

CURRICULUM POLICY

Scope

This policy applies to Bootham Senior School. A separate policy exists for Bootham Junior School.

Curriculum philosophy

At Bootham, students are encouraged to be adventurous and challenging in their search for knowledge, develop a thirst for learning, enjoy learning for its own sake and continue learning after they leave school.

The aim at Bootham is to provide both depth and breadth; students will study their academic subjects plus a wealth of curricular enrichment opportunities.

We offer a full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act, 1996), and a curriculum which stimulates different styles of learning, affording students a range of experiences through which they can learn, make progress and be successful.

We want our students to gain qualifications of recognised academic value and rigour and which give all students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative exploration; we want them to achieve qualifications at the highest level of which they are capable and, equally, to learn about spiritual, moral and cultural matters.

We recruit students with as wide an ability range as are able to benefit from the curriculum we offer, recognising that with limited resources we cannot cater for all abilities. Our aim is that students leaving Bootham will be articulate and confident, grounded, and comfortable with themselves.

We aim to develop creative, independent, skilled and collaborative learners with the required skill set for A Level, university, the working world and beyond.

Academic courses

The academic courses at Bootham broadly follow the National Curriculum (students will, for example, acquire speaking, listening, literacy and numeracy skills) but the school is free to modify this and does so to produce a programme which best suits our students. Being a Quaker school, the care and nurture of the individual is seen as a high priority. This philosophy means that classes are small, classrooms are positive and productive and there are many opportunities to find ways to meet the needs of individuals.

Subject matter is appropriate for the ages and aptitudes of the students, including those with a statement or Educational Health and Care plan. Similarly, our PSHE provision reflects the school's aims and Quaker ethos.

Courses of study: Schoolrooms

In the Schoolrooms (Years 7, 8 and 9), students are taught in mixed ability groups except for Languages and Mathematics. A broad curriculum is followed. Bootham does not participate in the Key Stage 3 tests; we do not feel that these help or add usefully to existing good practice. All students take Art, Careers and PSHE, Classics and Latin, Computer Science, Design and Technology, Drama, English, French, Geography, German or Spanish, History, Mathematics, Music, Physical Education, Philosophy and Religious Education, the Sciences and Thinking Skills, in one or more of these years.

Courses of study: Seniors

Most students have the opportunity to qualify in ten subjects in Lower and Upper Senior (Year 10 and 11). Students follow IGCSE/GCSE courses in English Language, English Literature, Mathematics, Modern Foreign Languages (French, German, and Spanish), the three single subject Sciences (Biology, Chemistry and Physics). In addition options are chosen from Art, Classical Civilisation, Design and Technology, Drama, Geography, History, Latin, a second Modern Foreign Language (French, German or Spanish), Music, Physical Education and Religious Studies (Philosophy of Religion and Ethics). Non-examined PSHE, RE and Physical Education are all compulsory.

Courses of study: College

In College (the Sixth Form), there is a choice of twenty two subjects at A level, subject to demand. Three or exceptionally four subjects are chosen from Art, Biology, Business Studies, Chemistry, Classics, Design and Technology, Economics, English Literature, French, Geography, German, History, Latin, Mathematics, Further Mathematics, Music, Physics, Psychology, Religious Studies (Philosophy of Religion and Ethics), Spanish, Sport and Physical Education and Drama and Theatre. Some students also take up the option of pursuing an Extended Project Qualification (EPQ) or other additional qualifications. Both College year groups are also timetabled for Physical Education and a Quaker meeting at Friargate Meeting House. There is an extensive enrichment programme for College called "Specials" which comprises a diverse range of talks and workshops.

Careers

A cumulative programme of appropriate careers education is given from Middle Schoolroom (Year 8) onward. This culminates in (a) detailed advice for Upper Senior (Year 11) students concerning A levels and career direction and (b) close monitoring of university applications for College Two (Year 13) students. Please see Careers Policy.

Learning Support/EAL

Starting in Lower Schoolroom (Year 7), we make provision for students who require additional support. Students may attend Maths support with our Mathematics tutor and/or Curriculum Support intervention groups, for those with specific learning differences. Similar arrangements are made for students with significant EAL needs. Please see EAL provision document. Such arrangements are made subject to students' individual needs. Where a student has an Educational, Health and Care plan, a programme which fulfils that student's requirements is offered.

Extended curriculum

Students develop an understanding of spiritual, moral, social and cultural issues through the curriculum, extracurricular and other opportunities. Bootham is a multicultural community within which we celebrate the diversity of our students and their cultures. Alongside this, the school actively supports students in learning and deepening their understanding of citizenship and fundamental British Values, culture and systems through speakers at Meetings, tutor time and, where possible, as part of the curriculum. Examples of how each curriculum subject promotes fundamental British values are included in **Appendix 1**. Students learn about personal and online

safety as part of the PSHE and ICT curriculum, and through presentations at Morning Meeting and year group speaker programmes. Please see PSHE provision document.

More detailed information can be found in the GCSE and College curriculum booklets which are updated and published annually. The choice of exam boards for GCSEs, IGCSEs and A levels is the responsibility of academic Heads of Department, in consultation with the Academic Deputy Head and the Head.

Related Documents

Careers policy, EAL provision, PSHE provision document.

Date of last review: February 2017
Person responsible: Academic Deputy Head
Review group: Education Committee
Approval group: Governors' Meeting

Date of next review: February 2018

Note: This policy will be reviewed on an annual basis for matters of fact and process.

Appendix 1 of the Curriculum Policy

PROMOTING BRITISH VALUES IN THE CURRICULUM 2017

Schools are expected to 'ensure that principles are actively promoted which:

1. Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
2. Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
3. Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
4. Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
5. Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
6. Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
7. Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

ACTIVITIES

1. Volunteering activities (Mulberry Court, St. Nicks) promote the value of society and helping others
2. Smoothie bar promotes entrepreneurial skills and votes on how to distribute profits
3. Charities group are democratic and decide as a committee which charities to support
4. A variety of recreational history clubs (Horrible Histories, White Queen etc.) cover historical British values
5. Amnesty, BEAST and World Shapers promote modern British values on equality and environmental issues

ART

Through the use of contextual and historical references from around the world we encourage a sense of respect, admiration and understanding of other cultures, beliefs and nationalities.

Moreover, we encourage our students, especially those at exam level, to explore and express elements of their personal identity and heritage within their creative output.

BIOLOGY

We have no specific units on British Values though we do focus on British seasons and countryside as a way to engage students, with trips out for Boarders to experience this first hand.

We treat the students carefully to uphold the 9 protected characteristics for the EOC and try to explain why certain behaviours are not acceptable in the UK.

Medical issues and diseases are looked at from a UK perspective with NHS treatment as the way forward.

CAREERS

In Careers we deal with some workplace law in making decisions and breaking rules as well as discrimination. Lessons include UK wages, National Insurance, taxes and pensions using the direct.gov.uk website as well as voting and general laws such as age limits. Students also discuss personal rights and freedom, use of social media and making decisions.

CHEMISTRY

Debates about benefits and harms of industries (mining, fuel production, etc.) touch on market-forces, wider responsibilities, plurality of opinions and free speech.

CLASSICS

1. In Latin and Classical Civilisation by interaction with cultures very different from our own; frequent discussion of Greek and Roman values and attitudes compared with ours:
2. Different political systems; Athenian democracy, tyrannies, Roman law.
3. Universal values of human nature, morals and reactions explored in study of eg. Greek Tragic plays.
4. Discussion of multiple religious groups in the ancient world; Christians as scapegoats.
5. Engagement with foreign languages and different ideas expressed in literature.
6. Human rights: Women's rights, often as a negative example; no official rights but some resourceful and exemplary women, slavery, submission eg. Boudicca punished for putting her head above the parapet.
7. Attitudes to war and the religious and political aspects involved; eg. Jewish suppression by Romans.

COMPUTER SCIENCE

Laws and the ethics of Computing are discussed at all levels, especially with regards to social media.

CURRICULUM SUPPORT

1. Explore a variety of fiction and non-fiction texts during intervention lessons that address different faiths and belief systems.
2. Support a variety of subject areas and reinforce the values that are explored and reflected, e.g. liberty and freedom in *A View from the Bridge* and different laws in History.
3. Provide ongoing opportunities for discussion and exploration that may implicitly and/or explicitly address British values. Specific topics have included: the National Trust; the work of charities; political correctness (language); gender equality and element of British history. Additional topic areas may be covered whilst supporting work from other subject areas.

D & T

Laws of England

GCSE Students look at patents, intellectual ownership and British and European standards for products.

Respect for others

Inclusive and exclusive design. Designing for the needs of the young, elderly, disabled. How designers should take into considerations people from different cultural backgrounds.

DRAMA

Through the examination of various themes in devised drama work explored across all levels (such as identity, bullying, conformity) and through analysis and performance of a range of play texts, students are encouraged to build empathy with characters and ideas from a range of cultures and historical eras. Through discussion, respect for and tolerance of difference, is encouraged and fostered.

ECONOMICS/ BUSINESS STUDIES

A-level Economics topics:

We study: the role of Trade Unions; Aging population in developed countries; the distribution of wealth and income; measurement of inequality - the Lorenz Curve and the Gini coefficient; Policy issues associated with poverty and inequality;

Business ethics; Equal Opportunities (Sex discrimination); Market segmentation (the power of the Muslim pound); Business and the environment (supermarket recycling); Pressure groups (Shac)

ENGLISH

As an English department, one of our principal responsibilities is to enable our students to express their own thoughts articulately, clearly and accurately. As George Orwell demonstrated all too clearly in '1984', a limited or manipulated vocabulary can lead to a flawed understanding of issues and events. We want our students to be intellectually critical, curious and clear sighted about the country into which they're born, and it is essential that they should constantly be introduced to new concepts and ideas. Much of our Language work is designed to develop the students' abilities not only to express their own ideas but to appreciate, engage with and apply language that has been used for effect elsewhere. Throughout Schoolrooms, for example, we teach our students how to debate effectively and how to appreciate that every argument has at least two sides. We also work on discursive and persuasive speaking and writing skills, in different media such as advertising, and above all, we aim to develop their awareness of voice, audience, register and purpose in every significant piece of writing they read or produce. Something we do regularly is to explore examples of famous rhetoric from past and present and to pick them apart with the students so that they become versed in the techniques employed by politicians. A current example on which we are working is to compare and contrast the inauguration speeches of Barak Obama and Donald Trump.

We also aim to encourage a keen and critical perception of how stories are reported in our students. In Upper Schoolrooms (Year 9) for example, all our students participate in the BBC Schools Project where we build to a full morning investigating and reporting local events and broadcasting them online. We want them to understand the fundamental questions facing any journalist investigating a story as well as the ways in which they answer them. While we want them to appreciate the value of a free press, we also want them to learn the differences between responsible and irresponsible reporting.

With every text we study, and we aim to study as wide a range of texts from different periods and genres as possible, we spend considerable time encouraging students to think about the power of language in conveying ideas. We also, of course, engage with the ideas themselves and we encourage our students throughout the school to make frequent contrasts and comparisons between different concepts or issues such as law, gender, crime, punishment and perceptions of right and wrong at different periods in English history. In College, for example, we spend some time exploring medieval, Jacobean or nineteenth century attitudes to women, as revealed by writers as diverse as Chaucer, Shakespeare, Webster, Ibsen or Angela Carter, and in doing so our students gain a greater understanding of the roles of women and the opportunities and restrictions they experience now in different countries as well as our own. In our teaching of Shakespeare throughout the school we

explore issues of power such as the changing notions of kingship or the ways in which power can be controlled, wielded or abused in texts like 'Macbeth', 'Hamlet' or 'King Lear'. Every text we teach is carefully contextualised so that students are encouraged to forge links between the past and the present. In Schoolrooms, we also explore different perceptions of warfare through texts such as 'Private Peaceful', 'Journey's End' and First World War poems, and through the study of such texts, students gain a sense of how historical events and the ways in which literary texts respond to them can play a crucial role in revising our understanding of our country and her role in the world. In Middle Schoolroom, we also use texts such as 'The Boy in the Striped Pyjamas' to ensure that the memory of such atrocities as the Holocaust is perpetuated. We also encourage our students to research, explore and debate how far such notions of power have really changed and to contrast them with our expectations of democracy. We also aim to encourage our students to further their understanding of our own country by studying and appreciating the similarities and diversities of others. Indeed one of the reasons we adhere to the IGCSE is because it affords greater opportunities to study ideas and issues facing other English speaking parts of the world. Many of the fictional or non-fictional passages we explore for IGCSE Language for example relate to other countries, some of them third or developing world, while we study texts by a range of international writers for Literature in addition to the texts from our own culture. Contrasts and comparisons are one of the best means of heightening our sense of the culture we have been born into.

Above all, we aim to enable all our students to understand the emotional and psychological complexities of both themselves and the people around them through their study of Literature and to have the confidence and the eloquence to express such understanding in everything they think, write or speak.

In English the values of Liberty, Democracy, Tolerance are covered in many ways, but particularly through taught texts at all levels.

GEOGRAPHY

We look specifically at 'law' and 'crime' with middle School Room and have two examples of voting activities in the school rooms curriculum, one in lower school room (the future of the rainforest) and one in upper school room (is globalisation a good or bad thing?). We also discuss the role of government versus transnational corporations and how much power they have.

Throughout the WAG activities we obviously visit the theme of mutual respect for those of different ethnicity and religion on many occasions and this is also imbued within our KS3, 4 and 5 curriculums in Geography.

HISTORY

We cover the following aspects:

Respect for democracy and support for participation in the democratic processes - **campaigns for parliamentary reform, 1832 Reform Act, Chartism, Public Health Acts in Msch, Usch and College 1; the campaign for women's suffrage in Usen; Soviet expansion in the Eastern Bloc and life under communism in Lsen; causes of the English Civil War in Msch; Magna Carta and Simon de Montford in Lsch.**

An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety - **teaching Magna Carta in Lsch, changes in German legislation post 1933 in USch, medieval law and order in Lsch, The Fueros of the Cortes in Aragon and Castile College 1**

Enabling students to distinguish right from wrong - **slavery in Msch, the holocaust in Usch,**

An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence - **Bourbon France in CII, Nazi Germany in Usch, life under communism in Lsen, government handling of the radical challenge under Pitt to Peel in College 1, FDR's New Deal and the Supreme Court in Lsen, Beckett Lsch???**

An understanding that the freedom to hold other faiths and beliefs is protected in law - **the Medieval Church in Lsch, Holocaust in Usch, Red Scare and Cold War in LSen, Conscientious objection in WW1, CONquest of Granada and Convivencia College 1**

An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour - **Bloody Mary in Msch, the Reformation in Msch, the rise of Hitler and the Holocaust in Usch, the medieval Church in Lsch, French Wars of Religion and treatment of the Huguenots in College 2, the Crusades in Lsch, Gunpowder Plot in Msch, the Spanish Inquisition in College 1, spread and appeal of Lutheranism in College 1.**

An understanding of the importance of identifying and combatting discrimination - **black civil rights and KKK in Lsen, Catholic emancipation and repeal of the Test and Corporations Act in College 1, the rise of Hitler in Usch and Lsen, participation in the Holocaust Educational Trust's Lessons from Auschwitz Project**

ISSP

1. Debate and discussion form the backbone of many workshops
2. Students mix with a wide cross section of the community promoting understanding between students.

MFL

By the very nature of our subject we are a department which primarily focusses on aspects of cultures and languages outside Great Britain. That is not to say, however, that we do not actively promote fundamental British values. Through the topics listed below our students acquire an appreciation of and respect for their own and others' cultures. Learning about these topics in other countries and comparing them to Great Britain gives our students a greater understanding of how they can positively contribute to the lives of those living and working in the UK.

1. Immigration: The reasons for Immigration, benefits and problems linked to Immigration.
2. Integration: Factors which hinder or facilitate integration, the experiences of immigrants.
3. Racism: Reasons for racist behaviour, measures to combat racism and their effectiveness, the experiences of racism victims.
4. Wealth and Poverty: Poverty in Europe and developing countries, the work of charities and governments, attitudes to wealth and poverty.
5. Crime and Punishment: Measures to reduce crime and their effectiveness, alternatives to imprisonment, crime committed by or affecting young people.

MUSIC

1. Through the study of a variety of works, tolerance and understanding of other cultures is enhanced.
2. As general classroom practice, respect and acceptance of others and their differences, is expected and encouraged.

3. All music staff lead by example in their treatment of one another, their treatment of students and looking for positive points, whether in practical lessons, rehearsals, concerts or in the classroom, is regular practice.

PE

Through curriculum PE numerous links with British values are made including the following:

The concept of playing within the rules encourages pupils to act responsibly and they learn to accept the rules of the game and to respect the need for them. Through promoting fair play we are encouraging pupils to distinguish right from wrong, to accept that actions have consequences and to respect themselves and each other.

We celebrate and reward success and accept defeat enabling pupils to develop self-esteem. The maintaining of good behaviour and awareness of others and the environment around is essential for the safe delivery of physical education.

Pupils are participating in activities that promote co-operation with others. There is inclusion for all in lessons with tolerance and mutual respect of others irrespective of ability, gender, disability or cultural background. Respecting others is encouraged within the PE department and links with the Quaker ethos.

As the pupils move through the school they are given individual liberty in having some choices within the PE programme as to what physical activity they wish to do. We actively support and promote the concept of an active healthy lifestyle and this promotes self-improvement.

Within lessons and when playing in house and inter school competitions they have the opportunity to take on roles and responsibilities e.g. captain of school team or house team.

Pupils are encouraged to join clubs beyond school and many have taken the initiative to play and help with local sports clubs in numerous sports thus encouraging them to contribute positively to those in the locality and to society more widely. Some gain qualifications with lifesaving and some complete 10k races to raise money for charities.

Within examination PE (GCSE and A level) a number of topics link with Promoting British Values such as: The influence of gender, age, disability and religious/cultural backgrounds upon participation. Playing by the rules of National Governing bodies, the impact of drugs on sport and other examples of deviance, fair play and sportsmanship are all topics taught as part of their syllabus.

PSYCHOLOGY

In Psychology we cover Personal Liberty and/or Law in a range of topic areas including Mental Health, Attachment, Aggression (Prisons and treatments), Debates such as Freewill versus Determinism, Ethics, plus Gender and Cultural Issues. In all topics we discuss - Implications for the Real World.

RS

1. Whole RS curriculum - underpinned by the study of all major world faiths - respect. Everything we do is about respecting people's faiths, beliefs and values.
2. We start with Quaker history and Testimonies in Lower Schoolroom (Simplicity, Truth, Peace, Equality and Sustainability) We then go on to look at some of the key beliefs of all 6 major world faiths, always promoting tolerance.
3. Martin Luther King and Gandhi and Malcolm X in Middle Schoolroom - Slavery (Links to Thinking Skills and Quaker belief in action) Prejudice and Discrimination in Middle Schoolroom and Seniors.
4. Universal declaration of Human Rights (Lower Schoolroom Thinking skills and Seniors PRE).
5. Politics and Religion Unit in Upper Schoolroom: Oscar Romero, Archbishop Samuel Ruiz, etc. Ideas of justice etc.
6. Crime and Punishment e.g. Capital punishment, Elizabeth Fry, Law and Justice - A level - Hobbs, Rawls etc.
7. Include some aspects of Humanism and Atheism e.g. Humanist approach to the environment in Upper Schoolroom, Atheism in College Two - lots of other philosophical approaches to life.
8. The Seniors PRE program revisits the Quaker Testimonies in more detail e.g. Equality - Race and Sex Discrimination acts etc.

PSHE

Students are encouraged to reflect upon develop their personal values relating to a wide range of areas such as sexuality, disability and discrimination. They are given information to enable them to make informed choices and take responsibility for their choices; this includes learning about the law relating to, for example, sexual activity, discrimination, smoking, drinking and other drug use. Ground rules are established and implemented to promote respect for others, including those with different views and traditions, all of which is in keeping with, and reinforces, the ethos of the school.

SCHOOLWIDE

1. The democratic process is promoted with mock elections and referenda.
2. This has included: Mock election in 2015 and EU ref in 2016
3. Each year a political debate / question time is held with national politicians
4. The politics portal encourages political debate.