

# Ashton Community Science College

## Curriculum Policy

### Version Control

Named Owner:	Mrs J Hoyle (Deputy Headteacher)
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## **Introduction**

The School's curriculum is broad, balanced, inclusive and relevant to all students. It promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. The curriculum conforms to the National Curriculum programme of study and all other statutory requirements at both Key Stage 3 and Key Stage 4.

## **Key Stage 3 Curriculum**

Students are taught in mixed attainment groupings in all subjects except maths so that all students can be challenged and prior attainment does not influence setting. This is especially important as, given our school context with a high percentage of disadvantaged students, we are keen that all students have the opportunity to achieve highly. Students' progress is carefully monitored.

Due to the hierarchical structure of a maths curriculum, students are set in maths across key stage 3 as we believe this approach will allow all students to maximise their progress.

## **Subject allocations:**

	Year 7	Year 8	Year 9
English	3	3	3
Reading	1	1	0
Maths	3	3	3
Science	3	3	4
French	2	2	2
Geography	2	2	2
History	2	2	2
RE	1	1	1
DT	2	2	2
Music	1	1	1
PE	2	2	2
Computing	2	2	2
PSHE	1	1	1
	<b>25</b>	<b>25</b>	<b>25</b>

## **Key Stage 4 curriculum**

Students make their option choices in Year 9 and begin their GCSE courses in year 10. Prior to this, students and their parents receive advice and guidance to ensure that their choices are informed and are appropriate for their future aspirations. All students study English language, English literature, maths and science (trilogy) as well as the non-examined subjects of PSHE and Citizenship, Careers, PE and RE. In addition, they choose 3 options, one of which must be either geography, history, French or computer science ensuring that their curriculum remains broad, balanced and ambitious throughout key stage 4. Furthermore, all students have the opportunity to study triple science should they wish.

### **Subject allocations:**

	Year 10	Year 11
English Language & Literature	5	5
Maths	4	4
Science (trilogy)	5	5
PSHE/ RE/ CEIAG	1	1
PE	1	1
option A	3	3
option B	3	3
option C	3	3
	<b>25</b>	<b>25</b>

Parents have the right to withdraw their child from wholly, or partly, from receiving RE lessons given in the school. If approached, the school will ensure that parents are made fully aware of the RE curriculum and that it is relevant to all students and respects their personal beliefs. They will also be given the opportunity to discuss the curriculum with staff so that they are able to make an informed decision.

### **Artificial Intelligence (AI)**

We teach AI in our computing curriculum with a focus on using it responsibly. Students are made aware of the exam board regulations regarding plagiarism and this extends to the inappropriate use of AI

### **Spiritual, Moral, Social and Cultural Development**

#### **The spiritual development of pupils is shown by their:**

1. Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
2. Sense of enjoyment and fascination in learning about themselves, others and the world around them
3. Use of imagination and creativity in their learning
4. Willingness to reflect on their experiences

#### **The moral development of pupils is shown by their:**

1. Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
2. Understanding of the consequences of their behaviour and actions
3. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

#### **The social development of pupils is shown by their:**

1. Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds

2. Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
3. Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

**The cultural development of pupils is shown by their:**

1. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
2. Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
3. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
4. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
5. Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The aim is to educate the whole child, providing an education that gives students opportunities to explore and develop their own values and beliefs and develop a spiritual awareness. This involves helping them to understand their social and cultural traditions and giving them an appreciation of the diversity and richness of other cultures.

Developing spiritual, moral, social and cultural wellbeing is not seen as the sole responsibility of the RE and PSHE teachers; it is a whole school issue and all curriculum areas can contribute. Staff ensure that curricular and extra-curricular activities are delivered within a strong moral and spiritual framework, allowing for social development to take place and providing diverse cultural experiences.

Staff conduct their day to day business in an atmosphere which reflects sound moral and social principles and also demonstrates empathy and understanding for others. They model expected behaviour because they recognise that students learn how to behave by observing those around them.

Strong links are forged with parents so that help and encouragement can be offered to help their child become a successful citizen.

## **BRITISH VALUES**

We are committed to working closely and in harmony with our community and celebrating the diversity of the UK. We aim to prepare students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values. We recognise that these values are not exclusive to being British and that they have come to be accepted throughout the democratic world as the method of creating an orderly society in which individual members can feel safe, valued and can contribute to for the good of themselves and others. We work alongside our local community and recognise the variety of religious beliefs within it. Students take part in local events and meet different members of the community to appreciate the valuable contributions they make. All subject departments are aware of the importance of transmitting British values through their curriculum content.

We take opportunities to:

- acknowledge, celebrate and commemorate national events and anniversaries related to key events in Britain's past
- join in with international sporting events and find out more about the countries that host them
- support a number of charities that are selected by the students and arrange fundraising events
- invite members of the local community to our school events.

We understand the role that our school has in helping prevent radicalisation and supporting our pupils in developing a world view, recognising Britain's place within it. Our entire PSHE curriculum has also been mapped against the British Values Statement and outlines where each PSHE topic supports these values. This again demonstrates our commitment in ensuring that British Values are embedded within our school.

## **The British Values Statement**

### **Individual liberty:**

- Enable students to develop their self-knowledge, self-esteem and self confidence

### **Rule of law:**

- Enable students to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

### **Mutual respect and tolerance of those with different faiths and beliefs and for those without faith:**

- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England

- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- Encourage respect for other people

### **Democracy:**

- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Further information about our approach to SMSC and British Values is included in the relevant policy document.

### **SERF and Social Communication Difficulties unit**

Students within the SERF and the social communication difficulties unit follow a mainstream curriculum where this is appropriate and an adapted curriculum where this is felt to be in their best interests. They follow one of the three pathways outlined below ensuring that they leave school with qualifications at an appropriate level to them; this may be GCSE, functional skills (FS) or entry level (EL)

<b>PERSONALISED PATHWAY 1</b>	<b>PERSONALISED PATHWAY 2</b>	<b>PERSONALISED PATHWAY 3</b>
<b><u>Appropriate for students</u></b> with KS2 data who have been in mainstream during KS3 for the majority of lessons and who are therefore able to access mainstream KS4 provision	<b><u>Appropriate for students</u></b> with KS2 data who have not attended mainstream lessons (or very few). <i>These will likely be low ability DS students, very high need mainstream EHCP students &amp; the unit students who have not accessed mainstream.</i>	<b><u>Appropriate for students</u></b> without KS2 data and with significant learning needs or with KS2 data but substantial evidence indicating they are unable to access a GCSE course. <i>evidence = EP report, screening data, specialist teacher report</i>
<b><u>Provision is</u></b> in mainstream classes for core and option subjects following a full KS4 curriculum.	<b><u>Provision is</u></b> In mainstream where possible. Some adapted lessons delivered in the Hive to the group with core content delivered at a level appropriate to the students (GCSE grade 1-2). Students do not pick 3 options.	<b><u>Provision is</u></b> in the Hive. Students follow a combination of entry level courses and entry level/ functional skills English and maths. Students do not follow any GCSE courses
<b><u>Curriculum offer</u></b> KS4 core curriculum and options as outlined in the GCSE options booklet	<b><u>Curriculum offer</u></b> GCSE/ FS English language GCSE/ FS maths GCSE science (trilogy) Life skills/ deaf studies PE & RP ( <i>with mainstream</i> ) <b><u>In addition</u></b> Students will choose one or two option subjects	<b><u>Curriculum offer</u></b> FS/ EL English FS/ EL Maths EL Science Life skills or deaf studies PE & RP ( <i>with mainstream</i> ) <b><u>In addition</u></b> Other EL courses