



## Curriculum Statement

*“Instead of a national Curriculum for education, what is really needed is an individual, deep, challenging and inspiring curriculum for every child”*

**Charles Handy CB**



**Date Agreed:** February 2023

**To Be Reviewed:** February 2024

**Name of Policy:** Curriculum Statement

**Sub-Committee Responsible:** Quality of Education Committee

**Lead Responsibility in School:** Deputy Headteacher

**Source of Policy: (Please tick)**

- ☐ **LA:**
- ☐ **Diocesan:**
- ☐ **School:**       **X**
- ☐ **Other – Please specify:**

This policy supports our work as a Church school as summarised in our Vision Statement:

**Purpose**

Archbishop Temple Church of England High School seeks to care for young people and prepare them well for adulthood, valuing the whole person.

**Mission**

Through our faith in God, Father, Son and Holy Spirit, we strive to nurture each person's ability, gifts and talents so that they can 'have life and have it to the full' (John 10:10) and use it in the service of God and other people.

## Whole School Curriculum Intent

The curriculum at Archbishop Temple Church of England High School is progressive, equipping children with the skills and knowledge needed for them to understand, interpret and flourish in the world in which they live.

A deep, rich, progressive learning curriculum, characterised by the retention, interleaving, spacing and retrieval of knowledge and skills. Recognising intelligence is malleable, pupils revisit key concepts to ensure permanent changes in the long-term memory.

Curriculum knowledge is well sequenced and organised, going beyond procedural knowledge and into the hinterland.

The curriculum is rooted in Gospel values, principles and key knowledge leading a learning process focussed on a deep narrative with all subjects. This provides all children with the opportunity to acquire: personal and social capital, intellectual richness, artistic and physical nourishment.

The curriculum is clutter free, allowing for greater depth. Assessment is focussed on learning and feedback driven Metacognition, not just performance. Pupils are equipped to relate to a wider picture with confidence in how their learning relates to a much bigger story and the relevance of it, going beyond exam success. Learning develops critical thought, problem solving and the transfer of skills underpinned by a rich personal anthropology rooted in the knowledge of who we are, why we are here and where we are going.

**Note:** For individual subject intents see Appendix

## Responsibilities

Quality first teaching is a top priority at Archbishop Temple Church of England High School. It is a style of teaching that focuses on high quality and inclusive teaching for every child in a classroom.

We believe that pupils learn best when they:

- are interested and motivated;
- welcome appropriate struggle with the aim of being in the learning zone;
- are given tasks which match and extend their ability;
- clearly understand the task;
- are confident, feel safe and secure;
- are challenged and stretched to master new skills and knowledge;
- know the bigger picture and how to get there;
- understand the relevance and context of what they are learning.

We believe that pupils learn best in an environment which:

- demonstrates high challenge low threat;
- is peaceful and calm;
- is welcoming and caring;
- is organised;
- Stimulates resilience;
- makes learning accessible;
- is encouraging and positive;

- has up to date and interesting wall displays including development of academic vocabulary;
- provides equal opportunities.

Quality first teaching is a shared *responsibility*, and everyone in our school community has an important role to play.

### **Classroom Teachers**

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:

- meeting the expectations set out in this policy;
- following the expectations for teaching and professional conduct as set out in the Teachers' Standards;
- continuous self-evaluation of their subject knowledge and understanding of educational initiatives;
- continuous self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- reading of subject specific books of up to date pedagogy, Friday take-away, using the resources available on BlueSky and National College and working closely with colleagues in local schools;
- the explicit development of the pupil's academic vocabulary, in particularly tier 2 words;
- encouraging and cultivating a classroom environment where ALL pupils feel safe;
- planning and teaching lessons where appropriate provision is made for all pupils with SEND, including the tailoring of resources and activities to specific needs, as well as ensuring the teaching environment is appropriate;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally - Using of SISRA and FFT (Fischer Family Foundation);
- updating parents/carers on students' progress through termly reports on progress and an annual parent/carer consultation evening.

### **Support Staff:**

Support staff are responsible for the progress of pupils. This is achieved by:

- meeting the expectations set out in this policy;
- knowing students well and differentiate support to meet their individual learning needs
- encouraging and cultivating an environment where ALL pupils feel safe;
- working in partnership with parents/carers and when necessary updating them on pupils.

### **Curriculum Leaders**

Curriculum leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:

- meeting the expectations set out in this policy;
- creating a well-sequenced, broad and balanced curriculum that build knowledge and skills;
- ensuring curriculum coverage, continuity and progress for all, and is sequenced to allow for interleaving and retrieval of deeper knowledge;
- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement;
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning;

- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies;
- analysing and interpreting data on pupils' performance against school; expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils;
- monitoring pupils' work through work scrutiny as part of snapshot fortnights; regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement.

### **Pupils**

Pupils are responsible for their own learning and, supporting the learning of others. This is achieved by:

- meeting the expectations set out in this policy;
- meet expectations for good behaviour for learning at all times;
- aiming for a resilient and determined attitude in their learning;
- attending all lessons on time and be ready to learn, with all necessary equipment;
- being curious, ambitious, engaged and confident learners;
- aiming for neat and accurate presentation of their work;
- taking responsibility for improving their own learning;
- reflecting on their learning and engaging in self-evaluation tasks to inform subsequent learning;
- knowing their targets and how to improve;
- putting in maximum effort and focus into their work and making positive contributions to class discussions;
- completing home learning activities as required to enhance their learning.

### **Senior Leadership Team**

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the school improvement plan through:

- Formal lesson observations if required;
- Deep Dives;
- Pupil interviews;
- Regular drop ins and book reviews;
- Planning and preparation;
- Curriculum discussions;
- SLT link meetings;
- meeting the expectations set out in this policy.

### **Parents and Carers**

Parents and carers have a shared responsibility for the wellbeing and progress of their child. This is achieved by:

- meeting the expectations set out in this policy;
- working in partnership with school;
- valuing learning and encouraging their child as a learner;
- making sure their child is ready and able to learn every day;
- supporting good attendance and punctuality;

- participating in discussions about their child's progress and attainment;
- communicating with the school to share information promptly;
- encouraging their child to take responsibility for their own learning;
- supporting and giving importance to home learning.

### Governors

Governors will hold senior leaders to account and track the progress made on the school improvement plan. This is achieved by:

- meeting the expectations set out in this policy;
- monitoring that resources and funding are allocated effectively to support the school's approach to teaching and learning;
- monitoring the impact of teaching and learning strategies on students' progress

<h2>Curriculum Implementation</h2>
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Our purpose is to provide the highest quality of education to all pupils within the context of Christian belief and practice. The Christian ethos is at the very heart of the school which ensures that the traditional Christian values of respect, compassion and self-discipline are linked to the aspiration that every single pupil reaches their potential. We offer a balanced curriculum that meets the needs of all our pupils through academic and vocational pathways. We expect excellence in all subject areas and all other aspects of school life. We are proud to be a school of high aspiration and high achievement. Learning is quite rightly given prominence here. To underpin everything that we do at Archbishop Temple Church of England High School the guiding principle is that every learner must fulfil their academic and spiritual potential, with all learners, both pupil and adult, aiming at excellence in everything they do.

### Teachers should plan lessons:

- which allow pupils to progress in their learning;
- which have the bigger picture in mind ensuring careful thought is given to the sequenced lessons in an overall scheme of learning;
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem-solving, decision-making and application;
- which are scaffolded for varying needs of ALL groups of pupils;
- which use stimulating resources, including use of ICT and iPad;
- model excellent practice, thought process and skills, through pupil or teacher led demonstrations including the use of a visualiser if appropriate;
- which provide pace and challenge for all pupils;
- which use effective open-ended questioning with emphasis on a **no hands up** approach and responsive teaching techniques to direct and challenge pupils;
- which explicitly develop the pupil's academic vocabulary with a focus on tier 2 and 3 words where appropriate. Refer to the school Literacy and Vocabulary policy;
- which make connections with other curriculum areas (Interdisciplinary learning);
- use the Select Explore Explain Consolidate (SEEC) model to develop inference and comprehension of specific vocabulary within texts for both tier 2 and 3 words. Refer to the school Literacy and Vocabulary policy;
- which practice the long-term memory through recall and retrieval strategies;
- which allow opportunities for low stake testing and retrieval practice to exercise the long-term memory;
- which are enjoyable and interesting.

## **ASL Support**

### **Teachers should:**

- be aware of the specific learning needs of their pupils;
- consult with SENCO about the needs of individual pupils when appropriate;
- work with teaching assistants and other adults to ensure pupils are best supported in their learning;

## **Learning**

### **Pupils should:**

- aim for a resilient and determined attitude in their learning;
- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum;
- aim for neat and accurate presentation of their work with the aim of achieving in their work;
- back books and write in black pen;
- make positive contributions to class discussions;
- take responsibility for improving their own learning;
- ask for help if required;
- follow instructions at all times;
- speak politely to everyone;
- respect others.

## **Curriculum Coverage**

Our school offers a full range of National Curriculum subjects, ensuring that each child follows a broad, balanced and relevant curriculum, enriched by a variety of additional opportunities for learning and personal development. We have high expectations of our pupils and place learning at the very centre of school life.

We offer high quality teaching and support, delivered using the latest technology. Our aim is that pupils begin to take responsibility for their own learning by identifying their own strengths and weaknesses and with teacher-help, achieving their individual targets.

The school adopts a 50-hour 2 week teaching timetable. A summary of the subjects studied at each Key Stage is shown below:

### **Key Stage Three**

During their first three years (National Curriculum Years 7, 8 and 9) pupils study all the subjects of the National Curriculum. These include:

- |                            |                         |
|----------------------------|-------------------------|
| • Religious Education      | • Design and Technology |
| • English                  | • Art and Design        |
| • Maths                    | • Music                 |
| • Science                  | • Physical Education    |
| • History                  | • Citizenship and RSHE  |
| • Geography                | • Computing             |
| • Modern Foreign Languages |                         |

**The core subjects are:**

- English
- Mathematics
- Religious Education
- Science

**The foundation subjects include:**

- Design and Technology
- Modern Foreign Languages
- History
- Geography
- Computer Science
- PSHE
- Physical Education
- Music
- Art
- Dance
- Drama

STEM is taught as a separate subject to all pupils in year 7. SMSC (Spiritual, Moral, Social and Cultural) and FBV (Fundamental British Values) of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and points of view, are embedded into the taught and wider curriculum and delivered through all subjects.

**Key Stage Four**

Senior pupils (Year 10 and 11) follow a common core curriculum of English Language/Literature, Mathematics, Personal, Social and Health Education and Citizenship, Physical Education, Science, and Religious Studies. They then have free choice to select four option subjects from a guided option scheme. We offer a range of GCSE courses that have academic rigour as well as vocational subjects that have a work-based focus.

GCSE Curriculum will be made up of the following **compulsory subjects**:

- English Language/Literature
- Mathematics
- Science
- Religious Education
- Core PE

**Option Subjects**

Pupils choose at least ONE subject from the following GCSE list:

- Computer Science
- French
- Geography
- History
- Spanish
- Triple Science

**Then choose their THREE remaining choices from the following list:**

- Art and Design - GCSE
- Business - GCSE
- Food & Nutrition Technology - GCSE
- Music - GCSE



- PE - GCSE
- Sports Studies - Level 2 Qualification
- Technology GCSE - Graphics, Resistant Materials, Textiles.

Further information about each subject is located in the curriculum area of our website.

### **Pupil Groupings**

For teaching purposes, the school organises each year group into two ability bands based on KS2 data and primary liaison visits. We have a PAN (Published Admissions Number) of 155 pupils per intake. One band has 90 pupils split into three classes of 30 pupils; the other band has 65 pupils, split into two classes of 26 and one nurture group of 13 pupils (See illustrated in Table 1). All groups within bands are broadly mixed ability with the smallest group in the smallest band being a nurture group. All pupils follow the same knowledge-rich ambitious curriculum. All GCSE courses are taken on an open and free choice basis. Any setting based purely on academic ability takes place as appropriate and to meet exam entry requirements/constraints.

Band 1			Band 2		Nurture Group
30	30	30	26*	26*	13*

\*Flexible on the needs of the year group

Table 1

### **Careers Information Advice and Guidance**

Pupils at Archbishop Temple Church of England High School are given an excellent start as far as academic achievement is concerned, but for our young people we are only one step along a pathway of lifelong learning. The opportunity to develop skills to make informed decisions about their future is crucial to ensuring that our pupils fulfil their potential. To this end we make provision for pupils to gain independent and impartial careers guidance.

As early as Year 7 & 8 we introduce the concept of post 16 choices through events such as EXPO, a careers exhibition involving local employers and training providers. We build on this in Year 9 with further experiences for pupils at local colleges so that they make the vital link between GCSE option choices and their future career pathway. During Year 10 and 11 there are further opportunities for the pupils to experience the range of provision available from post 16 providers and training organisations within Lancashire. This is achieved through visits to local colleges, visits by speakers to assemblies and workshops that run throughout crucial times of year when pupils may want to build on and clarify the information they have gathered. In addition, pupils and parents have access to Lancashire Interactive, a comprehensive careers package which can be accessed remotely.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. These are reviewed annually but typically include:

Year 7	Business and Enterprise Day BAE STEM event LEGO event Careers evening National Careers Week assemblies and curriculum subject career links. PSHE careers lessons
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Year 8	BAE STEM event UCLAN visit Careers evening National Careers Week assemblies and curriculum subject career links. PSHE careers lessons
Year 9	Careers and options evening Options consultations/meetings Option choices made National Careers Week assemblies and curriculum subject career links. PSHE Careers lessons
Year 10	College sampling assemblies Career assemblies throughout the year College visits Careers and options evening Employability workshop Take Responsibility Day Meeting with Independent Careers Advisor National Careers Week assemblies and curriculum subject career links. PSHE Careers lessons
Year 11	College and career assemblies throughout the year Thinking Ahead Day/Application Day Careers evening Meeting with Independent Careers Advisor National Careers Week assemblies and curriculum subject career links. PSHE Careers lessons College interviews

Additionally, the school employs an independent Careers Advisor. The aim is to speak and meet with all the children throughout the year on a personal basis at least once. The advisor provides scheduled appointments and a drop in before school and at lunchtimes.

### **Literacy**

It is the responsibility of all teachers, in all subject areas, and in all lessons, through quality first teaching, to actively develop the literacy skills of the pupils. Additionally, all pupils in Year 7, 8 and 9 will complete a reading test in the September of each year to assess their chronological reading age. The aim, to highlight strengths and gaps in reading and pupils who have been identified as having a reading age below expectations will be given additional support and intervention. Pupils will be given clear literacy targets to work on. The following codes must be used by teachers to draw attention to aspects of literacy:

Symbol	Meaning	Mark in the writing
NP	New paragraph needed	[ around the first word where paragraph should start
^	Something is missing	^ where missing word(s)/apostrophes should go ^^ - can be used to show missing quotation marks
C/P	Look at punctuation – capital letter is either missing or used inappropriately	C in the margin and circle letters that need to be changed. P to indicate punctuation is missing or incorrectly used.
Sp	Spelling mistake	Underline or circle word. <i>Unless English</i> , maximum of 4 corrections on each occasion

?	Doesn't make sense	? in margin and wavy line underneath the text
X	Wrong!	
✓	Good point	
✓✓	Very good point	

Further information is available in the Whole School Literacy and Vocabulary Policy

**Subject: Religious Education (RE)****CURRICULUM INTENT**

Understanding Christianity and other faiths as living religions forms a crucial part of pupils' religious education. We aim to equip pupils with the skills to evaluate religious and ethical issues in depth. We enthuse pupils to deepen their own understanding of God and the impact of religion upon the lives of today's global citizens. As a Blackburn Diocese Church school, the provision and delivery of Religious Education is consistent with the recommendations of the Diocese.

The courses are predominantly Christian, but aspects of Judaism, Islam, Hinduism, Sikhism, and Buddhism are studied. We encourage pupils to be enquiring, respectful and tolerant and to have an accurate understanding of Christianity, other world religions and world views. It is our aim that pupils will have a greater understanding of the beliefs and views of others, which will not only promote religious tolerance and harmony within society, but also help them to gain a greater understanding and insight into their own beliefs.

**Subject: PSHE****CURRICULUM INTENT**

Our PSHE curriculum has been carefully planned in order to meet the needs of our pupils. It is our aim to equip our young people to acquire the knowledge, understanding and skills they need to manage their lives now and, in the future, to support them in living their lives 'in all its fulness' (John 10;10). Our PSHE programme of study deals with the real-life issues affecting our students, families and communities. It is concerned with the social, health and economic realities of our lives, experiences and attitudes. All statutory requirements for PSHE (including RSE, Careers and Citizenship) are included within discreet PSHE lessons, and where appropriate, in other aspects of school life.

The curriculum follows a thematic approach, as devised by the PSHE Association. Each year group has the opportunity to explore three core themes: Health and Wellbeing, Relationships and Living in the Wider World. The content and delivery of these themes have been specifically designed to meet the needs of our pupils.

**Subject: English****CURRICULUM INTENT**

English is vital for communicating with others in school and in the wider world. In studying English, students will develop skills in speaking, listening, reading and writing, and learn to express themselves creatively and imaginatively.

Literature in English is rich and influential. It reflects the experiences of people from many countries and times and contributes to our sense of cultural identity. Pupils will learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts, gaining access to the pleasure and world of knowledge that reading offers.

**Subject: Mathematics****CURRICULUM INTENT**

The intent of our Mathematics curriculum is to design a learning experience that is accessible to all and will maximise the development of every child's ability and academic potential.

Our aim is to produce well-rounded mathematicians who have a great depth of understanding within the subject and who are able to apply this knowledge to solve problems both inside and outside of the classroom environment.

The curriculum provides the opportunity for students to see how topics interleave and thus develop their own retrieval skills, enabling them to link concepts and theories together when exploring mathematical situations.

### **Subject: Science**

#### CURRICULUM INTENT

We believe in the philosophy that Science is for all and our choice of programme offers something to stretch and challenge our pupils, their abilities and aspirations. We have faith that this wonderful subject can inspire all pupils. We place great importance on teaching young people about how Science influences our everyday lives and aim to develop their curiosity about the world around them.

Our teachers believe in the importance of teaching Science for understanding and are aware that for pupils to achieve well in Science, they must not only master the necessary knowledge, but also understand its value, enjoy the experience of working scientifically, and sustain their interest in learning it.

### **Subject: Technology**

#### CURRICULUM INTENT

Design and Technology is a creative and practical subject that encourages students to become independent learners who can identify, analyse and apply knowledge to solve problems. It teaches students how to take risks and try new things and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world and how the use of different materials can and do have an impact on society. Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

The department's motto *Saw It – Draw It – Sew It – Cook It* actively promotes the four distinct subject areas of Product Design, Resistant Materials, Textiles and Food and Nutrition that are taught for 2 hours a week throughout Key Stage 3. We focus on providing engaging lessons that capture students' imaginations and get them thinking about how to solve real world problems and equip students with designing and making skills in preparation for Key Stage 4 and for use in life beyond school.

"He has filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood and to engage in all kinds of artistic crafts." Exodus 35: 31-33

### **Subject: Computer Science**

#### CURRICULUM INTENT

We aim to deliver a high-quality computing curriculum that will equip our pupils to use computational thinking and creativity, this will enable them to see, understand and be part of change across the world in future generations. There are 3 main areas of computer science Engineering and Technology, Mathematics and Logic and Science which together solve problems to

build solutions linking both natural and artificial systems. Building on this knowledge and understanding, pupils are able to create programs, systems and content using IT in the classroom.

**Subject: Geography**

CURRICULUM INTENT

The Geography Five-year plan is scaffolded from Year 7 to expose students to GCSE and AS material.

The learning is linear; but the topics and skill-set required to access, interpret the information and draw conclusions are quite complex, meaning most progress will be made at the end of a topic and understanding accelerate as the pupils become more confident with their understanding of concepts.

**Subject: History**

CURRICULUM INTENT

Teachers have a firm and common understanding of the curriculum and what it means for their practice in the classroom. History follows a 5-year plan, rather than a KS3/4. This is challenging and ambitious as resources and skills are taken from GCSE specification and are scaffolded from Year 7.

The learning for all is linear; knowledge must be acquired first before understanding, but the topics and skill-set required to access, interpret the information and draw conclusions are quite complex meaning most progress will be made at the end of a topic and accelerate as the pupils become more confident with their understanding of concepts. Students develop the five key concepts using evidence, interpretations, significance, change and continuity and cause and consequence starting in Year 7. This disciplinary knowledge is regularly revisited throughout the course.

The KS2 curriculum plan has been referenced so there is repetition to develop the initial skills and knowledge in Year 7 as not all students will have the same foundations. Our curriculum provision builds into this, and is structured in a way that supports and challenges thinking. Pupils are encouraged to develop a chronological framework of British History by studying a wide range of historical periods from Roman Britain to institutionalised racism in the modern-day police force. This enables students to study the past from a variety of standpoints and to make connections and comparisons over time.

We have introduced interleaving of the curriculum at KS4 to enable us to revisit substantive and disciplinary knowledge throughout the GCSE course. By using this method, we are able to give them same amount of time and focus to each topic and the pupils have a greater chance of committing learning to long-term memory.

**Subject: MFL (French & Spanish)**

CURRICULUM INTENT

In both French and Spanish, we aim to instil our learners with both enthusiasm and proficiency in key areas of language learning. Our pedagogy is research-led and practice-informed and learning is carefully planned to support progression for all learners within a low exposure foreign language setting. Progression is determined by the functions of grammar, and the frequency and usefulness of vocabulary and phonics, and aims to avoid introducing too much language too fast.

We aim to encourage pupils to appreciate and be curious about other cultures and promote the importance of a deeper understanding of the world in which pupils take a step towards intercultural competence. We want to encourage a love of learning a foreign language and ensure that pupils

leave confident and enthused to continue learning a language, ready for a future in the global workplace.

**Subject: Music**

CURRICULUM INTENT

The curriculum encompasses the three main strands of music - listening and appraising, composing and performing - and aims to inspire and enthuse students through the study of historical and current musical trends. Students will gain a better understanding and appreciation of this art form, as well as develop and build upon a wide range of practical skills.

**Subject: Drama**

CURRICULUM INTENT

The curriculum aims to encourage and develop students' creativity, critical thinking and communication skills through a range of challenging and thought-provoking topics. Students will gain a better understanding and appreciation of this art form, through research into key works, practitioners and artists, as well as develop and build upon a wide range of practical skills.

**Subject: Art and Design**

CURRICULUM INTENT

In Art and Design, we aim to develop student's creative abilities through experience of a range of art, craft and design media and processes. We aim to expand student's appreciation of art forms from different times and places and to gain inspiration for the development of their own work.

We aim to study a range of subject matter and a balance of art media in the development of skills and confidence throughout KS3 and in readiness for the GCSE course.

Students will learn research, planning and technical skills as part of the art-making process. They will learn about how and why artists produced their own work and gain experience of using a range of materials in the development of their own ideas.

**Subject: Physical Education**

CURRICULUM INTENT

"The greatest number of opportunities, for the greatest number of students in the greatest amount of sports."

This is the motto we as a PE department work towards and we do this in several ways identified below.

1. A wide variety of sports/activities covered in the KS3 curriculum. Giving students access and opportunities to find a lifelong love for a sport/activity.
2. A focus on a small sided games approach, increasing opportunity for skill development, engagement and enjoyment.
3. An extensive range of extra-curricular clubs allowing students to extend knowledge and participate in a variety of opportunities.
4. A two-course approach to Key Stage 4 examination PE. The two examination PE courses enable a variety of students to access Key Stage 4 PE.

5. A Key Stage 4 approach that incorporates optional units therefore increasing participation and lifelong engagement with sport and physical activity.

**Subject: Business**

CURRICULUM INTENT

Business is a subject that enhances pupils' critical thinking skills with a vibrant curriculum that equips them with knowledge about the world of work and education for a variety of different careers. It prepares them for life beyond school both academically and vocationally through a range of experiences: visitors speaking with the pupils, trips and projects. It is a rich curriculum that develops a pupil's life skills in addition to improving their understanding of decision making in a business environment along with the advantages and disadvantages that can occur. Business aims to excite and engage pupils through wide variety of activities that support the National Curriculum and beyond into further education and careers.