



Cardinal Hume Catholic School



Curriculum Policy September 2025

The curriculum at Cardinal Hume Catholic School is aligned closely to our principles and values as a Catholic school.



Bishop Wilkinson
Catholic Education Trust

Proud to be part of Bishop Wilkinson Catholic Education Trust



Curriculum Intent

The curriculum at Cardinal Hume Catholic School is aligned closely to our principles and values as a Catholic school. As such, we place pupils at the centre of our curriculum design, ensuring they have access to all aspects of learning at each key stage ensuring equality of opportunity for all our pupils.

We have ambition for all our pupils and our curriculum structure, design and content reflects this.

The aims of the school are:

Fide

- To provide opportunities for students to grow in their faith through encounters with Christ in the word, liturgy and sacrament.
- To create an environment where students live their faith, respect the beliefs and views of others and celebrate difference.

Labore

- To ensure each unique individual searches for excellence in all they do and works hard to fulfil their potential, so that talent is unearthed and used to enrich God's kingdom.
- To enable all students to be more by securing the attributes, learning and academic outcomes needed for a happy and successful adult life.

Caritate

- To teach students to show respect – for themselves, others and the environment – within a culture founded on moral principles, mutual consideration and high standards of discipline, where all can thrive.
- To share the light of Christ in our school, local, national and international communities, demonstrating faith in action through charitable giving, the gifts of service and the sharing of talents.



We have an overarching curriculum intent which focuses on the development of learning behaviours. The development of these behaviours is central to our curriculum planning and the structures we have in place.

These structures are vital in supporting the learning of pupils and allowing them to access a curriculum that:

- Is broad and balanced.
- Provides knowledge and cultural capital needed to succeed in life.
- Is challenging and ambitious for all. Support and scaffolding systems are fully implemented to develop all pupils' knowledge, skills and abilities.
- Places the Ebacc at the heart of the curriculum.
- Is coherently planned and sequenced to allow pupils the platform to progress on to the next stage of learning. This also builds in knowledge and skills that will be important for future learning and employment opportunities.

Our more specific curriculum intent within individual subject areas is underpinned in the identification of learning that is required by set end points.

Learning is planned and sequenced in response to the identification of this, allowing students to continuously build on their learning and apply it to new areas of study.



The main aspects of our whole school curriculum organisation are:

Modular Approach & Curriculum Review Design

- Our curriculum follows a modular structure across the academic year. This provides a structured approach for staff, pupils and parents and allows for learning to be consolidated at key points throughout the year, gradually securing learning in the long-term memory.
- At the end of each module there is a structured review process for both pupils and staff.
- At a pupil level, there is a review of their learning, where pupils reflect upon and set targets for the development of their academic behaviours. Pupils also review their progress within each curriculum area and set targets linked to subject specific learning.
- At a staff level, there is a collaborative review of the taught curriculum and the opportunity to plan any crucial learning, skills or concepts that need to be revisited for individual pupils and / or groups of pupils. Staff utilise assessment information to focus on the key learning required to support further progress.

Curriculum Planning & Lesson Structure

We have a common approach to curriculum planning that ensures all subjects have identified the key concepts and learning requirements. This then forms the basis of department OOLs (Outlines of Learning). Within OOLs, curriculum leaders will:

- Structure long term planning around crucial learning that needs to take place at key points. This is where end points are identified and OOLs demonstrate how they build towards these.
- Demonstrate their approach to spaced repetition and closing learning gaps. Strategies for this are included within OOLs.
- Make links to a lesson structure that is a well-established feature of Cardinal Hume. This supports us to effectively engage pupils in the learning curriculum.
- Focus on the use of class profiles to be embedded in lesson structures. The class profiles provide strategies for high quality adaptive learning for all student groups. This provides a key link between curriculum strategy and classroom implementation.



RSE

This supports particularly the school aims:

- To develop in students a knowledge of the Catholic faith and a respect for the spiritual and moral values intrinsic to it.
- To help students appreciate the interdependence of individuals, groups and nations and provide them with basic social, economic and political awareness.
- To provide society with young adults with the knowledge, concepts, skills and attitudes it needs.
- To provide students with the knowledge to keep themselves fit and healthy.

Students attend one lesson a week on a rolling basis of RSE. The school follows the CES Model Catholic Secondary RSE curriculum and the lessons are delivered by tutors.

IAG

This supports particularly the school aims:

- To prepare students for adult life and fit them for productive roles at work, in the community, at home and at leisure by providing them with the necessary knowledge, concepts, skills and attitudes.
- To help students appreciate the interdependence of individuals, groups and nations and provide them with basic social, economic and political awareness.
- To help students develop their aesthetic appreciation by introducing them to a wide variety of experiences.
- To provide society with young adults with the knowledge, concepts, skills and attitudes it needs.
- To provide students with the knowledge to keep themselves fit and healthy.

A structured IAG programme is delivered by tutors in a timetabled session one afternoon each week for 45 minutes.



Key Stage 3

All students study a broad range of subjects which include:

English	Chemistry	Music and/or Performing Arts
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Mathematics	Religious Education	Geography
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Physics	French or Spanish	Computing
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Biology	History	Art
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Design Technology	Physical Education (including Dance)	Food Preparation and Nutrition
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PSHE, RSE, Citizenship
and Careers

All pupils in Year 7 must attend a 30-minute lunchtime reading session each week.

Key Stage 4

All students will study:

Religious Education	Double or Triple Award Science
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English Language and Literature	Mathematics
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Physical Education	PHSE, RSE, Citizenship and Careers
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The Option System – MFL Pathway

Students study a Modern Foreign Language and two further subjects from:

Art	Geography	History
Business Studies	Music	Sport
Design Technology	Food Preparation and Nutrition	A second Modern Foreign Language
Performing Arts	Computer Science	

The Option System - without MFL

Students study two vocational options from the following*:

Art	Health and Social Care	Business Studies
Hospitality	Sport	IT
Photography	Travel and Tourism	

*Modern Foreign Languages (French or Spanish) may be studied in place of one of these options (depending on teacher approval).

As well as one GCSE from:

Geography	History
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We offer a broad curriculum to cater for all students who wish to continue with education post 16. The courses offered are:

Sixth Form

1. A comprehensive range of GCE Advanced Level courses available in:

Art and Design	Geography	Biology
History	Chemistry	Design and Technology
Mathematics	Further Mathematics	Sociology
Music	English Language and Literature	Physics
Spanish	French	Business Studies
Religious Studies	Politics	Computer Science
Psychology	Criminology	Economics

Law

2. Two-year National Vocational qualifications:

Art and Design	IT	Business
Health and Social Care	Science	Performing Arts

Sport

A brochure outlining Sixth Form opportunities is supplied to all students in Year 11

Parental and Public Access

Detailed information about curriculum content for each subject and what is studied in each year group can be found on the school website using the following link:

<https://www.cardinalhume.com/our-school/school-information/curriculum/>



Enriched Curriculum

Sporting Activities

Cardinal Hume School has a wide variety of clubs and teams which run before school, at lunchtimes and after school. These include:

Athletics	Badminton	Basketball
Climbing	Clubbercise	Cricket
Cross Country	Dance	Dry Rowing
Fitness	Football (Boys & Girls)	Gymnastics
Hockey	Netball	Rounders
Rugby (Boys & Girls)	Sportshall Athletics	Table Tennis
Tennis	Trampolining	Weightlifting



Extra-Curricular Activities

F i d e	❖ Breakfast Study Hub in D2 facilitated by 6 th form students – revision and organisation.					Programme Lunchtime After school	
	❖ Prayer ❖ Ethos focused assembly ❖ Charity activities based on the liturgical year ❖ 6 th form General RE focused on relevant social and ethical issues, for example Advent, and Lent charitable giving ❖ Liturgies around the key Christian festivals						
	<input type="checkbox"/> Homework clubs (L.S.) <input type="checkbox"/> Lunch reading (Y7) <input type="checkbox"/> Lunchtime Study Space (Y9)	<input type="checkbox"/> Homework clubs (L.S.) <input type="checkbox"/> Lunch reading (Y7) <input type="checkbox"/> Lunchtime Study Space (Y10) <input type="checkbox"/> KS3 Coding Club (lunchtime)	<input type="checkbox"/> Homework clubs (L.S.) <input type="checkbox"/> Lunch Reading (Y7) <input type="checkbox"/> Durham University mentoring of 6 th form students <input type="checkbox"/> KS5 maths mentors with KS3 <input type="checkbox"/> IDEA Business club <input type="checkbox"/> Lunchtime Study Space (Y7)	<input type="checkbox"/> Homework Clubs (L.S.) <input type="checkbox"/> Lunch reading (Y7) <input type="checkbox"/> Newcastle University Mentoring (Y10) <input type="checkbox"/> Lunchtime Study Space (Y8)	<input type="checkbox"/> Attendance and behaviour review in Tutor. <input type="checkbox"/> Half termly academic progress review <input type="checkbox"/> IAG on literacy, numeracy, careers, character education.		Monday RE, Sport, Science, Art, MFL
	❖ Individual planned intervention and support for academic and personal progress by Year Progress Leads ❖ Word of the week developing oracy ❖ Stationary shop						Tuesday English, DT
	❖ Our library, the heart of our school, offering access to books and digital resources before, during, and after school.						Wednesday HSC, Computer Science, FPN, History
C a r i t a t e	<input type="checkbox"/> Champions group <input type="checkbox"/> Peer mentoring of KS3 by KS5	<input type="checkbox"/> Champions group <input type="checkbox"/> Peer mentoring of KS3 by KS5 <input type="checkbox"/> Ukulele club	<input type="checkbox"/> Champions group <input type="checkbox"/> Peer mentoring of KS3 by KS5 <input type="checkbox"/> Key board club <input type="checkbox"/> KS4 Senior Choir <input type="checkbox"/> Activities club (F10) <input type="checkbox"/> School nursing service	<input type="checkbox"/> Champions group <input type="checkbox"/> Peer mentoring of KS3 by KS5 <input type="checkbox"/> Climate Club (F18) – 2 nd lunch	<input type="checkbox"/> Champions group <input type="checkbox"/> Peer mentoring of KS3 by KS5 <input type="checkbox"/> KS3 Basketball <input type="checkbox"/> Book club <input type="checkbox"/> KS3 Junior Choir <input type="checkbox"/> Health IAG <input type="checkbox"/> 6 th form life skills IAG <input type="checkbox"/> 6 th form individual enrichment period	Thursday Master Classes (subject to change) Maths, Business Studies, Science, Music	
	❖ Counselling and mental health support to HoH referred students ❖ RSE to support healthy relationships and futures. ❖ 6 th form off site volunteering in the community						
	Weekly sporting fixtures take place across Football, Netball and Rugby.					Friday Geography, History, MFL	
A s f c t h e o r i l	<input type="checkbox"/> Ys 7/8 Netball <input type="checkbox"/> Y7 Futsal <input type="checkbox"/> Duke of Edinburgh Award	<input type="checkbox"/> KS4 Gym club <input type="checkbox"/> Peer Facilitated Chess club	<input type="checkbox"/> Dance <input type="checkbox"/> Ys 9-11 Netball <input type="checkbox"/> Y7 Rugby <input type="checkbox"/> String group <input type="checkbox"/> Woodwind group <input type="checkbox"/> Design Makers KS3	<input type="checkbox"/> Climbing Club <input type="checkbox"/> Rugby <input type="checkbox"/> Girls' football <input type="checkbox"/> KS3 Gym club <input type="checkbox"/> JP11 (plus 6 th form off site volunteering) <input type="checkbox"/> Craft Club F10	<input type="checkbox"/> School production rehearsals <input type="checkbox"/> KS4 HW club <input type="checkbox"/> Y7 boys football	Additional support: Friday Catch Up Tuition	
	Weekend: <input type="checkbox"/> JP11 students volunteering in parishes <input type="checkbox"/> Eco-Cub outdoor activities <input type="checkbox"/> Duke of Edinburgh Award activities						

Travel, Trips and Excursions

International travel remains at the top of the agenda at Cardinal Hume across the curriculum. A wide range of educational visits take place each year.

Outdoor activities are also widely on offer, with regular weekend trips to the Lakes, Teesdale and Northumberland for walking, climbing and gorge-walking.

The Duke of Edinburgh Scheme is firmly established in school, offering students fantastic opportunities to develop their personal, social and physical skills.

Each year a group of students partake in a world challenge, engaging in social help projects in countries such as Nepal, India and Rwanda.

Recent sports tours include trips to Holland, Italy, Malta and Cologne.



Music for All

The Music and Performing Arts department runs a wide range of ensembles and clubs for pupils of all ages and ability. This includes a school choir and orchestra. Students are usually expected to have reached grade 2 standard to play in the orchestra, but there are no auditions for the choirs. Rehearsals continue throughout the year in preparation for a number of performances; the annual Advent services, the spring cabaret, occasional lunchtime events and other liturgical events in school as well as numerous events around the region to which our pupils are invited.

Instrumental lessons are offered for orchestral strings, clarinet, flute, saxophone, brass and drum kit. All students who play one of these instruments at their junior school are guaranteed lessons when they join us in year 7. There are also opportunities for some pupils to take up an instrument for the first time. Whilst these are heavily subsidised, there is a small charge for instrumental lessons, enabling us to continue to offer an excellent range and quality of tuition.

Annual Productions

Each Spring Term the school produces a large-scale musical, with performances in the penultimate week of term. The production involves a large team of staff and students who are involved in singing, dancing, acting, technical and back-stage work, promotions and artwork. Recent productions include We Will Rock You, School of Rock, The Wedding Singer, Grease and Return to the Forbidden Planet.

For further information about any specific content of the curriculum, please contact Mr Errington, Assistant Headteacher
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