The Petersfield School provides a curriculum which inspires, challenges and safeguards all our students. The curriculum enables the students to become:

- Successful learners who enjoy learning, make progress and achieve
- Successful participants in the increasingly competitive global academic race
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a socially and economically positive contribution to society

The curriculum aims to develop students:

- with lively and enquiring minds;
- with the ability to question and argue rationally;
- who are creative, resourceful, and able to apply themselves to tasks and physical skills;
- who are able to solve problems, both independently and with others;
- who have high personal moral values and respect for other races, religions and other ways of life.

The Petersfield School operates a key stage 3 curriculum across years 7 & 8 and a 3 year Key Stage 4 Curriculum across years 9, 10, & 11. The students make an initial choice of learning pathways at the end of Year 8, and these are further fine-tuned during year 9.

The school operates a two week timetable, with over 27 hours of formal taught lessons and a comprehensive programme of extracurricular activities. This is significantly above the national and local average.

**School Day**

The formally assessed curriculum is delivered through a timetable consisting of 28 fifty five minute periods. PSHE, Citizenship, and Careers guidance are delivered via a combination of dedicated lessons, and focussed whole or ½ day activities.

All students at KS3 (Years 7 and 8) undertake a two-year KS3 curriculum. Students start their GCSE subjects at the beginning of Year 9 after having an extensive pathways programme that includes a one to one session with a senior member of staff.

At both Key Stage 3 and 4 the students follow a curriculum that is broadly based on the National Curriculum, but enhanced with an emphasis on the performing arts and additional literacy and numeracy. The taught curriculum is complemented by an extensive programme of additional extra-curricular activities.

Our extensive curriculum is accessible and available to all students. We offer three languages (French, Spanish, and German) and at least 50% of our students study triple science. This is significantly above the
national average. Our most able students also have the opportunity to study Further Maths, Statistics, Economics, and early entry Performing Arts.

The school also offers a comprehensive programme of vocational courses, these include Health and Social care, Travel & tourism, catering, Hair and Beauty, Construction, and animal care.

Students are set by ability in the core subjects and in mixed ability groups for other subjects.

Our alternative curriculum is bespoke by nature and is personalised for the needs of the individual student. Intervention and support for SEND and disadvantaged students runs across all pathways through a process of intervention and withdrawal for small group work.

School Day 2019 -2020

<table>
<thead>
<tr>
<th>2019-20</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor/PSHE</td>
<td>10.20 - 10:40</td>
<td>10.20 - 10:40</td>
<td>10.20 - 10:40</td>
<td>10.20 - 10:40</td>
<td>10.20 - 10:40</td>
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</tbody>
</table>

Break

| Period 4 | 11.50 - 12:45 | 11.50 - 12:45 | 11.50 - 12:45 | 11.50 - 12:45 | 11.50 - 12:45 |

Lunch

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Period 7</strong></td>
<td></td>
<td></td>
<td><strong>Extra-Curricular Curriculum</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Fixtures, Sports training, Rehearsals, Revision sessions, Additional GCSEs, and Clubs</em></td>
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</tr>
</tbody>
</table>
KEY STAGE 3: CURRICULUM STRUCTURE

### Key Stage 3 (Years 7 & 8)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Setting by Ability</th>
<th>Mixed Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Science</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Humanities and Languages</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Geography</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>History</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>French</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>German</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Spanish</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Design Technology, Computing, PSHF</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Sustainability Centre</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Additional Literacy &amp; Numeracy</td>
<td>Setting by Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Alternative Provision</td>
<td>Mixed Ability</td>
<td>Mixed Ability</td>
</tr>
<tr>
<td>Bespoke provision for individual students with particular needs</td>
<td></td>
<td>Mixed Ability</td>
</tr>
</tbody>
</table>
KEY STAGE 4: CURRICULUM STRUCTURE

Bespoke provision for English, Maths, & Science
1-1 Support and online courses

Mathematics
ICT
PSHE
CAREERS
Additional Support

Setting by Ability
Core PE

Foundation Subjects
Religious Studies (Rs)
Travel & Tourism (Tt)
Business Studies (Bs)
Health & Social Care (Hs)
Art (Ar)
Photography (Py)
Dance (Da)
Drama (Dr)
Music (Mu)
Media Studies (Ms)
PE GCSE (Pg)
Food Nutrition (Fn)
Design Technology (Dt)
Economics (Ec)

Vocational Courses
Construction, Catering, Hairdressing, Motor Vehicle Studies,
Animal care and Horticulture

Key Stage 4 (Years 9, 10, & 11)
Setting by Ability
Mixed Ability

Mathematics & Further Maths
Triple Science

Mixed Ability

English Language & Literature

Ability Range
# Curriculum 2019 -2020 Banding Information

## Key Stage 4

### Year 11

<table>
<thead>
<tr>
<th>Band</th>
<th>Classes</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band x</td>
<td>5</td>
<td>5 En, 5 Ma, 6 Sc, 2 PE &amp; PSHCE, 2.5 Option A, 2.5 Option B, 2.5 Option C, 2.5 Option D</td>
</tr>
<tr>
<td>Band y</td>
<td>5</td>
<td>6 En, 6 Ma, 6 Sc, 2 PE &amp; PSHCE, 2.5 Option A, 2.5 Option B, 2.5 Option C, 2.5 Option D</td>
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</tbody>
</table>

- **Mixed Ability**
- **Set by ability**
- **Mixed Ability**

### Year 10

<table>
<thead>
<tr>
<th>Band</th>
<th>Classes</th>
<th>Lessons</th>
</tr>
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<tbody>
<tr>
<td>Band x</td>
<td>5</td>
<td>5 En, 5 Ma, 6 Sc, 2 PE &amp; PSHCE, 2.5 Option A, 2.5 Option B, 2.5 Option C, 2.5 Option D</td>
</tr>
<tr>
<td>Band y</td>
<td>6</td>
<td>6 En, 6 Ma, 6 Sc, 2 PE &amp; PSHCE, 2.5 Option A, 2.5 Option B, 2.5 Option C, 2.5 Option D</td>
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</tbody>
</table>

- **Mixed Ability**
- **Set by ability**
- **Mixed Ability**

### Year 9 Roll 241

<table>
<thead>
<tr>
<th>Band</th>
<th>Classes</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band x</td>
<td>5</td>
<td>5 En, 5 Ma, 4 Sc, 4 PE It / Re, 2.5 Option A, 2.5 Option B, 2.5 Option C, 2.5 Option D</td>
</tr>
<tr>
<td>Band y</td>
<td>6</td>
<td>6 En, 6 Ma, 6 Sc, 4 PE It / Re, 2.5 Option A, 2.5 Option B, 2.5 Option C, 2.5 Option D</td>
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</tbody>
</table>

- **Mixed Ability**
- **Set by ability**
- **Mixed Ability**
### Year 8

<table>
<thead>
<tr>
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<th>Classes</th>
<th>Lessons</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>En, Ma, Sc, Fr, Sp, Gm</td>
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<tr>
<td></td>
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<tr>
<td>B</td>
<td>3</td>
<td>En, Ma, Sc, Fr, Sp, Gm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Humanities, Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Tech, Computing, PSHE</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>En, Ma, Sc, Fr, Sp, Gm</td>
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<tr>
<td></td>
<td></td>
<td>Humanities, Performing Arts</td>
</tr>
<tr>
<td></td>
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<td>Design Tech, Computing, PSHE</td>
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</table>

**Mixed Ability**

### Year 7

<table>
<thead>
<tr>
<th>Band</th>
<th>Classes</th>
<th>Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>En, Ma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Humanities, Languages, Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Tech, Computing, PSHE</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>En, Ma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Humanities, Languages, Performing Arts</td>
</tr>
<tr>
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<td></td>
<td>Design Tech, Computing, PSHE</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>En, Ma</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science, Humanities, Languages, Performing Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Tech, Computing, PSHE</td>
</tr>
</tbody>
</table>

**Mixed ability**

**Set by ability**

**Mixed Ability**
THE PETERSFIELD SCHOOL
CURRICULUM POLICY

The Petersfield School will provide a curriculum, which inspires, challenges and safeguards all our students, and enables them to become:

• Successful learners who enjoy learning, make progress and achieve
• Successful participants in the increasingly competitive global academic race
• Confident individuals who are able to live safe, healthy and fulfilling lives
• Responsible citizens who make a socially and economically positive contribution to society

Through the provision of a curriculum that is fit for purpose the Governors and staff of The Petersfield School aim to:

• meet all statutory requirements;
• provide a broad, balanced, relevant and differentiated learning experience;
• create entitlement for all pupils and to be inclusive of their needs;
• promote partnership between pupils, parents, teachers and the community;
• ensure continuity and progression within the school and between phases of education;
• foster teaching styles which will offer and encourage a variety of relevant learning opportunities;
• encourage a respect for the school and its environment so that learning is a positive and pleasurable experience;
• promote a healthy lifestyle;
• acknowledge and celebrate achievement;
• provide a wide range of extra-curricular activities that contribute to the total learning experience.

In particular, the Governors and staff believe that the curriculum should aim to:

• help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills;
• develop students who are creative, resourceful, able to solve problems, and are able to learn both independently and with others
• develop students who can communicate well; enjoy learning; and are motivated to achieve the best they can now, and in the future
• deliver high standards at both Key Stage 3 and Key Stage 4;
• attend to the needs of all pupils, including Gifted and Talented, Special Educational Needs, Pupil Premium, and vulnerable pupils;
• help pupils acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world;
• to help pupils develop personal moral values, respect for other races, religions and other ways of life;
• to help pupils act on a personal yet reasoned set of attitudes, values and beliefs;
• to help pupils understand the world in which they live and the inter-dependence of individuals, groups and nations;
• to help pupils appreciate human achievements and aspirations;
• to develop in pupils, skills that will enable them to contribute to and enjoy the benefits of society.

The curriculum at The Petersfield School should:

• incorporate and develop lifelong learning through an appropriate 11-19 curriculum pathway
• provide a personalised curriculum for all pupils ensuring appropriate learning pathways for all pupils
• incorporate and develop innovative strategies for delivering high standards
• reflect the original spirit of performing arts specialism
• incorporate and make effective use of new technologies

**ALLOCATION OF CURRICULUM TIME**

The curriculum consists of 28 fifty five minute lessons and 5 20 minute lessons per week

The Key Stage 3 curriculum is covered in Years 7 & 8. The students follow a curriculum closely allied to the National Curriculum with added provision in the performing arts.

The Key Stage 4 curriculum is covered during years 9,10 & 11. All students follow a core curriculum of English, Mathematics, Science, PE, PSHRE. In addition the students are able to follow one of four option subjects which must include History or Geography.

**PSHE AND CITIZENSHIP**

At The Petersfield school PSHE and Citizenship is a mainstream entitlement for pupils and is delivered through a combination of cross curricular provision, discrete lessons, and special events. The PSHE and Citizenship curriculum will give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and to become informed, active and responsible citizens, capable of forming good relationships and respecting the differences between people.

**CAREERS AND ENTERPRISE CURRICULUM**

The Enterprise and Careers curriculum aims to prepare pupils for the world of work, providing young people with the knowledge, understanding, creativity and confidence to be the wealth creators of tomorrow.

The pupils will be provided with opportunities to:

• develop enterprising attitudes and skills through learning and teaching across the whole curriculum;
• experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment;
• participate in enterprise activities;
• enjoy a focused career education with the appropriate information, advice and guidance.

**RELIGIOUS EDUCATION**

Religious Education is taught to all pupils as a discrete timetabled subject at Key Stage 3. At Key Stage 4 the students have the opportunity to study religious education at GCSE. Religious Education is also delivered as part of the PSHE programme. Parents have the right to withdraw their children from religious education.

**SEX EDUCATION**

The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the school’s Sex and Relationships Policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for the government’s guidance in *Sex and Relationship Education Guidance (0116/2000).*

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.
POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

PE AND GAMES

Physical Education is delivered to all pupils as a discrete subject on the timetable. Pupils can only be excused from PE and Games lessons for medical reasons given in writing to the Headteacher.

EXTRA-CURRICULAR ACTIVITIES:

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme.

SPECIAL EDUCATIONAL NEEDS:

The school has a separate Special Educational Needs Policy for statemented and non-statemented pupils.

EQUAL OPPORTUNITIES

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.

CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's tutor. If the issue is not resolved parents should make an official complaint in writing to the Head.

MONITORING AND REVIEW

This policy will be monitored by the Vice Principal who will report to the Principal on its implementation on a regular basis.

The Principal will report to the governing body's Curriculum Committee on the progress of the policy and will recommend any changes.

This policy will be reviewed by the Governors School Committee every two years.