



THE FULHAM BOYS SCHOOL

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Revisions Table

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The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



THE FULHAM BOYS SCHOOL

CURRICULUM POLICY

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1. GENERAL PRINCIPLES

- 1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).
- 1.2 At The Fulham Boys School we aim to provide a curriculum which is geared towards Boys, built upon the Christian faith and nurtures Enterprise.
- 1.3 The curriculum will promote the spiritual, moral, cultural, mental and physical development of boys and prepare them for the opportunities, responsibilities and experiences of adult life.
- 1.4 The curriculum, which is regularly monitored and reviewed, is designed to enable the boys to develop the knowledge, skills and flexibility to adapt successfully to the demands of a rapidly changing society; and even make a difference in it. Everything at The Fulham Boys School, both in formal curriculum time and throughout the rest of school day, contributes to this learning.
- 1.5 All subjects have a curriculum and assessment map demonstrating the intention, implementation and impact of their curriculum and how each key stage prepares our boys for the next key stage and GCSE and A Level examinations.
- 1.6 FBS has opted for a longer school day which will allow students of all abilities to access the level of support they need, whether to supplement what has been taught and not fully grasped or to extend what has been learned. The school day will be from 8.30 a.m. to 5 p.m. (3.20 p.m. on Friday)
- 1.7 Staff terms and conditions will incorporate co-curricular activities over and above timetabled commitments.

2. SPECIFIC PRINCIPLES

- 2.1 An equal effort will be directed to all boys. Accordingly all boys will be regularly assessed, their progress evaluated and appropriate intervention implemented to ensure no boy is left behind and all realise their full academic potential
- 2.2 Some subjects will be taught in mixed ability classes, such as English and Humanities. Differentiation will be key to delivery in these subjects. Other subjects will be set, such as Maths and Science.
- 2.3 The school will provide all boys, irrespective of race, social background and ability access to a curriculum which is exciting and relevant and enriched by a wide range of additional opportunities for learning.

- 2.4 The school will provide a curriculum which raises aspirations and helps all boys to enjoy learning and to perceive education as a life-long process.
- 2.5 The curriculum will be academic and traditional but the methods of delivery will be innovative, making use of the latest sources of material and tailoring them to appeal to the learning styles of boys.
- 2.6 ICT will be developed and applied across the whole curriculum and boys will have access to the latest learning technologies
- 2.7 All areas of the curriculum will demonstrate awareness of Christian beliefs and values.
- 2.8 Enterprise skills will be developed in all lessons.

3. CURRICULUM CONTENT

- 3.1 The school will set out a clear Curriculum Entitlement for each Key Stage, identifying where subjects are optional.
- 3.2 The school will meet statutory requirements with regard to Religious Education at all Key Stages
- 3.3 Cross-curricular themes will be addressed in the core and main curriculum areas as well as being supplemented within the PSHCE course
- 3.4 As well as enterprise skills running through all subjects and lessons, each curriculum subject will seek to develop links with industry, universities, businesses and the community whenever possible to enrich the curriculum and to promote the school's emphasis on 'Enterprise'
- 3.5 All areas of the curriculum will provide contexts and opportunities for the development of literacy, numeracy and ICT.

4. EFFECTIVE DELIVERY

- 4.1 All departments will have a curriculum and assessment map which shows clearly the intention, implementation and impact of their curriculum. These maps will take into consideration curriculum development, examination syllabuses and differentiated work, methods of assessment and evaluation
- 4.2 All departments will produce a departmental handbook to ensure consistency of approach and best practice.
- 4.3 Individual teachers will adhere in their teaching to the aims and objectives of the departments.

- 4.4 The intention, implementation and impact of the curriculum will be monitored by the Head of Department and the Senior Leadership Team.
- 4.5 The school in general and all staff as individuals will maintain a teaching ethos that is positive, fair, geared towards boys and nurtures enterprise (see Teaching and Learning Policy)
- 4.6 All courses will take careful account of boys' additional educational needs including those identified as 'gifted' and talented, and reviewed on a regular basis to ensure these pupils are realising their abilities. (See Special Educational Needs policy).
- 4.7 The distribution of teaching expertise will be equitably spread across the ranges of age and ability.
- 4.8 Boys will be able to express their views on ways of learning, to improve and raise awareness of their preferred learning styles and to make them more effective and adaptable learners.
- 4.9 Parents will be able to express their views on the curriculum, and the delivery of it, through school reports, parent and teacher consultations, and questionnaires. The school will also adopt an open door policy.
- 4.10 Pupil's progress will be assessed and reported as per the Assessment policy

5. **CO-CURRICULUM**

- 5.1 The school's co-curricular programme bridges the learning inside and outside the classroom. All boys will be encouraged to try out a range of activities, to push boundaries and to take a lead in all aspects of school life.
- 5.2 The school day will run from 8.30 until 5pm every day except Friday and clubs are compulsory and scheduled into the school day.
- 5.3 An extensive range of school clubs will be on offer to boys throughout the year.
- 5.4 In addition to clubs there may be practices for school productions, sporting events and enterprise activities.
- 5.5 Extra challenge sessions and catch-up classes along with independent self-directed study and library time will be provided beyond the core curriculum timetable
- 5.6 One afternoon a week will normally be given over to sporting activity. The school's philosophy of 'sport for all' means encouraging all boys to get active and stay active for life. Inter-House competitions will take place on these afternoons as well as sporting fixtures against other schools.

- 5.7 The school will foster links with other countries through exchanges, work experience and field trips.
- 5.8 The school will maintain a programme of careers education and work experience. From Year 7 boys will learn about careers and the world of work and all boys will be given a period of work experience during KS4 and KS5
- 5.9 Teachers will encourage boys to attend outside courses
- 5.10 Boys will undertake educational visits
- 5.11 The school will arrange visiting speakers
- 5.12 Ownwork will play an important part in reinforcing and enriching learning
- 5.13 FBS will seek to establish innovative partnerships with universities and colleges, building two way exchanges of teachers and academic staff – for practical inset activity, for sixth form activities, and to embed the concept of university, and extended project qualification in equipping boys for Russell Group Universities.

6. KEY STAGE 3 CURRICULUM ENTITLEMENT

6.1 Key State 3 (KS3) subjects

- English
- Maths
- Science
- Modern Language
- History
- Geography
- RE
- Computing
- Musci
- PE
- PSHCE
- Art
- Drama

- 6.2 ICT will be present in all subjects. Where it is specifically programmed into the curriculum it is intended that it is taught as a Computer Science for some boys and basic ICT for others. Computer Science will be offered as a GCSE at KS4
- 6.3 Food and some aspects of technology will be taught through the co-curricular programme.

7. KEY STAGE 4 CURRICULUM

7.1 The options subjects are (GCSE unless stated otherwise):

- Computer Science
- BTEC Computer Science
- History
- Geography
- Music
- Business Studies
- 3 Dimensional Design
- Drama
- Spanish
- French
- Fine Art
- Latin
- PE GCSE
- Third Science
- NCFE Vocational Certificate in Sport

7.3 CORE. In Key Stage 4 all boys will study:

- English
- Maths
- Science
- a language,
- History or Geography
- Religious Education and PSHCE

7.4 Boys will continue to access the school's broad co-curricular programme including weekly sports afternoons.

8. KEY STAGE 5 CURRICULUM

8.1 Subjects on offer at KS5 are (all A Level unless stated otherwise):

- English
- Maths
- Further Maths
- Biology
- Chemistry
- Physics
- Psychology
- History
- Geography

- Politics
- Religious Education
- French
- PE
- Music
- Drama
- Art
- Business Studies
- Economics
- Sport BTEC

8.2 Boys will also have the option of studying towards an Extended Project Qualification which will allow them to study a topic in depth. Enhancing their knowledge and improving their opportunities to apply for Russell Group Universities.

8.3 They will also follow a General Education Programme which will include outside speakers, debates, sport and co-curriculum, Religious Education and the Duke of Edinburgh Award.

9. OTHER CURRICULUM REQUIREMENTS

9.1 Citizenship and Personal, Social Health and Enterprise Education

The school will plan and deliver a broad, balanced programme of PSHCE to meet the specific needs of learners. PSHCE prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. (See PSHCE and SMSC policies)

9.2 Sex education

All schools must, by law, have an up-to-date written sex education policy, which is available for inspection, particularly by parents. (See PSHCE and SMSC policies).

9.3 Religious Education

RE is a statutory subject for all school pupils. RE will be taught from a largely Christian perspective but will include other world religions. It is anticipated that all students will study RE and the School will promote GCSE RE for all at Key Stage 4. (See RE and Collective Worship policy).

9.4 Collective worship

The school provides a daily act of distinctive Christian collective worship. (See RE and Collective Worship policy).