moral reflection and growth appropriate to their religious and cultural beliefs.

Roles and Responsibilities

The Deputy Headteacher will ensure that the curriculum is compliant, resourced appropriately and meets the needs of students.

Heads of Faculty will:

- Ensure that the programmes of study contained in the National Curriculum Framework are embedded in the courses they offer.
- Lead the development of appropriate specifications, resources, schemes of work, marking policies, assessment and teaching strategies in the Faculty.
- Effectively manage and deploy teaching staff, support staff, financial and physical resources within the Faculty to support the designated curriculum portfolio.

Monitoring and Evaluating the Curriculum

The following methods are deployed to monitor, evaluate and further develop the curriculum:

- Review meetings with the Senior Leadership Team, Local Monitoring Committee and Middle Leaders.
- Self-evaluation and school improvement processes.
- Achievement and attainment data and outcomes.
- Learning observations, learning walks and work scrutinies.
- Student Voice.
- Parent feedback.

Monitoring and Reviewing this Policy

This policy will be monitored by the Deputy Headteacher who will report to the Headteacher, SLT and Local Monitoring Committee on a regular basis. The Local Monitoring Committee will recommend any relevant changes.

Key Stage 3 and Key Stage 4 Curriculum Model 2025-2026

Year 7 Curriculum 70 mins

Subject	E	A	Mu	Dr	H	G	MFL	RE	M	Ty	Comp	Sc	PE	PSHE	Total
Periods	6	2	2	1	3	2	3	2	6	2	1	5	4	1	40
Percent	12.5%	5.0%	5.0%	2.5%	7.5%	5%	7.5%	5.0%	12.5%	5.0%	2.5%	12.5%	10.0%	2.5%	100.0%

Year 8 Curriculum 70 mins

Subject	E	A	Mu	Dr	H	G	MFL	RE	M	Ty	Comp	Sc	PE	PSHE	Total
Periods	6	2	1	2	2	3	3	2	6	2	1	5	4	1	40
Percent	12.5%	5.0%	2.5%	5.0%	5%	7.5%	7.5%	5.0%	12.5%	5.0%	2.5%	12.5%	10.0%	2.5%	100.0%

Year 9 Curriculum 70 mins

Subject	E	A	Mu	Dr	H	G	MFL	RE	M	Ty	Comp	Sc	PE	PSHE	Total
Periods	6	2	1	1	3	3	3	2	6	2	2	5	3	1	40
Percent	12.5%	5.0%	2.5%	2.5%	7.5%	7.5%	7.5%	5.0%	12.5%	5.0%	5.0%	12.5%	7.5%	2.5%	100%

Year 10 Curriculum

Subject	E	M	Sc	RE	PE	Core Total
Periods (70 mins per 2 weeks)	7	5	8	2	2	24
Total Mins	525	375	600	150	150	1800

OPT A	OPT B	OPT C	Total
5	5	5	40
350	350	350	1050

Year 11 Curriculum

Subject	E	M	Sc	PSHE	PE	Core Total
Periods (70 mins per 2 weeks)	7	6	8	1	2	24
Total Mins	525	375	600	150	150	1800

OPT A	OPT B	OPT C	OPT D	Total
4	4	4	4	40
300	300	300	300	1200

Key Stage 4 Curriculum

CORE giving 5 GCSEs			OPTIONS giving the equivalent of 3 GCSEs			
			OPTION A	OPTION B	OPTION C	OPTION D
English Language and English Literature	2 GCSE		Choice of: French, History, Geography, Spanish,	Choice of 3 other subjects in addition to Option A: Art and Design, Photography Business, Computer Science, Media Studies, Drama, DT, Food, French, Geography, Health and Social Care, History, IT, Music, Spanish, Sport, Travel and Tourism, Triple Science, Marine Engineering, Construction and Hair & Beauty.		
Mathematics	1 GCSE					
Physical Education						
RE (Short Course)	0.5 GCSE					