

INTRODUCTION – CURRICULUM VISION AND INTENT

INTRODUCTION

Shaped by our ethos of 'Torah im Derech Eretz', our curriculum is:

- Broad and balanced in its secular and religious scope;
- Prepares students to navigate the modern world in a way that is faithful to Torah values.

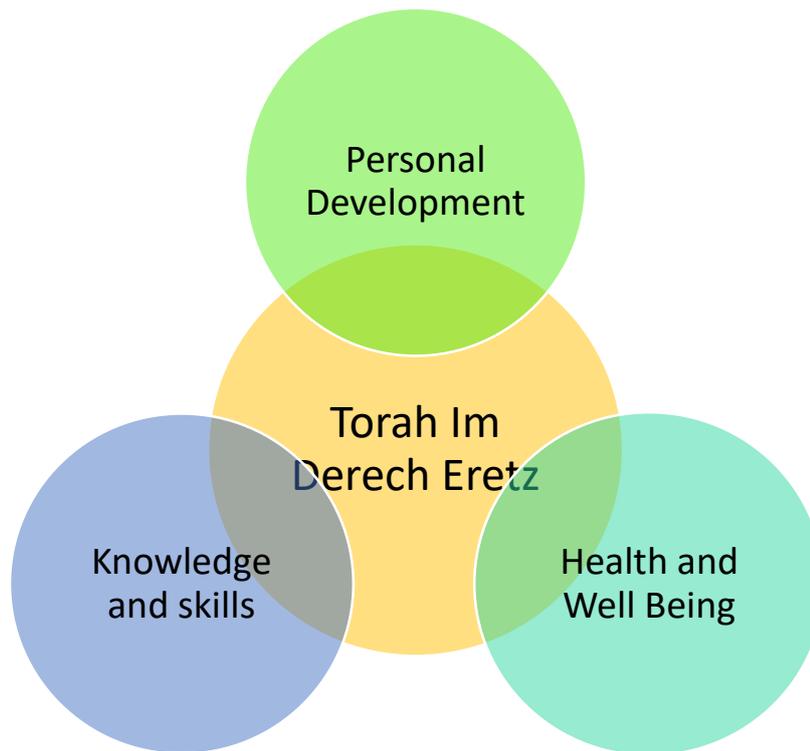
It is an ambitious curriculum that:

- Supports, challenges and stretches students of all abilities and backgrounds through mastery and depth, taking into account their particular vulnerabilities, challenges and talents;
- Arouses students' intellectual curiosity and inculcates a lifelong love of learning;
- Recognises the importance of all learning: academic, vocational, extra-curricular, reflective, spiritual, creative, communal and experiential;
- Blends the very best traditional and research-driven pedagogical methods to give students the best in-class and digital educational experiences;
- Ensures that students are able to make progress in their learning, year on year.

Taking a holistic view of each child, it is an extended curriculum that:

- Develops students' understanding of the world, its people, cultures and religions; as well as a growing awareness of their own physical, mental and emotional capacities;
- Builds an outward-facing character that is resilient, tolerant and kind-hearted;
- Imbues students with a sense of their limitless potential and actively encourages leadership, creating opportunities for them to develop their own interests and make their own mark on the world;
- Instils deep values and the desire to engage in social and moral action;
- Involves exposure to cultural and sporting activities, providing opportunities for personal enrichment.

Our intent can be summarised by the Venn diagram below:



How the pillars work together:

1. KNOWLEDGE

Knowledge empowers children and widens their horizons. Our teachers ensure that the students gain knowledge in their subjects during their lessons and homework. They use research based pedagogy such as interleaving, flipped learning and retrieval practice to ensure that knowledge moves from the short term to long term memory.

Our department leads have been sequencing their curriculum to ensure that schemata are in place. This is to ensure that students have the prior knowledge needed to decode new knowledge and embed it in their long term memory. We ensure that students accumulate the knowledge and skills to draw upon to be successful in society and their world of work. This cultural capital is at the heart of the school and is enhanced by the curriculum and beyond. All teachers explicitly teach the skills needed within their subjects. However, students are encouraged to learn the transferable skills in all subjects such as reading, debating and problem solving. We create leadership opportunities, teach leadership skills and encourage students to explore beyond the curriculum via a variety of different trips and activities:

- Coding
- Bible quiz
- Mathematics and science Olympiads
- Interview skills
- Elevate
- Speak out competition

2. PERSONAL DEVELOPMENT

Our mission is to prepare the students to navigate the modern world in a way that is faithful to Torah values. We encourage the students to be fully rounded individuals and to follow their own interests and talents. Our blended Secular and Jewish Studies provision is key to the development of the students to become successful citizens. We encourage students to do charity work to foster a sense of communal responsibility. Our buddy systems which are both pastoral and academic encourage students to improve their communication skills and to encourage mutual support. We have a wide range of speakers for the students and these increase the students' awareness of the world around them and the careers that are open to them.

3. HEALTH AND WELLBEING

Mental Health is extremely important to Hasmonean and this is shown in the frequent wellbeing sessions provided by the school. The schools' counselling and wellbeing advisers provide one-to-one sessions for students but also help to promote a variety of sessions both online and in school.

Our PE department run clubs to ensure that our students to improve both fitness and the sense of wellbeing.

During PSHE sessions, students are taught about general health and wellbeing and we also provide age appropriate education about drugs, RSE and online safety. We are very open to bringing in outside specialists to supplement the provision that we are able to provide internally.

Our pastoral team provide an excellent support for our students and this alongside form time provision by the tutors makes students feel cared for and supported.

CURRICULUM IMPLEMENTATION

SCHOOL WEEK

The school week at Hasmonean changes as the students mature and enter KS4. In KS3, there are 33 lessons a week whilst in KS4, there is a maximum of 36 lessons a week. KS5 students have a varied number of lessons depending on their choice of subjects. The curriculum at Hasmonean consists of both Jewish Studies and Secular Lessons with the school week being on average approximately 35% Jewish Studies.

The school day is shown below:

MONDAY TO THURSDAY

Monday to Thursday	Period
8.40-8.55	Form time
8.55 – 9.45	Period 1
9.45 – 10.30	Period 2
10.30 – 11.15	Period 3
11.15 – 11.30	Break
11.30 – 12.15	Period 4
12.15 – 13.00	Period 5A/Year 7 and 8 - Lunch
13.00 – 13.45	Period 5B/Years 9-11 - Lunch
13.45 – 14.30	Period 6
14.30 – 15.15	Period 7
15.15 – 15.30	Mincha
15.30 – 16.15	Period 8/After school co-curricular programme for Yrs 7-10

LONG FRIDAY

Long Friday	Period
8.40-8.55	Form time
8.55 – 9.45	Period 1
9.45 – 10.30	Period 2
10.30 – 11.15	Period 3
11.15 – 11.30	Break
11.30 – 12.15	Period 4
12.15 – 13.00	Period 5A

SHORT FRIDAY

	Period
8.40-8.55	Form time
8.55 – 9.45	Period 1
9.45 – 10.25	Period 2
10.25 – 11.05	Period 3
11.05 – 11.20	Break
11.20 – 12.00	Period 4
12.00 – 12.40	Period 5A

To ensure that we are constantly improving and reflecting upon our provision, staff training and meetings take place after school on Tuesdays.

STRUCTURE OF HASMONEAN HIGH SCHOOL MAT'S CURRICULUM

KEY STAGE THREE

Pupils study a curriculum that is both broad and balanced in KS3, and one that is taught by subject specialists from day one. Content is mapped backwards from A-Level and is, therefore, ambitious, challenging and inspiring. Our current KS3 provision is delivered in Years 7 to 9 although core subjects may start the KS4 curriculum in Year 9.

In Years 7 and 8, most students are taught in mixed ability teaching groups for all subjects except Mathematics, Modern Hebrew and Jewish Studies. Student are offered the choice between studying French or Spanish when they enter the school in Year 7. In Mathematics, Modern Hebrew and Jewish Studies, the students are streamed into 4 or 5 sets. For English, Science and Humanities, there is a smaller nurture group as one of the four groups. In Modern Hebrew, students are split into 2 or 3 sets depending on their choice of French or Spanish.

In Year 9, all students study Science, Mathematics, English, Geography, History, PSHE/RSE and Jewish Studies. They then have to choose 3 subjects from a pool of

- Creative art subjects such as Art, Textiles, Music, Food and nutrition
- Modern Foreign Language – French/Spanish/Modern Hebrew
- Computer Science
- Functional skills in Maths and English

All students are required to choose on Modern Language unless they have specific educational needs. This encourages students to have a broad and balanced curriculum for as long as possible.

Students are taught in sets for Mathematics, English and Jewish Studies.

YEAR 7 AND 8 CURRICULUM

Subject	Number of lessons per fortnight
English	6
Mathematics	6
Science	6
French or Spanish	3
Modern Hebrew	3
Creative Arts	4
Geography	3
History	3
Kodesh	26
PE	3
Computer Science	2
PSHE/RSE	1

YEAR 9 CURRICULUM

Subject	Number of lessons per fortnight
English	10
Maths	8
Science	8
Geography	3
History	3
Options	9
PE	4
BH/RS	4
Kodesh	16
PSHE	1

KEY STAGE FOUR

Current Year 10 students chose their GCSE subjects in the Spring term of Year 8 to start in the September of Year 9. From September 2021 we have adopted a 2 year KS4 for options subjects so students will now choose their GCSEs in the Spring of Year 9. We encourage students to choose a humanities and language to fulfil the EBACC but we do not mandate it.

We offer a wide range of GCSE options including both traditional GCSEs and BTECs.

All students study English Literature and Language, Mathematics, Combined/Triple Science and PE alongside Jewish Studies.

Year 9 have PSHE/RSE delivered in dedicated lessons fortnightly. PSHE/RSE for Year 10 and 11 is delivered during dedicated Jewish studies lessons and in assemblies every fortnight.

In addition, the students in Maths Set 1 are offered the chance to take Further Maths GCSE.

OPTIONAL GCSEs AND BTECs

Art GCSE	Functional Skills English	Modern Hebrew GCSE
Biblical Hebrew GCSE	Functional Skills Maths	Music GCSE
Business Studies GCSE	Geography GCSE	Physical Education GCSE
Computer Science GCSE	Health and Social Care BTEC	Religions Studies IGCSE
Food and Nutrition GCSE	History GCSE	Spanish GCSE
French GCSE	Media Studies GCSE	Textile GCSE

YEAR 10 CURRICULUM

Subject	Number of lessons per fortnight
English*	10
Maths	10
Science**	12
Options	12
PE	2
BH/RS	6
Kodesh	14

YEAR 11 CURRICULUM

Subject	Number of lessons per fortnight
English*	8
Maths	8
Science**	12
Options	18
PE	2
Kodesh	20

* English Literature and Language

** Biology, Chemistry, Physics

All option subjects are taught in mixed ability groups.

English and Maths are set in Year 10-11. In Maths, the bottom group will be taught foundation tier.

In Year 10 and 11, all students are set in Science. The top set studies for Triple Science, the rest of the sets study Combined Science with the bottom set taking the foundation tier. These sets are flexible and students move between sets accordingly.

KEY STAGE FIVE

We offer a range of BTECs and A Levels. Students can take the equivalent of 3 A Levels/BTECs or 4 including Further Maths. We also offer a Level 2 pathway for students who are not ready to embark on Level 3. Resit Maths and English GCSE is timetabled alongside Functional Skills for those students who have achieved a Grade 2 or below in GCSE Maths or English. Students also have a fortnightly session with the Head of Sixth Form in which they cover PSHE/RSE topics and careers development. Students have 5.5 lessons per subject in Year 12 and 13.

The options offered are:

Art	Computer Science	Health and Social Care Single BTEC	Physics
Applied Science Single BTEC	Economics	History	Politics
Biology	English Literatures	Level 2 Pathway	Psychology
BH	Food and Nutrition Single WJEC	Maths	RS
Business Studies	French	Media Single/1.5 and Triple BTEC	Sociology
Chemistry	Geography	MH	Textiles

ACADEMIC KNOWLEDGE-RICH CURRICULUM

Each subject discipline has generated and devised the following to ensure rigour and academic richness:

- Curriculum Subject Intent – The identification of the nature of a subject, and the rationale for the design, scope, and sequencing of selected content, skills and concepts in that subject's curriculum.
- Curriculum Subject Implementation – a description of how the subject ensure that their intent is carried out in the classroom.
- An analysis of Curriculum Subject Impact.

Reviewed by Maxine Zeltser October 2021

Ratified by the Local Governors Standards Committee October 2021

Next Review: October 2026