

Curriculum Statement

Curriculum rationale

- The curriculum at YHS is designed to provide a broad and balanced education that meets the needs of all students and gives them the skills, knowledge and understanding to prepare them for their future lives.
- It aims to ensure that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. This is addition to supporting the students' spiritual, moral, social and cultural development.

Curriculum Statement

At YHS we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the students in our school. The aim of our curriculum is for students to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child and is not solely focused on academic achievements.

As students enter the school in Y7 they start on the KS3 curriculum and during Y9 they start to move to the KS4 curriculum in preparation for GCSEs at the end of Y10 and Y11.

The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. National requirements and school requirements are mapped out as a whole school and then teachers plan the curriculum for their students accordingly. The curriculum is underpinned by the school's Core Aim and Values and these are taught through the Kodesh program as well as other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our students and their understanding of the core values of our society are woven through the curriculum.

The curriculum is delivered through a variety of different teaching styles so that students are comfortable working independently, in pairs and as part of a team all essential skills for their future. This applies equally in Kodesh as well as Chol. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

Supporting the curriculum and students learning is a diverse extra-curricular program which includes guest speakers, outings, competitions, fund raising activities etc. Developing students' independence and motivation as learners, their sense of responsibility as prospective citizens and giving them the skills and tools they will need for their future is at the heart of all our teaching and learning. In addition we

aim to develop students' self-confidence, their resilience, team building abilities, interpersonal and leadership skills as all of these will enable students to succeed once they leave school.

Key Stage 3

All pupils start by following a common curriculum in Kodesh of Chumash, Dikduk,Kitzur,Nach, Halichos, Sedra, Tefillah, Toldos Yisroal, Yediah Klolis. The secular subjects include English, Maths, Science, Art, Geography, History, Computing, Music, Physical Education. At the end of Years 8 pupils choose to study in depth one of the following Art, Business, Computer Science or Childcare.

Key Stage 4

Our Key Stage 4 Curriculum is broad so that pupils can experience a range of opportunities across the curriculum; balanced because it is unwise for pupils to narrow down their options before the age of 16; relevant to pupils' individual needs and to the demands of a rapidly-changing world; and personalised so that the level and type of work are suited to the ability and learning style of each individual pupil.

In creating our offer, we are careful to listen to pupil demand and where possible we will find creative ways to facilitate courses where pupil numbers are small.