

Ashton Community Science College

Curriculum Policy

Version Control

Named Owner:	Mrs J Hoyle (Deputy Headteacher)
Version Number:	1.00
Date Of Creation:	October 2020
Last Review:	November 2020
Next Scheduled Review:	January 2023
Overview of Amendments to this Version:	Curriculum information relating to KS3 and KS4 updated

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

From September 2022, it was decided that Year 7 students would be taught in mixed attainment groupings 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 being carefully monitored and it is envisaged that over the next two years, mixed attainment teaching will be introduced across Key Stage 3.

Currently year 8 and 9 students are taught in sets according to their ability. Sets are reviewed at the end of each term and are discussed by heads of department. Changing a student's set as a result of underachievement is not appropriate and it is expected that prior to any suggested set change that the class teacher will have planned to address the learning need of the student and monitor the impact of any actions.

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
	25	25	25

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 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
	25	25

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.

Spiritual, Moral, Social and Cultural Development Agenda

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.

Practice

Below are some examples of how the School delivers this philosophy in practical terms:

- Curriculum Opportunities: for example, visits to different places of worship and being given the opportunity to work with others from the community.
- Extra-curricular Opportunities: for example, visits to the theatre or other countries.
- Assemblies: for example, inviting inspirational and motivational people from the community to talk to the students.
- Form Time Schedule: daily form time allows students and staff to discuss and give their opinions on current affairs, from both local and national news, that have been selected and mapped across to our PSHE curriculum. For example, Black History Month and LGBT discrimination.
- Promoting the 'Behaviour Code' and 'Classroom Expectations for learning'.
- Provision of a P.S.H.E., and RE programme which discretely promotes SMSC.
- All PSHE topics have been mapped against the SMSC agenda and outline which strands are covered.
- Involvement in charity and community-linked work.
- Developing a sense of responsibility and ownership: for example, through Form Captains, Student leaders and Student Council positions.

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.

Below we include more details about how each British Values are embedded in our school.

<i>British value</i>	<i>Statement</i>	<i>In practice</i>
Democracy	<p><i>Many of our school routines are built upon the concept of democracy. All students have opportunity as an individual, as a member of a tutor group and within subject departments, to influence decision making and to have a voice. They understand that they must use this voice responsibly.</i></p> <p><i>Students are regularly consulted both formally informally about how their school might be improved.</i></p>	<p>Students within the school have key roles and responsibilities and are democratically elected to take on leadership roles. They understand that they are accountable to the school community for the way in which they carry out these roles.</p> <p>Our Student Parliament allows students to explore and understand the democratic process. During national and local elections, we hold our own mock elections.</p> <p>How to work as a member of a team as well as team leadership</p>

<i>British value</i>	<i>Statement</i>	<i>In practice</i>
	<p><i>They see the example that is set with staff working cooperatively with each other to make the school the best it can be.</i></p>	<p>are included in PSHE and during form tutor meetings.</p> <p><i>In PSHE lessons students learn about the British electoral system, how it has developed and how it works.</i></p> <p><i>Our Student Leadership Development Programme allows for students who form out school council the opportunity to discuss key topics, raised around school, with their peers before feeding back to Senior Student Leaders, Head boy and Head Girl, SLT and Link Governor. Once action is put in place then the student council are notified and they then update their peers during form time and assembly.</i></p>
The rule of law	<p><i>Students in our school understand the need for rules to make ours a happy and secure environment. Our behaviour policy is shared and understood and this provides a basis on which we discuss other laws and rules and how they apply.</i></p> <p><i>Ground rules are established in all areas of the curriculum and students are encouraged to see the reasons for them.</i></p>	<p>Our school works closely with our community police officer.</p> <p>We set ground rules during PSHE classes where sensitive issues are discussed. IT lessons include discussion around data protection and our e-safety code of conduct.</p> <p>Each year, every tutor group discusses the school code of conduct and tutor group code of conduct with their tutor. Although some of these are set, others are not and students are encouraged to make their own contributions to the way in which the rules can be applied.</p> <p>School sanctions are clearly established and shared. Tutor group sanctions are discussed and agreed within the tutor group.</p> <p>In citizenship students learn about the legal system in the UK.</p>
Individual liberty	<p><i>The rights of every student are at the centre of our</i></p>	<p>Each year group studies the individual biography of someone</p>

<i>British value</i>	<i>Statement</i>	<i>In practice</i>
	<p><i>ethos. However, students must also recognise the boundaries there must be too.</i></p> <p><i>Independent thinking and learning are encouraged and there are frequent opportunities for students to grow in maturity and independence as they move towards the sixth form.</i></p> <p><i>We place an emphasis on respecting difference and valuing creativity.</i></p>	<p>who has had a particular impact on the history of Britain and who the students can empathise with. We try to select from a range of cultures and include those who came as immigrants to the country.</p> <p>Human rights is a topic included in our PSHE curriculum.</p> <p><i>We also discuss what it means to 'contribute to society' and discuss what it means to be 'free'.</i></p>
Mutual respect	<p>Respect is one of our school values. We recognise the importance of not only respecting one another but also of self-respect. We have a clear anti-bullying policy which emphasises the importance of us creating an environment both within school and the wider world in which individuals can feel safe and valued.</p> <p>Our welcome for visitors is part of the school ethos as is the focus on each student as an 'ambassador' when they are out in the community.</p> <p>Every individual is respected in our school and our actions towards one another reflect this.</p>	<p>Our PSHE curriculum includes topics on relationships and what a good relationship consists of. We have links with local feeder schools that enable our students to work with younger children on specific projects.</p> <p>Our extra-curricular clubs and enrichment activities focus on building self-esteem and self-respect. They also include team-building activities.</p> <p>The staff code of conduct ensures that staff behave towards each other in an exemplary way, setting a good example for the students. The language used between staff and students at all times is considered to be vital in showing how we respect one another.</p>

<i>British value</i>	<i>Statement</i>	<i>In practice</i>
<p>The tolerance of those with different faiths and beliefs</p>	<p>We welcome difference and diversity and aim to create understanding of how this adds to the richness of our community.</p> <p>We aim to do more than 'tolerate' those with different faiths and beliefs. We recognise the extent to which our own traditions and history have developed side by side and the rich cultural heritage that different world religions bring.</p> <p>We believe that exploring and understanding other people's faiths and beliefs are rewarding experiences and help us understand our own faiths and beliefs better.</p>	<p>Our RE curriculum which follows the locally agreed RE syllabus teaches about a range of faiths, religions and cultures.</p> <p>We invite representatives from different religions into our school and visit places of worship, respecting the rules that apply to them and the beliefs of those who use them.</p> <p>Students are familiar with the principles which different religions hold and explore the main world religions as outlined in the curriculum.</p> <p>We take the opportunity to find out more about different cultures we encounter through research and discussion.</p> <p>We encourage those in our school who hold different faiths and beliefs to share their experiences and provide us with insight.</p>