



SHIMNA

INTEGRATED COLLEGE

Curriculum Policy

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1. Introduction

Shimna Integrated College offers a broad, balanced curriculum to our students, incorporating the statutory obligations of The Education (NI) Order (2006) and the Entitlement Framework. Our curriculum is in keeping with our commitment to provide an excellent academic and vocational education to students of different abilities.

2. Aims

- To provide a curriculum that promotes academic excellence, problem-solving skills, critical thinking and creativity;
- To provide a range of learning opportunities to meet the needs, interests and abilities of our students;
- To foster a love of learning and curiosity among students;
- To promote social, emotional, moral and cultural development to prepare students to become responsible and productive global citizens;
- To nurture positive and healthy relationships;
- To prepare students for further education, training, employment and lifelong learning.

3. Principles

- Our curriculum is designed to be **inclusive** and **accessible** to all students.
- We provide appropriate support and pathways for students with additional needs.
- We ensure that the curriculum is **relevant** to the backgrounds, experiences, and aspirations of our students, and reflects the cultural diversity of our College community.
- Our curriculum is **flexible** and **responsive** to the changing needs of students, society, and the economy. We review and update our curriculum annually to incorporate new developments and emerging trends.
- We offer a **broad** and **balanced** curriculum that includes a range of subjects including the arts, sciences, humanities, and vocational courses.
- We offer a variety of pathways and enrichment activities to support and challenge students.
- We value equally the **holistic** development of character, emotional intelligence and resilience, alongside academic progress and achievement. We promote the intellectual, emotional, social, and physical wellbeing of students.

4. Implementation

- **Planning:** The Curriculum Committee develops and implements our curriculum with input from staff, students, governors, and educational bodies. We ensure that the curriculum reflects Department of Education guidance, statutory requirements and the College's vision and values.

- **Teaching and Learning:** We employ a range of learning and teaching strategies to engage students and promote learning. We provide ongoing professional development to classroom staff to broaden their knowledge and enhance their pedagogy.
- **Assessment and Feedback:** We use a range of summative and formative assessments to set targets, track student progress, identify strengths and areas for improvement, and provide constructive feedback.
- **Enrichment Activities:** We offer a wide range of enrichment and extra-curricular activities to enhance the curriculum, including sports, student leadership, creative, cultural, environmental and community-based initiatives. We encourage students to participate in these activities to develop their interests and social skills.
- **Monitoring and Evaluation:** We regularly evaluate the effectiveness of the curriculum in achieving its aims and objectives. We collate and analyse data on student outcomes and feedback from staff and students to inform continuous improvement and innovation in our curriculum across all key stages.

5. Roles and Responsibilities

- **Teachers:** All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.
- **Subject Leaders** provide direction for their subject to ensure that there is full coverage of the Northern Ireland Curriculum and set clear expectations of teaching and learning. It is the responsibility of each Subject Leader to keep up to date with curricular developments in their subject.
- **Curriculum Committee:** The Committee monitors and reviews the curriculum each year through the Inspection and Self-Evaluation Framework (ISEF) and the School Improvement Plan:
 - Observe teaching, learning and attainment/progress
 - Focus on continuous improvement through self-review, performance management and professional development of all teachers

6. Review and Evaluation

Our curriculum is reviewed annually to ensure it meets the needs of our students, supporting and challenging them across the ability range.

7. Appendix

Our **Key Stage 3 curriculum** provides broad, challenging, exciting and coherent learning.

Art & Design	History	Physical Education
Careers / Learning for Life & Work	Home Economics	Relationships & Sexuality Education
Drama	ICT	Science
English	Integrated & Religious Studies	Spanish
French	Irish	Technology
Geography	Mathematics	
German	Music	

Our **Key Stage 4 curriculum** meets the requirements of the Entitlement Framework of 24 subjects at GCSE.

All students in Years 11 and 12 study: English Language; Mathematics; Double Award or Applied Science; at least one Modern Language (French, German, Irish or Spanish) or Occupational Studies; English Literature or Personal Success & Wellbeing.

The following subjects are offered as options:

Art & Design	Geography	Physical Education
Business & Communication	German	Prince's Trust
Digital Technology (2 options)	History	Religious Studies
Drama	ICT (Applied)	Spanish
Food & Nutrition	Irish	Technology and Design
French	Moving Image Arts	
Further Mathematics	Music	

The **Key Stage 5 curriculum** in the Sixth Form offers a broad range of academic, applied and vocational courses. Year 13 students are offered a choice from the following subjects:

Art & Design	Geography	Physics
Biology	German	Politics
Business Studies	Health & Social Care	Psychology
Chemistry	History	Religious Studies
Digital Technology	Irish	Spanish
Economics	Mathematics	Sport Studies
English Literature	Moving Image Arts	Software Systems Development
Extended Project Qualification.	Music	Travel & Tourism
French	Performing Arts	