



Hymers
College

CURRICULUM POLICY

INTRODUCTION

This policy applies to Hymers College (7-18 years) and Hymers Hessle Mount (3-7 years). Hymers College incorporating Hymers Hessle Mount is hereafter referred to as 'the School'. The School is committed to providing a rigorous academic and intellectual education that will challenge and engage pupils. We aim to offer continuity and progression of learning to foster a life-long love of learning for its own sake and provide our pupils with a secure foundation on which to continue into Higher Education and into the careers of their choice. In accordance with the DfE's documents *Careers Guidance and Inspiration in Schools* (March 2015) and *Careers Guidance and Access for Education and Training Providers* (2018), our aim is that every pupil should leave our school effectively prepared for the opportunities, responsibilities and experiences of life in British society. We seek to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

All pupils of compulsory school age receive a full-time supervised education that allows them to learn and make progress. The education provided by the school takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. Hymers College, as an independent school, offers a balanced curriculum broadly based upon the National Curriculum, and one which promotes the spiritual, moral, social, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects.

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

WHOLE SCHOOL POLICY

All pupils are expected to take part in assemblies. A wide variety of speakers representing different faiths and religions are invited into the school as part of the assembly programme. Through these gatherings, alongside the Religious Education that all our pupils receive, and through PSHE (Personal, Social, Health & Economic) Education, we aim to promote respect for other people, with particular regard to the protected characteristics under the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

PSHE is delivered in Tutor group sessions. These are usually delivered by Form Tutors, with occasional support from specialist speakers. A full programme of PSHE, which reflects the school's aims and ethos, is

provided and outlined in the PSHE Schemes of Work. The Head of PSHE and the PSHE Co-ordinator in the Junior School co-ordinate teaching and, together with the Deputy Head (Pastoral), ensure that all areas of the programme are covered. British values and a culture of tolerance and diversity are promoted through the PSHE programme, as well as through other curriculum subjects and areas of school life. In accordance with the DfE's *Guidance about Health Education*, 'Health' includes both physical and mental health.

The school's PSHE programme has regard for the government's guidance in *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. The school has a written policy for relationships education and RSE that has been developed in consultation with parents and is published on the school website.

The school provides relationships education to all pupils from Year 4 and above. All pupils in the Senior School are provided with relationships and sex education. In this pupils are encouraged and guided by moral principles and taught to recognise the value of family life. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Law forbids the promotion of partisan political views in the teaching of any subject in the school. Political issues are introduced in a number of courses and are presented in a balanced manner.

Each pupil, regardless of age, participates in a programme of sport and/or physical activity at least one day per week.

Careers education is available to all pupils. This is offered by the Careers Department which provides support and advice, as well as organising additional visits by outside agencies, speakers and advisers. We recognise the importance of accurate, independent and up-to-date careers guidance for all pupils from Years 7-13 to allow them both to make informed choices about a broad range of career options and to fulfil their potential. Pupils receive timely and impartial advice to help them choose GCSE and post-16 courses. For university applications, there is a rigorous process which is organised by the Head of Careers and UCAS Advisers, and overseen by the Head of Sixth Form.

The school has a Learning Support department which is responsible for screening all pupils in Year 3, 4 and Year 7, as well as new entrants for special educational needs. Age-appropriate assessments, such as INCAS, MidYIS, YELLIS, ALIS and the school's own entrance tests, are used for this purpose. Parents of pupils who are identified as having a special educational need are then informed and can arrange additional support within a framework detailed in the Learning Support & SEND Policy. The appropriate information is passed to the Tutor, Head of Year and to subject teachers. Tutors and the Learning Support department assemble Personal Education Plans for these students. In the small number of cases in which a pupil has an Educational, Health or Care (EHC) Plan, we review this annually to ensure that the pupil is receiving the specified provision. We recognise, too, that very able pupils can sometimes require special provision.

For those pupils for whom English is not their first language, the School determines whether additional tuition in English is necessary and the level of tuition required. All such tuition comes under the English as an Additional Language (EAL) Policy, which itself is subject to regular review by the School's Learning Support Department and overseen by the Governing Body Education Committee. The school's Learning Support & SEND and EAL Policies are available to parents on the website.

The school expects homework to be set as appropriate, and in accordance with the school's homework guidelines as detailed in the Parent Handbook.

More detailed information on the curriculum plans for each section of the School (Hymers Hessle Mount, Junior and Senior Schools) are available on request.

The Deputy Head Management, Head of the Junior School and Head of Hymers Hessle Mount will monitor this policy. Since January 2021 they have reported to the Governing Body Education Committee on the progress of the policy and recommend any changes.

Reviewed by Governors' Academic Committee – Sept 2019

Revised by Head (JPS) – Sept 2020

Reviewed and approved by Governors' Academic Committee – Oct 2020

Reviewed by Head – Sept 2021

Reviewed and approved by Governors' Education Committee – Dec 2021

Revised by the Head (JPS) – Nov 2022

Reviewed by the Governors' Education Committee – Dec 2022

Revised by Deputy Head Management – Dec 23

Reviewed and approved by Governors' Education Committee – Dec 2023