

Sweyne Park School

'A Thinking School, a Thoughtful School'

Curriculum Vision Statement

The purpose of our curriculum and of our work as a Thinking School is to inspire pupils, to secure strong academic outcomes and engender in them an enduring sense of curiosity. By exploring the broad and rich variety of subjects we offer, pupils can find their unique strengths, value their own ability to learn, find their voice and use it with confidence and eloquence. They can grow into truly independent learners who are inspired and driven to learn.

Our curriculum is designed to give each pupil a broad and secure body of knowledge about the world around them, and the perspectives and lives of others living both now and in the past. In addition to this, they learn about the key scientific, literary, mathematical, artistic and technological achievements of the human race to date. Through their learning, pupils will develop their thinking skills and practical abilities. They will learn to analyse, evaluate, make judgements and justify their reasoning. Reports now include a curriculum overview statement for every subject. This helps parents and carers to understand the curriculum intent. Pupils are empowered to make choices about the subjects they will study in Key Stage 4. Decisions about syllabus selections are made with a view to facilitate the richest learning experience rather than what is expedient for league tables. Our approach is ethical and supports Post 16 choices and progression, and to this end we opened a Sixth Form in 2014. We are committed to ensuring all pupils have high aspirations, make informed decisions relating to the world of work, and have the skills and habits of mind, which will secure their success.

Over several years now, departments have built comprehensive curriculum maps which place great emphasis on developing skills and confidence. Teachers are constantly adapting and improving these schemes, pre-empting and addressing misconceptions and developing in their pupils a love of learning.

Cross-curricular themes are valued, but we believe in the rigour and purity of discrete subject disciplines to explore the human condition. In 2008, departments formed their own vision statements summarising the intent and purpose of their curriculum. These have evolved over time and are shared with pupils. They provide an anchor which underpin lessons, bringing a cohesive sense of meaning and purpose to every lesson. All teachers interviewed since 2006 have been asked about the philosophical essence of their subject, and we expect teachers to be able to articulate this.

Teachers actively develop pupils' schema and ensure that new knowledge is both retained and accessible from the long term memory. We look to inspire and support all pupils, giving them a thirst for learning, satisfied through hard work. Our school is a highly inclusive one, where barriers to learning are actively sought and overcome.

We offer a broad curriculum and a diverse extra-curricular offer. Our Key Stage 3 curriculum has always been taught over three full years. This gives a breadth of knowledge and skills which pupils can draw from as they specialise and make choices. We value the Arts and pupils are encouraged and supported to explore and develop their creativity, and are given the opportunity to discover their talents. The Arts are integral to the ethos of the school, challenge and sustain our culture, valuing every human being as an individual, as well as recognising and celebrating the great mystery of life.

Crucially, our curriculum also supports spiritual development, and looks to build in our pupils a moral strength that enables them to understand and express their identity and actively contribute to society and life in modern Britain. The values of respect and rights are at the heart of our school and are recognised through our work as a UNICEF Rights Respecting Gold School.