

# CURRICULUM MODEL



**Trinity High School  
& Sixth Form Centre**

PART OF BORDESLEY MULTI ACADEMY TRUST



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## CURRICULUM MODEL

Students arrive to Trinity High School, from our feeder Middle Schools, at the end of Year 8.

Our well-planned curriculum is tailored to meet the needs of our learners. We offer a full and rounded curriculum: all students study a rich, academic core as well as a choice of specialised and more creative subjects. Having the opportunity to demonstrate creative flair is very important to us and integral to our school experience – our students sing, play, make, draw and act and they understand that persistence leads to high standards as well as demonstrating a spirit of adventure. Our curriculum offers a range of pathways, which we believe will broaden rather than narrow

the offer at different stages in a student's progression through school. We aim to remove barriers to learning for our pupils and support learning through a wide range of interventions. In Years 10 and 11 we offer a broad range of vocational and academic subjects including but not exclusive to Engineering, Computer Science, Creative I Media, Drama, Music, Photography and Product Design.

At Trinity High School we run a 50 period, two-week timetable. Typically, the curriculum is structured as below. Each period, or lesson, runs for 60 minutes.

Each year group is divided up into two parallel bands; the X Band and the Y Band.

### Key Stage 3: Year 9

Year 9	Subject	Periods per fortnight
<b>Core</b>	English	8
	Mathematics	8
	Science	7
<b>Humanities</b>	Geography	3
	History	3
	RE	2
	French/Spanish	4
<b>Creative &amp; Technical</b>	Art	2
	Drama	1
	Food	2
	IT	2
	Music	1
	Product Design	2
<b>Core PE</b>	PE	4
<b>PHSE</b>	PHSE	1
<b>Total study hours</b>		50 per fortnight

## Key Stage 4: Years 10 and 11

At the end of Year 9, in addition to the Core subjects, students select up to 4 Option subjects from a range of choices to study in Years 10 and 11.

In addition individual Triple Sciences are offered.

Year 10	Subject	Periods per fortnight
<b>Core</b>	English	9
	Mathematics	7
	Science	9
<b>Core PE</b>	PE	4
<b>PHSE</b>	PHSE	1
<b>Option Subjects – 4 from the list</b>	Art	5
	Automotive Studies	5
	Business Studies	5
	Child Development	5
	Computer Science	5
	Drama	5
	Engineering	5
	Food/Hospitality & Catering	5
	French	5
	Geography	5
	Hair & Beauty	5
	History	5
	Health & Social Care	5
	IT	5
	Media Studies	5
	Music	5
	Photography	5
	Product Design	5
	RE	5
	Spanish	5
Sport Studies	5	
<b>Total study hours</b>		50 per fortnight

<b>Year 11</b>	<b>Subject</b>	<b>Periods per fortnight</b>
<b>Core</b>	English	9
	Mathematics	8
	Science	9
<b>Core PE</b>	PE	3
<b>PHSE</b>	PHSE	1
<b>Option Subjects – 4 from the list</b>	Art	5
	Automotive Studies	5
	Business Studies	5
	Child Development	5
	Computer Science	5
	Drama	5
	Engineering	5
	Food/Hospitality & Catering	5
	French	5
	Geography	5
	Hair & Beauty	5
	History	5
	Health & Social Care	5
	IT	5
	Media Studies	5
	Music	5
	Photography	5
	Product Design	5
RE	5	
Spanish	5	
Sport Studies	5	
<b>Total study hours</b>		50 per fortnight

## Key Stage 5: The Sixth Form

At the end of Year 11, students entering the Sixth Form, traditionally choose 3 A Level and/or Level 3 Vocational subjects from 4 Option Blocks. In some instances, students might study more or less than this. Students are able to study either or both, English and/or Maths GCSE re-sit subjects where necessary and also study for the Extended Project Qualification (EPQ). Wednesday

afternoons are reserved for enrichment, Health and Recreation, Study Skills and UCAS guidance. Directed Study time is also timetabled for all Sixth Form students in their open option block. In addition, in the academic year 2022-23, students will have access to a series of ongoing enrichment studies.

Years 12 & 13 Subjects	Periods per fortnight
GCSE English Retake	6
GCSE Maths Retake	4
Health and Recreation/Study Skills	2
Accountancy	9
Art & Design	9
Biology	9
Business Studies	9
Chemistry	9
Computer Studies	9
Drama	9
English Literature	9
Food	9
French	9
Geography	9
German	9
Health & Social Care	9
History	9
IT	9
Mathematics	9
Further Mathematics	9
Media Studies	9
Music	9
Photography	9
Physics	9
Psychology	9
Religious Studies	9
Science	9
Sports Studies	9
Directed Study Time	9
<b>Total study hours</b>	<b>36 per fortnight per student</b>

## Key Attributes of our Curriculum Design

### Reading Strategy

Our Intent for Reading at Trinity High School is that all students leave the school confident in their literacy, able to comprehend complex academic texts and write maturely, cohesively and accurately. We also want to ensure that students' vocabulary, oracy, language comprehension and word reading skills are of a standard that allows them to fully access the national curriculum. Through our reading strategy there is sustained and rigorous intervention for struggling and reluctant readers, alongside the development of pupils' social and cultural capital. Exposure to the best that has been thought, written and spoken will bring mastery of the world around them.

At Trinity High School we have a multi-faceted approach to reading. Our strategy has three strands:

1. Teaching the mechanics of reading
2. Reading for Pleasure
3. Reading for Knowledge

### Continued Professional Learning

We strive to be a high performing school and therefore we are constantly seeking to improve what we do. We believe in the power of self-evaluation, and we take this seriously. We will never be so presumptuous to assume that what is best today is guaranteed to be best tomorrow. We understand that all schools are on an improvement journey and that the curriculum, amongst other things, must continually be reviewed to reflect the relevant challenges and aspirations of each community at each specific point in time, as well as the latest educational research. We are currently reviewing all aspects of our curriculum, particularly how it is sequenced for learning, as we continue on our own improvement journey.

### An Evolving Curriculum – Ambitious, Inclusive, Excellence for All

Our long-term strategic plan will focus on increasing the proportion of students studying the EBacc suite of qualifications. More strategic relationships with our middle schools through the formal MAT relationship will support this journey and

it is our intention to create a languages pathway that allows students to access languages qualifications at Key Stage Four and Five. The ability to study the full suite of EBacc subjects will be open to a significant proportion of our students, irrespective of their background or personal circumstances. The numbers of students following the EBacc will continue to increase year on year. EBacc subjects broaden the mind and encourage students to be interested in the wider world. We want students to be global citizens and studying a language throughout school supports this.

Flexibility and choice is still key to our curriculum despite the ambition to increase the proportion of students studying the EBACC; balancing breadth and depth with choice and personalisation to enhance student engagement and success. Regular points of guided choice are offered from Year 9 reflecting students' changing interests and aspirations. Advice and guidance underpins our curriculum model, ensuring our students have regular points of discussion about their current and future study choices.

### The Development of Character

At Trinity High School, we are committed to the twin track agenda of ensuring good progress alongside ensuring our students develop as people of good character. Our Character Education Framework is now an established toolkit to promote and develop character virtues by teaching students how to apply them in a practical sense. Our Character Framework is linked to our tutor time provision, assemblies, our behaviour code of conduct and our PSHE programme. We believe that teaching good behaviour is a must and therefore the Character curriculum frontloads the explicit teaching of good behaviour before behaviour is then managed and reviewed.

### Promoting British Values

We strive to ensure that students leave Trinity High School with a good understanding of British values, in particular - democracy, liberty, respect and tolerance. Through the meticulously planned Character Education Framework and PSHE programme, meaningful tutor time sessions

and assemblies that deal with contemporary issues, we support students to understand current affairs beyond their local area. We support our students in appreciating diversity – recognising and respecting different religions, races, beliefs, and lifestyles. We guide students to live healthy lifestyles, both physically and mentally, providing them with age-appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs and e-safety. Positive behaviour is consistently modelled through our Character Education Programme, guiding our students to be responsible, respectful, active citizens who contribute positively to society. Students who don't demonstrate our core values receive timely and appropriate support from our HEART Centre.

### The Acquisition of Cultural Capital

Through a combination of the subject, local and 'hidden' curriculum, students receive a learning experience which is balanced, broad, relevant, challenging, progressive and engaging – and most importantly, **memorable**. The wide scope of our curriculum means that there are a variety of learning pathways – both at GCSE and Post-16 - meaning that students leave our care with the knowledge and understanding necessary to achieve 'life-long success'.

Ultimately, our intent is to educate our young people so that they are ready to take their place in the 21st century global community. To this end, our broader curriculum focuses on Trinity High School's connections with our local, national and international community. We want our students to broaden their horizons through our **Broadening Horizons Cultural Capital programme**, to understand the huge range of career opportunities available to them and to be equipped with the technological know-how to grasp those opportunities with confidence. Our enrichment programme, named our Broadening Horizons programme allows students to develop wider skills and attributes. The Broadening Horizons Programme encompasses our Extra Curricular Programme, Cultural Capital Curriculum Programme and our inclusive House System.



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 Easemore Road, Redditch, Worcestershire B98 8HB  
(SatNav – B98 8DS)

 01527 585859

 01527 65587

 [office@trinityhigh.net](mailto:office@trinityhigh.net)

 [www.trinity.worcs.sch.uk](http://www.trinity.worcs.sch.uk)