

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:	January 2023
Next Scheduled Review:	January 2024
Overview of Amendments to this Version:	Exemplification of British standards removed as included in the British Values statement ratified at full governors in March 2023. Addition of AI

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 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. All set changes are discussed with and agreed by the Assistant Headteacher for assessment and intervention.

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 (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
	25	25

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 in appropriate use of AI

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

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.