

## CURRICULUM POLICY

### *Non Sibi Sed Aliis*

Your word is a lamp to my feet and a light to my path.  
Psalm 119, vs 105

"And he gave the apostles, the prophets, the evangelists, the shepherds and teachers, to equip the saints for the work of ministry, for building up the body of Christ, until we all attain to the unity of the faith and of the knowledge of the Son of God, to mature manhood, to the measure of the stature of the fullness of Christ, so that we may no longer be children, tossed to and fro by the waves and carried about by every wind of doctrine, by human cunning, by craftiness in deceitful schemes. Rather, speaking the truth in love, we are to grow up in every way into him who is the head, into Christ."  
**Ephesians 4: 11-16**

This policy document and the content contained therein remains the responsibility of the Headteacher and Governing Body of the school. No amendments can be made without their express instructions and they remain the final arbiters in any matters relating to it.

Review Date: Summer Term 2024

Next Review Date: Summer Term 2025

Reviewed By: Mr J Morgan

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APPROVED BY THE HEADTEACHER – Summer Term 2024

## Balshaw's Whole School Curriculum Vision:

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- The breadth and balance of the Balshaw's curriculum provides students of all abilities with a fully rounded education delivering academic rigour, high standards and qualifications of worth and credibility.
- Tailored pathways allow all students to develop their own thirst for knowledge to support academic achievement on their path to excellence.
- Our Balshaw's curriculum helps to develop, cherish and encourage our students to achieve their full potential as well-rounded citizens of the world.

### Curriculum Intent:

The Curriculum design at Balshaw's has always been based around providing the most appropriate, inclusive and balanced curriculum for all students that is as rich, broad and inspiring as possible, in order to provide students with opportunities to widen their horizons in each subject they study. We aim to assist all students regardless of their ability, gender, ethnicity or social background to achieve their full potential in a range of highly regarded qualifications. Our curriculum does not and has not ever been changed to be optimised for performance measures or league tables. It is always based on delivering the curriculum that provides the greatest breadth, depth and challenge to enable students to have full command of the key knowledge and skills essential for each subject.

All subjects cover the National Curriculum as a minimum, but implicit in the way that the Balshaw's Curriculum is implemented is the desire to make subject content relevant beyond students' time at school and have meaningful context of their future lives. It is carefully sequenced and provides a solid foundation to enable our students to achieve the best possible educational outcomes for future progression into the adult world and inspire a lifelong love of learning.

The Balshaw's 'hidden' curriculum impacts upon the richness and quality of our students' lived experience of the taught curriculum. The intent is designed to provide students with opportunities to take their curriculum beyond the classroom to develop and deepen their confidence, independence and creative thinking. Our Christian vision, ethos and values play a huge part in this through their interaction within the Balshaw's family which fosters the personal development of all children's individual character, health and wellbeing preparing them to make a valuable contribution to the wider modern world. The experiences that our students have access to through leadership responsibility, club membership and participation in a wide range of extra-curricular activities allows students to develop existing talents whilst also discovering new ones to enrich and personalise their own curriculum.

## Curriculum Implementation:

Our main driver for curriculum implementation is ensuring that students are exposed to high quality learning experiences and engagement in lessons with a large element of choice and need for independent thinking skills. One of the most outstanding features of the Balshaw's curriculum is its breadth of subjects that all students are able to access leading to the widest range of pathways. It enables students to achieve the highest levels of academic success and maximise their potential. All students have access to all elements of the curriculum outlined below:

	Key Stage Age Year groups	<b>3</b>	<b>4</b>
		11 - 14	14 - 16
		7 - 9	10 - 11
<b>National Curriculum Core Subjects</b>			
English	<i>EBacc</i>	✓	✓
Maths	<i>EBacc</i>	✓	✓
Science (both trilogy and separate at KS4)	<i>EBacc</i>	✓	✓
<b>National Curriculum Foundation Subjects</b>			
Art and Design (Fine Art at KS4)		✓	✓
Music		✓	✓
Computing		✓	✓
<i>EBacc</i>			
Design and Technology		✓	✓
Languages (French and Spanish)		✓	✓
<i>EBacc</i>			*
Geography		✓	✓
<i>EBacc</i>			*
History		✓	✓
<i>EBacc</i>			*
Physical Education (PE)		✓	✓
Citizenship (PSHE Curriculum and across subjects)		✓	✓
<b>National Curriculum Additional Subjects</b>			
Religious Education (RE)		✓	✓
Sex and Relationships (SRE)		✓	✓
Personal, Social, Health and Economic (PSHE)		✓	✓
<b>Non-National Curriculum Subjects</b>			
Film Studies			✓
Drama		✓ (Yr 7)	✓
Business			✓
Child Development (OCR Cambridge Nationals)			✓ (Yr 11)
Sports Science (OCR Cambridge Nationals)			✓ (Yr 11)

*\* Pupils should be able to, and can, study all four of these areas*

The allocation of time within the curriculum (which is scheduled over a two week timetable) is below:

	Year 7		Year 8		Year 9		Year 10/11	
	No. of classes	No. of periods	No. of classes	No. of periods	No. of classes	No. of periods	No. of classes	No. of periods
English	7	8	7	8	7	7	16	8
Maths	8	7	8	8	8	7	16	7
Science	7	5	7	6	7	6	15	10 (15 Separate Sciences)
History	7	3	7	3	7	4	10	5
Geography	7	3	7	3	7	4	8	5
MFL	8	4	8	4	8	5	8	5
RE	7	3	7	3	7	3	16	2 (+5 for GCSE Full)
PE (Statutory)	8	4	8	4	8	3	16	2
GCSE PE	-	-	-	-	-	-	4	5
Music	7	2	7	1	7	1	1	5
D&T / Food Nutrition	8	3	8	3	8	3	11	5
Drama	7	2	7	1	-	-	2	5
Computing	7	3	7	3	7	3	3	5
Art	7	2	7	2	7	3	4	5
PSHE	8	3	8	3	8	3	8	3
Film Studies	-	-	-	-	-	-	2	5
Child Development	-	-	-	-	-	-	1	5
Business	-	-	-	-	-	-	5	5

Each department has its own approach to implementing its curriculum within the framework of intent for the whole school as described above.

#### KS3 Implementation:

Almost all students follow a broad and balanced curriculum of:

- 13 subjects in Year 7
- 12 subjects in Year 8 and 9

We aim to keep as many students on this broad pathway as possible before making option choices at the end of Year 9. There is a nurture path for an identified group of students in Years 7 – 9. The nurture pathway is delivered when other students study MFL in order to support the development of literacy and numeracy which in turn can impact upon improved confidence and well-being.

## KS4 Implementation:

At Key Stage 4, students choose options in 9 blocks and receive CEIAG to support them in making appropriate option choices. A diagrammatic representation of these pathways is below:

### The Most Able Pathway = 9½ GCSEs

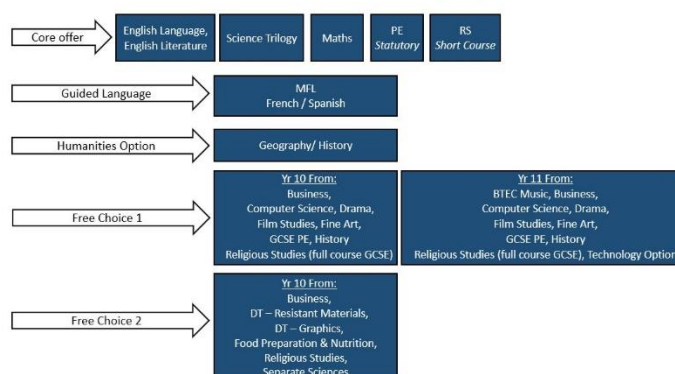
Including MFL and potentially Separate Sciences.

Approximately 55%+ of students will be on this pathway. This is an Ebacc pathway, but it is important to note that this pathway was here prior to it ever being an Ebacc pathway.

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### Typical Pathway = 9½ GCSEs

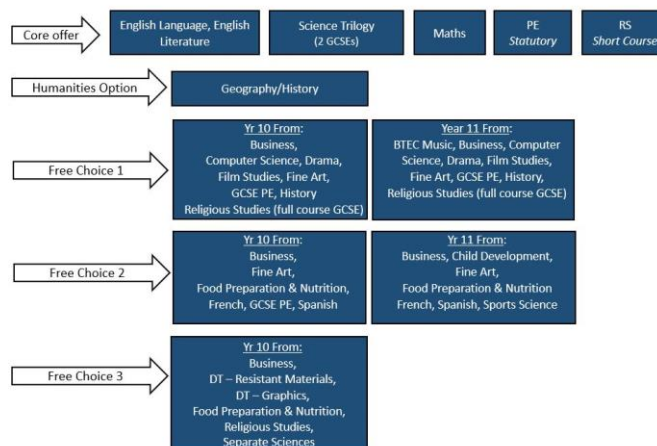
Including BTEC or Cambridge National vocational based qualifications.

Most other students will follow this typical pathway.

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### Supported Pathways = 6 – 8 GCSEs/Btec

Supported Pathways are more bespoke and are personalised as required. To meet more appropriately the needs of some students, they may be withdrawn from subjects to support their progression. Alternative provision is put in place, sometimes using approved external providers, to provide additional supported study to support positive outcomes and increase curriculum engagement.

## **Curriculum Impact:**

The overall impact of our curriculum offer is to help to raise students' aspirations and equip them with the knowledge, confidence and skills to flourish in their future careers whilst making a positive contribution academically and physically to society. Students of all abilities are fully prepared for the next stage of their education or training. Apart from the positive progress measures that students achieve, securing places to their onward destinations is highly important and all our students continue in education, employment, or training from the September after they finish at Balshaw's. Our students leave with a pride in our school and a set of values and skills that provides the foundation from which they develop into self-assured, responsible and resilient young adults with a strong moral compass.

Students keep returning to Balshaw's decades after they have finished studying, because to study at Balshaw's is to become a Balshavian.

# Curriculum Diagram

	Year 7	Year 8	Year 9	Year 10	Year 11			
1	English	English	English	English	English			
2								
3								
4								
5								
6								
7								
8			PSHE					
9	Maths	Maths	Maths	Maths	Maths			
10								
11								
12								
13								
14								
15								
16						PSHE	PSHE	PSHE
17	Science	Science	Science	Combined Science (Trilogy)	Combined Science (Trilogy)			
18								
19								
20								
21								
22						Design & Technology	Design & Technology	Design & Technology
23								
24			Design & Technology					
25	French/Spanish	French/Spanish	French/Spanish	Option 1: History or Geography	Design & Technology or Separate Sciences			
26								
27								
28								
29								
30						History		
31								
32			Geography			History		
33	Religious Studies	Geography	Geography	Option 2: Business, Computer Science, Drama, Film Studies, Fine Art, GCSE PE, History, Religious Studies (full course GCSE)	Option 1: History or Geography			
34								
35								
36								
37								
38						Art	Religious Studies	
39						Drama	Art	Art
40								
41	Music	Drama	Art	Option 3: Business, Fine Art, Food Preparation & Nutrition, French, GCSE PE, Spanish	Option 2: BTEC Music, Business, Computer Science, Drama, Film Studies, Fine Art, GCSE PE, History, Religious Studies (full course GCSE)			
42								
43	Music							
44	Computing	Computing	Computing					
45								
46	PE	PE	PE			Option 4: Business, DT Graphics, DT Resistant Materials, Food Preparation & Nutrition, Religious Studies (full GCSE), Separate Sciences	Option 3: Business, Child Development, Fine Art, French, Spanish, Sports Science, Construction L2 (Preston College)	
47								
48	PE	PE	PE			Religious Studies (short course GCSE)	Religious Studies (short course GCSE)	
49								
50	PE	PE	PE	PE	PE			