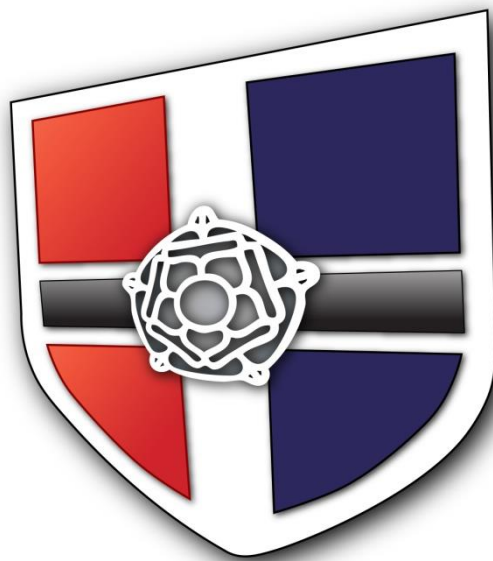


Sponne School



Curriculum Policy

Reviewed by:	Lisa Bhakta
Date:	28 November 2019
Agreed by:	Curriculum Committee



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Curriculum Intent

Defining the curriculum

The curriculum is a framework for:

- setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent);
- translating that framework over time into a structure and narrative, within an institutional context (implementation);
- evaluating what knowledge and understanding students have gained against expectations (impact).

What is our intent?

- To inspire a love for learning which promotes outstanding achievement
- To create an aspirational high achievement culture to enable our students to be proud of who they are and what they do
- To provide a broad and balanced curriculum that allows students to gain the knowledge and skills needed to live safe, healthy and fulfilling lives
- To provide equal opportunities, regardless of starting points thus enabling all students, whatever their needs, to be successful
- To enable students to take independent responsibility for their learning and behaviour and make a positive contribution to our school and our community
- To develop confident student leaders of our school and leaders of the future

The school provides a broad and balanced curriculum, intended to meet the different learning needs of all of our students.



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Key Stage 3 provides the foundation for any child's achievement. The transition from Primary to Secondary education is marked by a move to subject specific teaching staff and transition study units are offered in a number of subjects. All students study the National Curriculum including English, mathematics, science, design technology, information and communication technology, history, geography, religious studies, music, drama, art, French and German as well as personal social and health education and at least two hours of Physical Education per week. Schemes of Learning have been designed so that the content of the National Curriculum is covered in Years 7 and 8.

	Subject Allocation (ppf/%)													
Year	Eng	Math	Sci	Geo	Hist	RE	MFL	DT	Mus	Dra	Art	IT	PSE	PE
7	6	6	7	3	3	2	5	5	2	1	2	2	1	5
%	12	12	14	6	6	4	10	10	4	2	4	4	2	10
8	6	6	6	3	3	2	6	5	2	2	2	2	1	4
%	12	12	12	6	6	4	12	10	4	4	4	4	2	8

Towards the end of Year 8 students begin to determine their learning pathway in preparation for their GCSEs and all are guided to maintain a broad range of subjects. For GCSE they are able to opt for 4 options which are studied alongside the core subjects of English Language and Literature, mathematics, science, religious education and physical education to form the curriculum at **Key Stage 4**. The ambition is that the majority follow the eBacc route and the curriculum structure at KS4 is designed to enable students to easily select a humanities and a language subject. Students can select from a wide range of other choices though there are some restrictions to ensure that they do not narrow their curriculum. A small minority of students (less than 10%) are encouraged to take only three options and may not be advised to follow the EBacc route. They then have additional lessons for further structured study time.

	Subject Allocation (ppf/%)										
	Eng	Math	Sci	PE	RE	PSE	IT	Opt 1	Opt 2	Opt 3	Opt 4
KS4	9	8	9	4	1	1	2	4	4	4	4
%	18	16	18	8	2	2	4	8	8	8	8

In the **Sixth Form**, the school prepares students for level 3 courses, predominantly A level qualifications, and some AS level qualifications. Students normally select three to study in Year 12 and into Year 13. A range of pathways exist that enable students to personalise their provision.

The curriculum is implemented through Schemes of Learning (SoL) in every subject and at every key stage. These SoL are designed by Faculty and Subject Learning Leaders and ensure that the National Curriculum and GCSE and A Level specifications are resourced and delivered appropriately and consistently.



Aims

- The curriculum should aim to promote valuable learning experiences in a range of subjects and areas of learning.
- The curriculum on offer should attempt to be broad and balanced meeting students' needs and aspirations whilst remaining within legal requirements.

Specifically:

1. To develop a drug education programme which acknowledges the need to revisit key issues while responding to students' changing needs and perspectives;
2. To enable students to make healthy and informed choices about the use of drugs of all kinds by:
 - 2.1. Raising awareness of the harm that the abuse of drugs can cause to the individual, the family and society;
 - 2.2. Increasing awareness of the legal aspects of drugs;
 - 2.3. Discouraging the use of illegal and harmful substances and misuse of legal drugs;
 - 2.4. Providing a supportive guidance system, which can enable contact to be made with specialist agencies/drug professionals to provide support for individual students and/or parents/guardians if required.
3. To enable students to fulfil their responsibilities as citizens;
4. To foster the development of students' self-esteem;
5. To enable students to understand and to respond effectively to peer pressures related to health.
6. To increase knowledge, change attitudes and enhance skills;
7. To ensure that students are physically active, participating in high quality activity that begins in school and continues beyond.
8. To provide continuity and progression in ICT by:
 - 8.1. Finding things out by using data and information sources, searching and selecting, and organising and investigating;
 - 8.2. Developing ideas and making things happen by analysing and automating processes, using models and modelling and control and monitoring;
 - 8.3. Exchanging and sharing information ensuring fitness for purpose by refining and presenting information and through effective communication.
9. To use ICT to make a substantial contribution to whole school improvement, raising standards of teaching and learning and standards of literacy and numeracy;
10. To develop the use of e-learning;
11. To enable staff and students to become autonomous, confident users of ICT in their learning;
12. To improve the administrative efficiency of the school through the use of e-mail and electronic data systems;
13. To ensure that students are able to participate in collective acts of worship or reflection at appropriate times whilst maintaining an understanding that students will have differing religious and other beliefs.



Relationships and Sex Education

The Governors of Sponne School state that a programme of sex education forms part of the curriculum of the school.

In science lessons, students are taught biological aspects of reproduction in Year 7 and this topic is then treated in more detail as part of the GCSE science course in Years 10 and 11. Subjects considered during these lessons are: human reproduction, physical changes and puberty as well as the development of the foetus.

Relationships and Sex education also forms an important part of the programme of the Personal Social and Health Education (PSHE) programme. Each topic builds on the learning of the precious ones and links to the topics taught in other curriculum areas such as Science and RE.

- In Yr7, students consider the personal and social effects of puberty and growing up; including cultural issues such as FGM.
- In Yr8 students consider relationships in more depth, and explore issues around sexuality, sexual orientation and LGBTQ+ issues.
- In Yr9 the focus is on relationships and the choices around sexual relationships. Students cover topics including, consent, the delay message, contraception and sexting. The laws, social and moral implications are discussed.
- In Yr10 the students focus on sexual health including Sexually Transmitted Infections, including HIV, risky behaviours and access to support services.
- In Yr11 lessons cover a variety of topics including teen parenting, abortion, and healthy relationships as well as covering LGBTQ+ issues in more depth and revisiting consent and contraception choices.
- The Sixth Form course develops on the topics covered in the lower school including aspects of healthy relationships and issues such as rape/sexual assault and the impact of pornography.

The effects of drugs and alcohol in making healthy choices about relationships are also considered as part of the PSHE programme. Visiting professionals add depth to the course.

Throughout the whole relationships and sex education programme, emphasis is placed on moral considerations and the value of family life. Lessons are usually conducted in the form of normal lesson groups.

Parents have the right to ask the school to remove their children from lessons concerned with sex education. Such requests should be made in writing to the Headteacher.



Drugs Education

Curriculum Content

Drugs education at Sponne School includes:

1. Teaching facts about the use, abuse and effects of legal and illegal drugs i.e. developing knowledge and understanding.
2. Helping students to develop particular strategies through which they can resist the temptations they will face, if and when, they are offered drugs i.e. developing skills.
3. Helping students to develop self-esteem so that they will have positive attitudes to their own lives and bodies and are therefore less likely to take drugs i.e. developing attitudes.

The minimum requirement for drug education is as follows:

At key stage 3 students learn:

- That the abuse of alcohol, solvents, tobacco and other drugs affects health, that the body's natural defence may be enhanced by immunisations and medicines and how smoking affects lung structure and gas exchange.
- About the dangers of addiction, especially of nicotine in tobacco.

At key stage 4 students learn:

- That tobacco smoke causes damage to blood vessels, increasing the risk of cardiovascular disease.
- That drugs are substances that alter the way the body works. They can be helpful to sick people but are dangerous if misused.
- That alcohol can cause impairment of judgement, slowing of reactions and damage to liver and brain cells.

This drug education as described above is delivered by the science faculty.

The PSHE curriculum also supports the teaching of Drug Education, as a discrete subject as well as through assemblies and tutorial sessions.

- Lessons focus on the ASK model of delivery and in Key Stage 3 students focus on drugs such as tobacco, alcohol and solvents & volatile substances. Students have the opportunity to consider the social, legal and health consequences of using drugs.
- In Key Stage 4 students consider the risks around using a variety of drugs, including Cannabis and New Psychoactive Substances (previously called 'legal highs'). The implications of using drugs and alcohol in making healthy choices are also explored.
- The Sixth Form course develops on the topics covered in the lower school including the links between alcohol and sexual assault and CSE risks. Again, visiting professionals add depth to the course.

Training

All staff need to be kept aware of the warning signs and their training should be regularly reviewed by the appropriate member of the SLT. Staff have access to advice and training supplied by a range of agencies.



The management of drugs related incidents

Role of staff:

1. In respect of substance abuse staff responsibilities lie within two main areas:
 - the paramount duty of care for the education, safety and well-being of students entrusted to the school.
 - the observance of, and compliance with, laws relating to controlled substances of all kinds (including alcohol and tobacco).
2. There is an equal duty of care and responsibility for the protection of non-involved students as there is for those involved in, or suspected of involvement in, substance abuse.
3. Where substances open to abuse are legally held within school, such substances will be strictly controlled and stored and the use of them supervised.
4. Where incidents of substance abuse do occur or there is reasonable suspicion of such incidents the school will act promptly. First aid will be administered if appropriate and a member of the SLT will be informed.
5. The Progress Learning Leader (PLL) or a member of the SLT will normally inform parents as soon as possible, if the school has evidence of their child's involvement, or possible involvement, in substance abuse.

Role of students:

1. Young people have responsibilities as good citizens in relation to drugs. Any disclosure by a student of substance abuse by himself or herself or another person will be discreetly handled. Students will be encouraged to make disclosures without fear of rejection, identification or discrimination.
2. The school will act upon reports by students of intimidation or bullying in relation to substance abuse in accordance with its policies on behaviour.
3. Students will be encouraged to assist in preventing substance abuse and any practical ideas or suggestions will be carefully considered and the outcome communicated to them.
4. Students will also have the opportunity to voice their concerns through the Student Council.

Substance misuse during school time

Illegal drugs:

1. Where **evidence** is obtained relating to illegal drug possession or misuse by a student, the member of staff will:
 - i. Communicate such information to a member of the SLT as soon as possible, who should ensure that the information is accurate before acting upon it, taking care not to act on unfounded rumour.
 - ii. Consult appropriately before acting.
2. When information is received that a student is using illegal drugs, but there is no evidence of possession, the student will be asked to attend a meeting with the PLL or member of the SLT as appropriate. At this meeting an explanation should be given to the student of the principles of confidentiality, which apply.

At this point the student will be asked if the information is accurate and staff will seek further information about their use of drugs and determine whether there are any other personal or



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social problems that underlie the use of drugs. The school will determine an appropriate pastoral and/or disciplinary response to the situation, if necessary in collaboration with outside sources of advice. The student will be reminded that the school will not tolerate the use or dealing of drugs.

The student will then be advised to seek help if required from an appropriate source of support which may then be arranged for them, if they request it. This may include a specialist substance misuse agency. Their parent will be informed. The school will supply a list of agencies. Consideration should be given to contacting the Police, and if this occurs, the student should be informed.

3. When a student is found to be in possession of, using or supplying drugs at school they will be asked to hand over the item to the member of staff. Anything confiscated will be retained to give to the Police as evidence. This should be done in the presence of a witness. Staff are permitted to search a student although this would normally only be carried out by a member of the SLT and may be in the presence of the Police. The student should be supervised and the Police and parents informed immediately following the incident. The student should be offered help and support as outlined above.
4. Staff will in all circumstances encourage the parents as well as the student involved to seek help and support from an appropriate agency.
5. Information about all such incidents should be kept to a minimum number of people on 'a need to know' basis. Staff must know the circumstances in which it is considered appropriate to disclose information about such incidents and to whom disclosures can be made. In all incidents advice should be sought from the Headteacher.
6. Discipline and measures relating to drug misuse will be appropriate to the offence and will be determined by the Headteacher. A clear distinction between possession and supply will be made. It is important that a thorough understanding of the incident should be obtained before any decision on disciplinary measures is made.

Other substances


Tobacco

Sponne School is a non-smoking site. Staff and students are not permitted to smoke on site or on school visits.

Students found smoking will have all smoking material confiscated. They will be reported to their PLL and a letter sent home. A detention will follow. If a student continues to offend they will be excluded for repeatedly breaking school rules. Parents will be asked to come into school to discuss the issue and the student will be asked to sign an agreement not to smoke on the school site and given appropriate help and advice on 'how to quit'.

Alcohol

Any student found to be under the influence of alcohol at school will be excluded. The type and length of exclusion will depend upon the nature of the incident and the previous record of the student.

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Guidelines for the use of outside agencies

All visitors who help in the delivery of aspects of the schools PSHE programme will be involved in joint planning with school staff. This will include:

- Visitors being invited to discuss with the teacher the content of their classroom lesson prior to its delivery. This will enable teachers to provide a consistent programme with any backup information that may be required from issues raised within the visitor's session.
- Visitors being made aware of the need to work within all relevant policies, copies of which should be supplied as required.
- If visitors or outside agencies are used to undertake teaching, the teacher must be satisfied that the agency is experienced in appropriate teaching methods for the topic concerned and must at all times accompany any visitors within the classroom.

Visitors must be told to abide by the School's policy on disclosure issues. This will include warning students that they may be disclosing information that may have to be passed on to others. Where a student has individual counselling with a health professional the normal rules of that professional contact should apply.

Further Information

Appropriate sources of help can be found on the school website under the document "Local Services for Families and Young People".



Assembly

Overview

1. There is an assembly held every day in the school. They are inclusive and welcome everyone involved in school.
2. Assembly topics are planned within a framework to ensure a wide coverage of the many issues that students may encounter as citizens of the wider world.
3. The assembly framework is published at the beginning of the year by the nominated person responsible and is circulated to all assembly leaders. All resources and suggestions are shared by the person leading the assembly to other in the team for them to use and adapt to meet the needs of their year group.
4. Each assembly should have a period of reflection on the theme and students are encouraged to initiate their own thoughts, possibly working towards a simple prayer.
5. Assemblies should be an enjoyable experience in which anyone can contribute and gain, whatever their personal belief, race or gender, whether student or staff.
6. The assembly must at all times show respect for all individuals within the school. Care must be taken to ensure that no one feels alienated or pressurised to take part in anything that makes them feel uncomfortable. Students will be invited to reflect about issues. Respect and celebration of all cultures and religions will be taken into account.
7. Assemblies must be seen as part of the whole school curriculum, even if perceived as unique within it. There are two ways this can be developed:
 - by being an intentional learning experience, which requires planning, preparation, execution, evaluation and resourcing;
 - by becoming a focus, as well as a launching pad, for what goes on elsewhere in school.
8. Assemblies should relate to all educational areas. They should provide a place and opportunity for celebration, group identity, and reflection; a break from the activities of life and the opportunity to learn how to behave in a large social gathering. Care must be taken to ensure a calm, sharing and reflective atmosphere.
9. Assemblies should show a balance of music, speech and silence.

Definitions of Key Concepts – SMSC

Social development is about young people working effectively with each other and participating successfully in the community as a whole. It is about the development of the skills and personal qualities necessary for living and working together. It is about functioning effectively in a multi-racial, multi-cultural society. It involves growth in knowledge and understanding of society in all its aspects. This includes understanding people as well as understanding society's institutions, structures and characteristics, economic and political principles and organisations, roles and responsibilities and life as a citizen, parent or worker in a community. It also involves the development of the inter-personal skills necessary for successful relationships.

Moral development is about the building of a framework of moral values which regulate personal behaviour. It is also about the development of students' understanding of society's shared and agreed values. It is about understanding that there are issues where there is disagreement and it is also about understanding that society's values change. Moral development is about gaining an understanding of the range of views and the reasons for the range. It is also about developing an opinion about the different views.



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Spiritual development is about students' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values. There should be a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible with a use of imagination and creativity in their learning and a willingness to reflect on their experiences.

Cultural development is about students' understanding their own culture and other cultures in their town, region and in the country as a whole. It is about understanding cultures represented in Europe and elsewhere in the world. It is about understanding and feeling comfortable in a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by television, travel and the internet. It is about understanding that cultures are always changing and coping with change. Promoting students' cultural development is intimately linked with schools' attempts to value cultural diversity and prevent racism.



Physical Activity

We have a responsibility to help students and staff establish and maintain lifelong habits of being physically active. Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among young people is important because:

- through its effects on mental health, physical activity can help increase students' capacity for learning;
- physical activity has substantial health benefits for children and adolescents, including favourable effects on endurance capacity, muscular strength, body weight, and blood pressure;
- positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life.

This policy supports the Healthy Schools strategy, which aims to increase participation in physical activity and increase the awareness of the benefits. The school understands that we have an important part to play in this strategy by introducing our students to a broad variety of physical activities and removing barriers to participation.

Definition of Physical Activity

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

Provision of Physical Activity in School

Physical activity in school is provided through the following aspects;

1. School ethos
2. Physical Education Lessons
3. Active lessons
4. Extra-curricular physical activity
5. Travelling to and from school
6. Before school, break and lunchtime activity
7. Accessible and adequate facilities
8. Staff opportunities
9. Involvement with parents
10. Involvement with School Sports Partnership and other community stakeholders
11. Healthy lifestyles themed events.

1. School Ethos

Every student shall be physically educated - that is, they shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an on-going part of a healthy lifestyle. In addition, all staff are encouraged to participate in, and model, physical activity as a valuable part of daily life.

2. Physical Education Lessons

There is a sequential scheme of learning of physical education that:



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- involves moderate to vigorous physical activity on a regular basis;
- teaches knowledge, motor skills, self-management skills, and positive attitudes; promotes activities and sports that students enjoy and can pursue throughout their lives;
- is taught by well-prepared and well-supported staff.

Every student in Years 7-11 shall participate in regular physical education for the entire school year, including students with disabling conditions and those in alternative education programs. The scheme of learning makes effective use of school and community resources and equitably serves the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

3. Active Lessons

All staff look for opportunities to plan active lessons where possible and appropriate, for example; delivering literacy speaking and listening through drama.

4. Extra-Curricular Physical Activity

This school offers a physical activity programme that features a broad range of activities and meeting the following criteria:

- Students have a diverse choice of activities in which they can participate: competitive, non-competitive, structured, un-structured, and including some physical activity options e.g. science, music or drama;
- Every student has an opportunity to participate regardless of physical ability;
- Students have the opportunity to be involved in the planning, organisation, and administration of the sessions where applicable;
- Activities include: rugby, hockey, football, netball, fitness, cycling, gymnastics, volleyball, rounders, athletics and cricket;
- All activities shall be supervised by qualified teachers, coaches or instructors. A member of staff from the school should be available nearby for the duration of the club in case support is required e.g. serious accident.

5. Travelling To and From School

The school has a travel plan that has developed safer routes to school and encourages active methods of travelling. There is secure cycle storage and cycle safety and maintenance courses are offered by the school from time to time.

6. Before School, Break and Lunch Time Activity

Our school activity areas are available to students before school and during break and lunchtime. This helps students stay alert and attentive in class and provides other educational and social benefits. The school has playgrounds, playground markings and use of the school fields in the summer for students to engage in physical activity. Break times shall complement, not substitute for, physical education classes. Staff will make every effort not to deny a student's participation in physical activity as a form of discipline or punishment. There may be exceptional circumstances where this is not possible.

7. Facilities

The school endeavours to ensure the cost-efficient provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical activity program. The use of physical education facilities for non-instructional purposes, such as using the Hall for school assemblies during times scheduled for physical education classes, will be minimised. Access to sports halls and playgrounds after school hours will be permitted wherever it is appropriate to do so.



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The school takes part in national campaigns such as the Sainsbury's Active Kids and Tesco's sports for schools schemes to raise money for new sporting equipment in school.

8. Staff Opportunities

The fitness suite and sports facilities are available to staff to promote physical activity among staff and provide opportunities for staff to engage in regular physical activity. Staff often participate in, and support, sponsored events such as the 'Race for Life' to raise money for charities.

9. Involvement with Parents

Family members and other adult volunteers are encouraged to become involved with school activities. All volunteers shall receive an induction about relevant school policies, procedures and standards of conduct and will be subject to background and reference checks.

The local community are able to use the Sports Facilities and clubs on offer after school for the community on the school site (subject to appropriate lettings charges).

10. Involvement with School Sports Partnership and Other Community Resources

The school works with recreation agencies, sports development and other community organisations to coordinate and enhance opportunities available to students and staff for joint school physical and community recreation activities. The school is part of the South Northants School Sports Partnerships and organises, hosts and participates in events, training, school competitions, etc., organised by the Partnership.

11. Healthy Lifestyles

Specific time is allocated in the PSHE programme during the school year to healthy lifestyles including developing an understanding of physical activity.

Other Considerations

Celebrating Physical Achievements

We regularly hold achievement assemblies to celebrate physical achievements as well as academic performance. We believe these assemblies are very important as they raise the students' confidence and self-esteem, which in turn may encourage them to continue being active. Every child in Years 7-11 has a chance to be recognised regardless of sporting ability in achievement assemblies through an "ABC" award to reward sportsmanship, which is presented to one boy and one girl, reflecting dedication in PE lessons.

Equal Opportunities

Physical activity needs to serve the needs and interests of all students and staff, taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels thereby encouraging participation.

CPD Opportunities

The School Sports Leadership Coordinator receives regular training through the School Sports Partnership and the school has accessed staff training through the National PE Professional Development Programme and further opportunities are available to staff.

Training needs are identified and agreed within the Performance Management Reviews. Training opportunities with relevance for the whole school are circulated to the rest of the school staff during inset days and staff meetings. The SSCO is up to date with current initiatives and has close links with the School Sports Partnership.



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Monitoring and Evaluation

The Faculty Learning Leader for Physical Education is responsible for providing clear leadership and management to develop and monitor the physical activity policy.

The FLL, through the support of the PE technician, will monitor levels of participation, and activity inside and outside the curriculum regularly and make appropriate adjustments. They will consult with students and staff to identify barriers to participation and ensure that a broad range of extra-curricular activities that promote physical activity are provided for all students to participate in.



ICT Policy

Provision

Students in Years 7-11 have a one hour lesson in Computing every week. In Years 7 and 8 the students receive focussed direction on e-safety classroom lessons on a broad range of applications designed to develop their knowledge and understand of Computing which incorporates the three main strands:

- Computer Science (CS)
- Information Technology (IT)
- Digital Literacy (DL)

This provision not only equips students with the skills which transfer to a wide variety of subject areas but also gives them the foundation to be ready for appropriate Level 2 qualifications which include:

- OCR Computer Science 9-1
- OCR Cambridge Nationals in Information Technology
- OCR Cambridge Nationals in Creative iMedia

From Years 9 to 11 in addition to these course students receive a one hour lesson of Computing eSkills. This builds on the KS3 provision and focuses on the skills which will support students with their GCSE subjects.

In the Sixth Form Level 3 courses are provided to meet a wide range of students' needs and aspirations. These courses are designed to prepare students to access further education or employment within the Computing market sector.

Cross-Curricular ICT

Sponne School is aware that the pressure on ICT rooms is immense and is therefore reviewing alternative ways of accessing Computing into all curriculum subjects more easily. This will include:

- Provision of interactive whiteboards, projectors and laptops
- Provision of class sets of tablets and notebooks
- Increased facilities in subject areas.

This is an on-going process of development that the ICT Strategy Group leads. Resources will be deployed when available.

ICT Acceptable Use Agreement (code of conduct for students)

All students who are users of the Sponne School ICT Facilities must read and agree to the conditions of this ICT Acceptable Use Policy. The use of the Internet and other electronic services is a privilege and inappropriate use will result in that privilege being withdrawn.

1. Acceptable Use

The use of all Computing facilities must be in support of education and research in accordance with the education aims and objectives of Sponne School. The school permits the use of its email system and VLE by students for a reasonable level of personal use outside of core learning hours. Misuse may come in many forms and specifically but not exclusively will relate to any messages

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sent or received that indicate or suggest pornography, unethical or illegal requests, racism, libel, sexism, inappropriate language, any use that may be likely to cause offence.

2. Monitoring

Spodne School staff reserve the right to monitor the content of student's material both stored on and sent via the network. The school will investigate complaints received from both internal and external sources about any unacceptable use of the internet or email within school.

3. Security

Security of the computer system is a high priority. If security has been breached then a member of IT Support must be informed immediately. All use of the system must be under your own username and password. Users must not reveal their password to anyone. Users should not reveal any personal information (over the internet) to anyone unknown to them.

4. Vandalism

Vandalism is not tolerated. Vandalism is defined as any malicious attempt to harm or destroy any equipment or data of another user or of any other networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses, the wilful damage of hardware, and the deletion of data from its place of storage whether connected to the network or not.

5. e-Safety

Always respect others. Be careful what you say online and what images you send. Report anything that makes you feel uncomfortable.

6. Sanctions

Any user failing to comply with the conditions as set out in the AUP will be subject to school sanctions. This may include removal of access rights to the network and the internet. The Headteacher and Senior Leadership Team will rule upon inappropriate use. Any activity relating, to, or in support of, illegal activities will be reported to the relevant authorities.

Parent and students will be required to sign up to this ICT agreement before internet access is issued.



Collective Worship

For students in Years 7 to 11, religious education is taught as a timetabled lesson. Assemblies and tutorial sessions are held on a rota basis in all year groups including sixth form, enabling acts of collective worship to take place.

Students may be withdrawn from religious education classes and acts of collective worship at the request of parents. Such requests should be made in writing to the Headteacher. In such cases, alternative provision will be made for supervised self-supported study.

Links to other policies

Assessment Policy

Non-examination assessment Policy

SEN Policy and information report

Equality information and objectives