

The Curriculum at Bury Church of England High School (September 2015, updated April 2016).

It is unlikely that our curriculum aims differ widely from any other school; we desire to achieve a broad and balanced curriculum, one that is intellectually stimulating and challenging and also which prepares our pupils well, both for the demands of further study and the adventure of living. The Christian faith, which is the wellspring for our mission, does not significantly alter or direct the content of our curriculum rather than clarify its ultimate purpose and inform the search for understanding and meaning that describes the educational process.

If our core aims reflects universal concerns, the way we have applied them to our specific context has resulted in an evolution of a particular and individual Bury Church of England curriculum. There are some notable characteristics which are clear in the structure, content and delivery of the curriculum here.

- We have retained a focus on a relatively core traditional GCSE programme for all our pupils. This is because we believe that these qualifications can be relevant for most pupils and offer the best access to future pathways and because the ability profile of our entry has warranted this approach historically. Most students study a core which is larger than average and focused on traditional academic subjects. So:
 - All pupils study English (in 2016 all study English (Lit and Lang), maths, science and French).
 - All pupils study GCSE RE to examination.
 - Pupils are encouraged to take either history or geography or both to GCSE. The majority do.
 - Historically about 60 out of an intake of 156 have studied triple science. Although it is part of the options process to do this and therefore reduces the choice pupils face, about 50 per year still follow this route.
 - We ask pupils to narrow their curriculum at the start of year 9 by choosing their option subjects for then. This early choice is possible because of the importance and size of the core in our curriculum model. Furthermore, we are able to augment their experience after they take options by our “drop down day” curriculum.
 - At the present time, the PSHCE curriculum is delivered through suspending the timetable and using full days to focus on specific themes. This model grew out of a curriculum delivery vehicle we employed previously entitled Flexible Friday where a whole day each fortnight was set aside for such an approach. It was a successful approach but changing curriculum demands required its abandonment from the approximately 18 days per year to 10 which are now utilised. One complete day of each of our 10 day cycle is given over to these days.
 - We have an active partnership with a post 16 provider in Bury that enables access to other types of courses and resources that would be unavailable to us as a small 11-16 high school. Through this partnership we were able to offer vocational courses to a small cohort in KS4 and continue to offer a broader spread of courses under their aegis.
 - We are willing to adapt the curriculum to individual needs – we offer Asdan courses to very small groups of 1 to 4 pupils in each year of KS4 and also have individuals receiving bespoke programmes throughout all year groups.

Our timetable is arranged on a two week basis with 48 slots of one hour. There are five lessons on Monday to Thursday and 4 on Fridays. The curriculum plan for each year is provided below. The small number as a subscript accounts for hour sessions every fortnight. The initials are subject codes and generally universal and obvious; Te is technology, incorporating resistant materials, electronics and product design; It is core ICT and Ic is GCSE ICT as opposed to Co which is computing; As is Asdan, Ms media studies; Pd product design, Tx textiles and finally college courses include hairdressing (Ha) engineering (En), construction Cn and health and social care (Hs). Numbers in groups are nominal and do not properly reflect the situation at any given point.

Year 7 Curriculum Model

Band 7: d 85	48	?	Teaching Gps d	36	*	Pe d	4	?	TechCTArt d	8	
	M	29	Dr ₁ En ₇ Fr ₄ Ge ₂ Gg ₃ Hi ₃ Ma ₇ Mu ₂ Re ₃ Sc ₄	36	29	Pe _d	4	a	22	Ar ₂ Fl ₂ It ₂ Te ₂	8
	J	28	Dr ₁ En ₇ Fr ₄ Ge ₂ Gg ₃ Hi ₃ Ma ₇ Mu ₂ Re ₃ Sc ₄	36	28	Pe _d	4	b	21	Ar ₂ Fl ₂ It ₂ Te ₂	8
		L	28	Dr ₁ En ₇ Fr ₄ Ge ₂ Gg ₃ Hi ₃ Ma ₇ Mu ₂ Re ₃ Sc ₄	36						
Band 7: b 71	48	?	Teaching Gps b	36	*	Pe b	4	?	TechCTArt b	8	
	I	30	Dr ₁ En ₇ Fr ₄ Ge ₂ Gg ₃ Hi ₃ Ma ₇ Mu ₂ Re ₃ Sc ₄	36	24	Pe _b	4	e	18	Ar ₂ Fl ₂ It ₂ Te ₂	8
	Es	28	Dr ₁ En ₇ Fr ₄ Ge ₂ Gg ₃ Hi ₃ Ma ₇ Mu ₂ Re ₃ Sc ₄	36	24	Pe _b	4	f	18	Ar ₂ Fl ₂ It ₂ Te ₂	8
		R	13	Dr ₁ En ₇ Fr ₄ Ge ₂ Gg ₃ Hi ₃ Ma ₇ Mu ₂ Re ₃ Sc ₄	36						

Year 8 Model

Band 8: d 85	48	?	Teaching Gps	19	*	French	4	*	German	2	*	Maths	7	*	Pe	4	*	Science	4	?	TechCTArt	8
	29	Dr ₁ En ₇ Gg ₂ Hi ₃ Mu ₂ Re ₃	19	29	Fr ₄	4	29	Ge ₂	2	29	Ma ₇	7	29	Pe _d	4	29	Sc ₄	4	22	Ar ₂ Fl ₂ It ₂ Te ₂	8	
	28	Dr ₁ En ₇ Gg ₂ Hi ₃ Mu ₂ Re ₃	19	28	Fr ₄	4	28	Ge ₂	2	28	Ma ₇	7	28	Pe _d	4	28	Sc ₄	4	21	Ar ₂ Fl ₂ It ₂ Te ₂	8	
		28	Dr ₁ En ₇ Gg ₂ Hi ₃ Mu ₂ Re ₃	19	28	Fr ₄	4	28	Ge ₂	2	28	Ma ₇	7	28	Pe _d	4	28	Sc ₄	4	21	Ar ₂ Fl ₂ It ₂ Te ₂	8
Band 8: b 71	48	?	Teaching Gps	19	*	French	4	*	German	2	*	Maths	7	*	Pe	4	*	Science	4	?	TechCTArt	8
	30	Dr ₁ En ₇ Gg ₂ Hi ₃ Mu ₂ Re ₃	19	24	Fr ₄	4	24	Ge ₂	2	24	Ma ₇	7	24	Pe _d	4	24	Sc ₄	4	18	Ar ₂ Fl ₂ It ₂ Te ₂	8	
	28	Dr ₁ En ₇ Gg ₂ Hi ₃ Mu ₂ Re ₃	19	24	Fr ₄	4	24	Ge ₂	2	24	Ma ₇	7	24	Pe _d	4	24	Sc ₄	4	18	Ar ₂ Fl ₂ It ₂ Te ₂	8	
		13	Dr ₁ En ₇ Gg ₂ Hi ₃ Mu ₂ Re ₃	19	23	Fr ₄	4	23	U ₂	2	23	Ma ₇	7	23	Pe _d	4	23	Sc ₄	4	18	Ar ₂ Fl ₂ It ₂ Te ₂	8

Year 9 Model

Band 9: d 78	48	*	English	13	*	French	4	*	Maths	8	F	Opt1	4	G	Opt2	4	H	Opt3	4	*	Pe	2	*	Science	9		
	30	En ₉ Re _c	13	26	Fr ₄	4	26	Ma ₈	8	16	Mu ₄	4	18	Sc ₄	4	16	Hi ₄	4	20	Pe ₂	2		FR	29	Sc ₂ Sc ₃ Sc ₄	9	
	24	En ₉ Re _c	13	26	Fr ₄	4	26	Ma ₈	8	15	Hi ₄	4	18	Sc ₄	4	16	Hi ₄	4	19	Pe ₂	2		TU	29	Sc ₂ Sc ₃ Sc ₄	9	
		24	En ₉ Re _c	13	26	Fr ₄	4	26	Ma ₈	8	15	Ge ₄	4	17	Ar ₄	4	16	Hi ₄	4	19	Pe ₂	2		A	29	Sc ₂ Sc ₃ Sc ₄	9
Band 9: b 78	48	*	English	8	*	French	4	*	Maths	8										*	Pe	2	*	RE	5		
	25	En ₉	8	21	Fr ₄	4	23	Ma ₈	8	15	Sp ₄	4	17	Co ₄	4	15	Fl ₄	4	20	Pe ₂	2		23	Re _c	5		
	23	En ₉	8	21	Fr ₄	4	23	Ma ₈	8	15	Fl ₄	4	17	Co ₄	4	15	Tx ₄	4	20	Pe ₂	2		23	Re _c	5		
		20	En ₉	8	21	Fr ₄	4	22	Ma ₈	8	5	As ₄	4	17	Co ₄	4	15	Pd ₄	4	19	Pe ₂	2		22	Re _c	5	
		10	En ₉	8	10	As ₄	4	10	Ma ₈	8	15	Ge ₄	4	17	Rm ₄	4	15	As ₄	4	19	Pe ₂	2		10	Re _c	5	

Year 10 Model

Band 10: d 78	48	*	English	8	*	French	4	*	Maths	8	F	Opt1	4	G	Opt2	4	H	Opt3	4	*	Pe	2	*	RE	5	*	Science	9		
	23	En ₁₀	8	21	Fr ₄	4	20	Ma ₈	8	12	Mu ₄	4	13	Sc ₄	4	18	Hi ₄	4	20	Pe ₂	2		23	Re _c	5	DA	26	Sc ₂ Sc ₃ Sc ₄	9	
	22	En ₁₀	8	21	Fr ₄	4	20	Ma ₈	8	11	Hi ₄	4	13	Sc ₄	4	18	Hi ₄	4	19	Pe ₂	2		22	Re _c	5	TU	26	Sc ₂ Sc ₃ Sc ₄	9	
		10	En ₁₀	8	12	Fr ₄	4	19	Ma ₈	8	11	Pd ₄	4	13	Ar ₄	4	17	Gg ₄	4	19	Pe ₂	2		10	Re _c	5	A	26	Sc ₂ Sc ₃ Sc ₄	9
Band 10: b 78	48	*	English	8	*	French	4	*	Maths	8										*	Pe	2	*	RE	5					
	26	En ₁₀	8	26	Fr ₄	4	26	Ma ₈	8	11	Sp ₄	4	13	Ge ₄	4	17	Co ₄	4	17	Fl ₄	4	20	Pe ₂	2	26	Re _c	5			
	26	En ₁₀	8	26	Fr ₄	4	26	Ma ₈	8	11	Sp ₄	4	13	Co ₄	4	17	Co ₄	4	17	Tx ₄	4	20	Pe ₂	2	26	Re _c	5			
		26	En ₁₀	8	26	Fr ₄	4	26	Ma ₈	8	11	Fl ₄	4	13	Hi ₄	4	17	Ar ₄	4	19	Pe ₂	2		26	Re _c	5				

Year 11 Model

Band 11: x 77	48	*	English	8	*	Science	9	*	French	4	*	Maths	8	*	PE	2	J	Opt1	5	K	Opt2	5	M	Opt3	5	*	RE	2	
	26	En ₁₁	8	DA	24	Sc ₂ Sc ₃ Sc ₄	9	26	Fr ₄	4	26	Ma ₈	8	20	Pe ₂	2	13	IC ₅	5	14	Dir ₅	5	17	Gg ₅	5	26	Re ₂	2	
	26	En ₁₁	8	TU	24	Sc ₂ Sc ₃ Sc ₄	9	26	Fr ₄	4	26	Ma ₈	8	19	Pe ₂	2	13	Pd ₅	5	14	Gg ₅	5	17	Gg ₅	5	26	Re ₂	2	
		25	En ₁₁	8	A	24	Sc ₂ Sc ₃ Sc ₄	9	25	Fr ₄	4	25	Ma ₈	8	19	Pe ₂	2	13	Mu ₅	5	14	Ar ₅	5	17	Gg ₅	5	25	Re ₂	2
Band 11: y 76	48	*	English	8	*	French	4	*	Maths	8	*	PE	2							*	RE	2							
	19	En ₁₁	8	E	10	Sc ₂ Sc ₃ Sc ₄	9	21	Fr ₄	4	19	Ma ₈	8	19	Pe ₂	2	13	SP ₅	5	14	As ₅	5	17	Fl ₅	5	25	Re ₂	2	
	19	En ₁₁	8					20	Fr ₄	4	19	Ma ₈	8	19	Pe ₂	2	13	SP ₅	5	14	Sc ₅	5	17	Tx ₅	5	25	Re ₂	2	
		19	En ₁₁	8				20	Fr ₄	4	19	Ma ₈	8	19	Pe ₂	2	12	Ar ₅	5	14	Sc ₅	5	17	Ar ₅	5	25	Re ₂	2	
		19	En ₁₁	8				5	As ₄	4	19	Ma ₈	8	19	Pe ₂	2	12	Ev ₅	5	13	Mt ₅	5	17	Rm ₅					