



**Belmont
School**

Curriculum Policy

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Owner-Name	M Fletcher
Owner- Job Title	Headteacher Primary

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1. Rationale

We are currently within the greatest period of curriculum change for many years. The introduction of both new programmes of study and new methods of assessment have brought with them challenges- but also opportunities. We recognise and acknowledge that, during this period of transition, it will take time to change and develop our new curriculum but, within this process, the commitment to deliver excellence for our students, set out within this policy, remains constant.

The process that we are working through will be ongoing. The need for our curriculum to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and best prepare our students for a life within it, is the cornerstone of this policy.

2. Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014, with regards to:

Curriculum:

- (a) full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that students achieve the fluency of students nationally in speaking, reading and writing English;
- (d) where a pupil has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements;
- (e) personal, social, health and economic education which–
 - i) reflects the school's aim and ethos
 - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (f) for students receiving secondary education, access to accurate, up-to-date careers guidance that:
 - i) is presented in an impartial manner;
 - ii) enables them to make informed choices about a broad range of career options;
 - iii) helps to encourage them to fulfil their potential;
- (g) where the school has students below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (g) where the school has students above compulsory school age, a programme of activities which is appropriate to their needs;
- (h) that all students learn and make progress at the rate expected of students nationally;
- (i) effective preparation of students for the opportunities, responsibilities and experiences of life in British society

Teaching:

- (a) enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in students self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the students, and

- ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess students' work regularly and thoroughly and that students make good progress because teaching is planned using information from those assessments;
- (h) utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against students contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our students. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- (a) enable students to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- (c) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (d) enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- (e) lead to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- (f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (g) 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.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students are offered a balanced presentation of opposing views —

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

3. Our Curriculum Policy Statement

Our School is a learning environment at the heart of its wider community. We promote the care of our students- setting, respecting and expecting high standards in all aspects of school life. Our primary aim is to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for our School's curriculum is to provide a broad and balanced education, based on the realities of modern life. We recognize that:

- ☐ The world of 2020 will be very different to the world of today.
- ☐ The pace of change is increasing and the need for flexibility is paramount.
- ☐ Students have, and will increasingly have, greater access to information and learning materials independently of school.
- Adulthood requires economic participation- students must be adequately prepared for this.
- ☐ A curriculum defined purely in subject terms is not always well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.
- ☐ Curriculum delivery should be augmented by adults other than teachers. These could

include support staff, graduates, artists, sports people and people from industry and business.

Our curriculum is based on the following principles:

- ☐ To have students at its heart, putting their interests above those of the school.
- ☐ To ensure a curriculum that is fit for purpose, offering differentiation and personalisation.
- ☐ To ensure a centre of excellence, in both learning and teaching.
- ☐ To prepare all students for a successful adult and working life in a 21st century global society.
- ☐ To achieve and then exceed national standards in achievement, attainment and progression.
- ☐ To be committed to excellence and continuous improvement.
- ☐ To value vocational and academic routes equally.
- ☐ To nurture the talents of all and celebrate success.
- ☐ To work at all stages to ease transition.
- ☐ To involve the wider community.
- ☐ To actively involve parents, carers and other stakeholders.
- ☐ To foster a learning environment that is inspiring.

4. Curriculum aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on students's experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens. The curriculum must help students to:

- ☐ achieve high standards and make good or outstanding progress.
- ☐ enable those not achieving expectations to narrow the gap and catch up with their peers.
- ☐ enter public examinations when they are ready for them.
- ☐ utilise high quality personal, learning and thinking skills and become independent learners.
- ☐ utilise high quality functional skills, including key literacy, numeracy and computing skills.
- ☐ be challenged and stretched to achieve their potential.
- ☐ enjoy and be committed to learning, to the age of 19 and beyond.
- ☐ value their learning outside of the curriculum.
- ☐ relate to the taught curriculum.

5. Curriculum outcomes

Our School's curriculum will:

- ☐ fulfil all statutory, framework and National Curriculum requirements .
- ☐ lead to qualifications that are useful for both employers and higher education.
- ☐ enable students to fulfil their potential.
- ☐ meet the needs of students of all abilities.
- ☐ provide equal access for all students to a full range of learning experiences beyond statutory guidelines.
- ☐ prepare students to make informed and appropriate choices at points of transition.
- ☐ help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include a range of vital characteristics- breadth, balance, relevance, differentiation,

progression, continuity and coherence.

- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career.
- ☐ foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- ☐ help students to use language and number effectively.
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- ☐ help students understand the world in which they live.
- ☐ meet the social, emotional and behavioural needs of our students
- ☐ incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students.
- ☐ incorporate a key stage 4 curriculum which meets the needs of students, parents and wider society.
- offers a post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.
- ☐ benefits other secondary and primary schools in the area.

6. SMSC within the curriculum

As a school for students with challenging social, emotional and behavioural needs, we believe that provision for the social, moral, spiritual and cultural development of our students is integral to curriculum planning. Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.
- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that students know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable students to develop an understanding of their individual and group identity.
- Enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
- Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual Development:

As a school we will provide learning opportunities that will enable students to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life.

Moral Development:

As a school we will provide learning opportunities that will enable students to:

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- Recognise the unique value of each individual.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong.
- Show respect for the environment.
- Make informed and independent judgements.

Social Development:

As a school we will promote opportunities that will enable students to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community.

Cultural Development:

As a school we will promote opportunities that will enable students to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment.
- Develop an understanding of Britain's local, national, European, Commonwealth and global dimensions.

Development in SMSC will take place across all curriculum areas, within activities that encourage students to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

Class discussions will give students opportunities to:

- Talk about personal experiences and feelings.
- Express and clarify their own thoughts and beliefs, even about difficult events.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider others needs and behaviour.
- Show empathy.
- Develop self-esteem and a respect for others.
- Develop a sense of belonging.
- Develop the skills and attitudes that enable students to develop socially, morally, spiritually and culturally – eg empathy, respect, open mindedness, sensitivity, critical awareness, etc (for comprehensive list see attached sheet).

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, and accepting people who are physically or mentally different.
- Agree and disagree.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Links with the wider community:

- Visitors are welcomed into school.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Students will be taught to appreciate their local environment and to develop a sense of responsibility to it.

Monitoring and Evaluation:

Provision for SMSC will be monitored and reviewed on a regular basis. This will be achieved by:

- Monitoring of lesson plans and teaching and learning, by the principal
- Regular discussion at staff meetings
- Audit of policies and Schemes of Work by Acorn Care and Education.
- Sharing of classroom work and practice.
- Collation of evidence in pupil's work in school portfolio.
- Regular inclusion on the school SIP.

7. PSHEE within the curriculum

PSHEE is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHEE programme is central to achieving our school's own aims, objectives and mission statement. PSHEE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHEE, they will at times be shaped by what happens in PSHEE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. The PSHEE programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities:

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHEE provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHEE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Key principles that underpin our PSHEE provision:

We recognize that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students.

Our PSHEE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHEE programme is just one part of what the school does to help students develop the knowledge,

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skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHEE education, with an emphasis on interactive learning and the teacher as facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Students are encouraged to take responsibility for their own learning and to record their own progress. PSHEE encourages students to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

The use of visitors to the classroom:

Visitors to the classroom enrich the PSHEE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

Students with additional educational needs:

As far as is appropriate, students with special educational needs follow the same PSHEE programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Pupil Support Workers work with individual students, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students with special educational needs from PSHEE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

Monitoring and evaluation:

The PSHEE co-ordinator will monitor the planning, teaching and learning of PSHEE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality:

Due to the nature of the topics covered in the PSHEE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Assessment, recording and reporting:

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students's self-awareness and self-esteem and there are opportunities to record learning and progress in different ways.

8. Roles and responsibilities

The Principal will ensure that:

- ☐ the curriculum meets all legal and statutory requirements
- ☐ all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed.
- ☐ the amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- ☐ where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the national curriculum.
- ☐ the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- ☐ Acorn Care and Education are fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- ☐ Acorn Care and Education is advised on progress towards targets in order to make informed decision.
- ☐ the curriculum prepares students for their chosen career pathway.

Acorn Care and Education will ensure that:

- it considers the advice of the Principal when approving this curriculum policy and when setting statutory and non-statutory targets.
- ☐ progress towards annual statutory targets is monitored.
- ☐ it contributes to decision making about the curriculum.

The Deputy Head will ensure that:

- ☐ they have an oversight of curriculum structure and delivery within the school.
- detailed and up-to-date schemes of learning are in place for the delivery of courses.
- ☐ schemes of learning are monitored and reviewed on a regular basis.
- ☐ levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Heads of department and key stage coordinators will ensure that:

- long term planning is in place for all courses. Schemes of learning are designed using the school pro-forma and will contain curriculum detail on context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- ☐ schemes of learning encourage progression at least in line with national standards.
- ☐ there is consistency in terms of curriculum delivery. Schemes of learning are in place and used by all staff delivering a particular course.
- ☐ appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- ☐ where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners.
- ☐ assessment is appropriate to the course and the students following particular courses. There should be consistency of approach towards assessment.
- ☐ they keep the appropriate key stage assistant principal informed of proposed changes to

curriculum delivery.

- ☐ student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- ☐ they share best practice with other colleagues in terms of curriculum design and delivery.
- ☐ they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ☐ ensure that the school curriculum is implemented in accordance with this policy.
- ☐ keep up to date with developments in their subjects.
- ☐ have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of students.
- ☐ share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- ☐ participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- ☐ work in partnership with other agencies to provide an appropriate range of curriculum opportunities.
- ☐ actively support students in their progress through the new curriculum.

Students will:

- ☐ be treated as partners in their learning, contributing to the design of the curriculum.
- ☐ have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- ☐ be given additional support if they start to fall behind in their learning, helping them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- be consulted about their children's learning and in planning their future education.
- ☐ be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- ☐ be informed about the curriculum on offer and understand the rationale behind it.

9. Monitoring, evaluation and review

Acorn Care and Education will receive an annual report from the Principal on:

- ☐ the standards reached in each subject compared with appropriate benchmarks.
- ☐ the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks.
- ☐ the number of students for whom the curriculum was disapplied and the arrangements which were made.

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

10. Curriculum Offer

Year 7:

Subject	Periods
English	5
Maths	5
Science	3
ICT	2
Art/Craft	2
Geography	1
History	1
PSCHE	1
Environmental Studies	1
DT	2
European Studies	1
PE	2
RE	1
Tutor	1

Year 8:

Subject	Periods
English	5
Maths	5
Science	3
ICT	2
Art/Craft	2
Geography	1
History	1
PSCHE	1
Environmental Studies	1
DT	2
European Studies	1

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PE	2
RE	1
Tutor	1

Year 9:

Subject	Periods
English/Literacy	4
Maths	4
Science	3
ICT	2
Art	2
Geography	2
PWL	1
Horticulture	2
Life Skills	2
Vocational Studies	3
European Studies	1
PE	2
RE	1
Tutor	1

Year 10:

Subject	Periods
English/Literacy	4
Maths	4
Science	3
ICT	3
Art	2
Geography	2
PWL	1
Horticulture/ES	2
Life Skills	2

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DT/Vocational	4
PE	2
Tutor	1

Year 11:

Subject	Periods
English	4
Maths	3
Science	3
ICT	3
Art	2
Geography	3
PWL	1
Horticulture/Cookery	2
Vocational Unit	4
PE	2
Tutor	1