

Curriculum Overview

The school curriculum seeks to provide outstanding personal development by supporting, promoting and instilling the values of APHS - Ambition, Pride, Happiness and Success.

Ambition

- Motivate students towards achieving ambitious personal and academic targets.
- Develop an ambitious attitude towards learning and making excellent progress.
- Challenge students to acquire the key knowledge, skills and understanding required for current and future success, as well as providing the basis for subsequent learning and behaviours to be successful in later life.
- Build cumulatively deeper understanding and the capacity for skilful performance.
- Provide a strong academic core through English Baccalaureate (EBacc) subject areas while giving equal value to STEMM, Physical Education and the Arts.
- Develop ambitious plans for the future through high quality, age-appropriate Careers Information Advice and Educational Guidance (CIAEG) to support future choices.

Pride

- Provide a range of curricular and extra-curricular opportunities for students to represent and lead their school community.
- Provide an environment where student achievement is rewarded and celebrated.
- Be embedded with opportunities for students to develop cultural capital through social, moral, spiritual and cultural (SMSC) education.
- Develop pride in their local and national heritage as well as support and uphold Fundamental British Values.

Happiness

- Help students develop character, personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Support the development of student physical and mental well-being.
- Provide a wide range of unique life experiences through extra-curricular and super-curricular opportunities.
- Ensure students learn how to keep themselves and others healthy and safe, including online, through embedded Personal, Social, Health and Economic (PSHE) Education.
- Help students to develop healthy and happy relationships with others through Relationship and Sex Education (RSE).

Success

- Ensure students experience success across a broad and balanced curriculum.
- Ensure students receive an appropriate curriculum for their needs, including life skills, amended curriculum provision or alternative curriculum provision where appropriate.
- Ensure students can use mathematics and literacy skills across a range of contexts.
- Ensure high levels of student progress and achievement against challenging national benchmarks.
- Enable students to acquire a range of nationally recognised qualifications which hold currency for future career and education pathways.

Below is an overview of the curriculum offered at both Key Stage 3 and 4. Alongside this we also offer many Alternatives and Amended curriculum arrangements in order to be able to meet the learning needs of all students regardless of their ability.

All lessons are delivered in 55 minute periods, with 5 lessons a day across a two-week timetable.

Year 7

Set	CORE	English	Maths	Intervention	Science	MFL	Geography	History	Computing	Food Tech	D&T	Music	Art	Drama	PE	Self & Society	RS
A	0	8	7		6	5	3	3	2	2	2	2	2	2	4	1	1
P	0	8	7		6	5	3	3	2	2	2	2	2	2	4	1	1
H	0	8	7		6	5	3	3	2	2	2	2	2	2	4	1	1
S	0	8	7	*	6	5	3	3	2	2	2	2	2	2	4	1	1

Year 8

Set	CORE	English	Maths	Intervention	Science	MFL	Geography	History	Computing	Food Tech	D&T	Music	Art	Drama	PE	Self & Society	RS
A	0	8	7		6	5	3	3	2	2	2	2	2	2	4	1	1
P	0	8	7		6	5	3	3	2	2	2	2	2	2	4	1	1
H	0	8	7		6	5	3	3	2	2	2	2	2	2	4	1	1
S	0	8	7	*	6	5	3	3	2	2	2	2	2	2	4	1	1

Year 9

Set	CORE	English	Maths	Intervention	Science	MFL	Geography	History	Computing	Food Tech	D&T	Music	Art	Drama	PE	Self & Society	RS
A	0	7	7		7	5	3	3	2	2	2	2	2	2	4	1	1
P	0	7	7		7	5	3	3	2	2	2	2	2	2	4	1	1
H	0	7	7		7	5	3	3	2	2	2	2	2	2	4	1	1
S	0	7	7	5	7		3	3	2	2	2	2	2	2	4	1	1

*Across Key Stage 3, students from low prior attainment, including all SEND students receive intervention through 'Becketts' in order to allow for literacy and numeracy intervention to take place and close the gap related to age-related expectations. In year 9, any students who are still at low levels of literacy and numeracy are withdrawn from Languages to receive further intervention.

Year 10

Set	CORE	Self & Society	English Lang & English Lit	Maths	Science	Option A	Option B	Option C	PE
A	1	1	8	8	10	5	5	5	4
P	1	1	8	8	10	5	5	5	4
H	1	1	8	8	10	5	5	5	4
S	1	1	8	8	10	5	5	5	4

Year 11

Set	Self & Society	English Lang & English Lit	Maths	Science	Option A	Option B	Option C	Option D	PE
A	1	8	8	9	5	5	5	5	4
P	1	8	8	9	5	5	5	5	4
H	1	8	8	9	5	5	5	5	4
S	1	8	8	9	5	5	5	5	4

Relationship and Sex Education, Citizenship education, PSHE and RSE is delivered via:

- Fortnightly 'Self and Society' Lessons
- 5 x collapsed curriculum days per academic year
- Assemblies (whole school and year group specific)
- RS/Philosophy & Ethics Schemes of Learning
- Science Schemes of Learning
- ICT Schemes of Learning
- PE Schemes of Learning
- Form time activities.

During the 'Options' process which takes place in Year 9, students are then given guided pathways whereby then come opt to study subjects following discussions between students, parents and subject teachers. The subjects each have 5 periods allocated to them over the fortnight timetable. Our current curriculum officer includes:

Core GCSEs	EBacc GCSEs	Open GCSEs	Open Non-GCSEs
English Language English Literature Mathematics	Separate Sciences Computer Sciences Geography History French Spanish	Religious Studies Psychology GCSE PE Music Art and Design Drama Design Technology Child Development	Business Enterprise Travel & Tourism Interactive Media Hospitality & Catering Horticulture

In addition to these GCSE and Non-GCSE subjects students also have the opportunity to gain other additional qualifications such as:

- ☐ Duke of Edinburgh Award
- ☐ First Aid qualifications
- ☐ Food Hygiene Certificates
- ☐ PiXL Edge Award
- ☐ Grade 1-8 Musical Qualifications

In terms of the number of subjects studied at GCSE level, our expectation is the majority of students study at least 8 subjects. We also offer vocational pathways where it is appropriate to meet the learning needs of the student, as well as additional Study Support time within the curriculum.

If you have any further questions or queries, please do not hesitate to contact me at Alderman Peel High School.

Matt Hardman
Vice Principal