



EXCELLENCE
GIRLS ACADEMY

LEARNERS TODAY - LEADERS TOMORROW

Curriculum Policy

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1. Curriculum aims

Our curriculum aims/intends to:

Insert the aims/intention of your curriculum here – for example, to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

Aims specific to secondary schools could include to:

- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

These curriculum aims are underpinned by our values:

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Curriculum Leader

The Senior Leader responsible for the Curriculum will ensure:

- They have an oversight of curriculum delivery
- 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 Heads of Department on a regular basis and that actions are taken where necessary to improve these

3.4 Subject Leaders

Heads of subjects/subject leaders will ensure that:

- Long-term planning is in place for all courses
- Schemes of learning encourage progression that is above national standards
- There is consistency in terms of curriculum delivery
- Courses taught are in line with the recommended awarding bodies
- Where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- Assessment is appropriate to the course and the pupils following particular courses
- They keep the senior leaders informed of proposed changes to long-term plans
- All relevant information/data is shared with the Data Team - This includes meeting deadlines related to exam entries etc.
- Pupil 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

3.5 SMSCD Lead

The SMSCD Lead will:

- Take responsibility for overseeing the planning, the provision and the monitoring and evaluation of SMSC development
- Keep in touch with national developments and will act in an advisory capacity, supporting colleagues
- Staff meetings may be used for discussion and the update of information
- Understand the impact that good spiritual, moral, social and cultural development can have on the school as a whole.

3.6 Teachers

Teaching and teaching 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 pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- Share and exchange information about best practice amongst their colleagues and through external networks, resulting in a dynamic and relevant curriculum
- Participate in professional development, working with other teachers in the School to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.

3.7 Pupils

Pupils will:

- Be treated as partners in their learning
- 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 coordinated support to enable them to make the appropriate choices

3.8 Parents/Carers

Parents/Carers will:

- 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

4. Organisation and planning

Our 'curriculum' is all the planned activities that we organise in order to promote the learning and personal growth and development of all pupils, regardless of their backgrounds, strengths and needs. It includes not only the formally taught curriculum, and the range of extra-curricular activities that we organise in order to enrich the experience of our pupils; it includes also the 'hidden curriculum', or what pupils learn from the way they are treated and expected to behave.

Our curriculum is guided by the principles of intent, implementation and impact.

1.1 Our Curriculum Intent

At Excellence Girls Academy, our curriculum intent is centred on our motto; learners today – leaders tomorrow.

We strive to deliver a knowledge-rich, high level academic and moral education in a safe and secure learning environment in which all pupils can achieve their full potential. We aim to develop in our students; the discipline to persevere; the aspiration to excel; the respect for all and the teamwork to prevail; all of which we believe are qualities essential for lasting success.

In order to achieve this, our curriculum intent is steeped in the following three principles:

1. Excellence in education

A broad, balanced and ambitious curriculum that supports and challenges all students, regardless of background or ability, to achieve the knowledge and skills they need for later life, as well as enabling them to acquire a curiosity and enthusiasm for learning and an appreciation of human creativity and achievement.

2. Excellence in character

Learning experiences that build self-esteem and confidence and instil values of discipline, aspiration, respect and teamwork, inspiring students to become the best person they can be.

3. Excellence in the community

Enrichment opportunities that will enable students to make a positive contribution to both the school and to our local community and beyond, preparing them to take up roles and responsibilities as adults and citizens of a global society.

These core elements will facilitate our students' intellectual, personal and social development.

1.2 Curriculum Implementation

Our curriculum is modelled on the requirements of the KS3 and KS4 National Curriculum which gives all pupils the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. It also ensures depth, breadth and ambition.

Its coverage is supported by quality schemes of work that evidence coherent progression from one educational stage to the next across all year groups so that pupils make strong progress and acquire knowledge progressively.

At all key stages, our formally taught curriculum has a strong focus on core subjects (English, Maths and Science), making up approximately half of the curriculum but also offers a range of other foundation subjects, as well as Quranic Studies and Islamic Studies, which promotes Spiritual, Moral, Social and Cultural Development.

Curriculum Structure

Appendix 1 shows all the subjects we teach across all key stages, whilst Appendix 2 illustrates our curriculum structure.

Literacy and communication skills are established across the curriculum as a core skill, developing that which is taught through English Language and Literature, as well as through Arabic, Urdu and French.

Numerical and mathematical skills are also developed across the curriculum as a key skill that enhances employability and supports attainment and includes a focus on the application of Mathematics in everyday life.

There is an emphasis placed on greater depth of knowledge and understanding in Science, the history of scientific thought and how everyday science is applied.

We offer social science subjects such as Psychology and Business studies. Both curricula involve a mix of theoretical knowledge, practical applications, and critical thinking skills.

Aspects of Sex and Relationship Education (SRE) are offered across the RSHE, Science, Religious Studies, and Islamic studies programmes of study.

Humanities, comprised of Geography, History, Citizenship and Religious Studies, gives pupils a sense of curiosity and eagerness to learn more about the world in which we live and underpins the school's drive to develop exemplary citizens who hold an appreciative understanding of British history, promote fundamental British values and challenge all forms of discrimination and extremism.

Religious Studies also gives an understanding of the beliefs and practices of major world faiths, such as Islam, Christianity, Judaism, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none. Islamic Studies and Quranic Studies gives pupils a deeper understanding of the faith in line with the school's ethos.

Technical and creative education is provided through Art up to GCSE and ICT at Key Stage 3, allowing pupils to explore and express their creativity and innovation.

Relationship, Sex and Health Education (RSHE), as well as the Citizenship curriculum at Key Stage 3 and beyond, includes a focus on healthy body and healthy life; self-awareness; risks such as sexual exploitation, unsafe use of the internet and extremism; as well as learning on careers, money, industry, and economics.

This will also develop knowledge of the public institutions and services in England and abroad, and an understanding of different cultures and faiths.

The health and well-being of pupils is also encouraged through the provision of Physical Education (PE) for all pupils. Sport and exercise have obvious physical and mental health benefits but also teaches teamwork, leadership, focus, competitiveness, and discipline – all qualities which are important to produce the confident, inspiring leaders of the next generation. There is a role in sport and exercise for everyone, so we encourage all girls to try all areas to find where their passions and talents lie.

Curriculum structure at each key stage:

In Key Stage Three (KS3):

- We offer a three-year Key Stage Three programme of study that develops knowledge progressively and allows pupils to extend and stretch their core knowledge and prepare them for the challenges of KS4
- All pupils follow a traditional model of study, which involves a broad and balanced range of core and foundation subjects, based on the National Curriculum

In Key Stage Four (KS4):

- Most pupils follow a combination of subjects which will enable them to achieve the English Baccalaureate and will sit GCSEs in year 11
- Pupils are offered extra time for English and Mathematics where necessary to ensure that every pupil makes above expected progress in English and Mathematics
- A small number of pupils may undertake an alternative vocational pathway which will ensure pupils, including pupils with SEND; those supported with an EHC Plan and those newly arrived, are supported in their learning to ensure they make rapid progress

Excellence across our curriculum:

- Our motto is engrained across our curriculum, through all subjects and all age groups. We place great importance on independent learning; we encourage all our pupils to become independent learners and develop leadership through opportunities such as the school council, fundraising and enterprise leaders.
- Pupils learning is supported through quality-first teaching (teacher-driven) and 'flipped' learning activities (pupil-driven) so that all pupils can develop their vocabulary and access the curriculum effectively.
- An emphasis on recall and retrieval enables our pupils to embed key knowledge in their long-term memory so that they can apply it fluently.
- Our teachers have the appropriate abilities to plan and deliver the curriculum and the appropriate resources to meet the curricular needs of the pupils. They set tasks that are specific to the pupil's abilities and needs and enable each pupil to succeed and progress to higher levels of achievement.
- Lessons are differentiated to ensure that pupils are sufficiently challenged and they are encouraged to engage in independent learning to during lesson time and as part of their homework activities.
- Appropriate procedures are in place for the assessment, monitoring, and recording of pupils' achievements.
- Our school's values and fundamental British Values of democracy, rule of law, individual liberty and tolerance and mutual respect are promoted throughout the school and in lessons, such as through holding votes, engaging in debates and other project work.
- Our pupils benefit from deep learning through direct experiences and outside visits as part of planned extra-curricular and enrichment activities.
- Character development is promoted through our pupils participating in an enrichment programme involving sports, creative arts or other engaging projects within school or the wider community, all of which help pupils develop key personal skills and aptitudes and build confidence, as well as promote our school values.

Spiritual, Moral, Social and Cultural Development (SMSCD)

At Excellence Girls Academy the promotion of pupils' Spiritual, Moral, Social and Cultural Development (SMSCD) is related to the whole life of the school. The connection between good results in the curriculum

and high standards in SMSCD is widely acknowledged and is evident in a significant number of Ofsted reports.

Defining SMSCD:

- Spiritual Development is an understanding and reflection of own faith and an interest and tolerance for those of other faiths or none. Spiritual development is, therefore, about the wonderment of creation and development of a person and using this reflection to gain a strong sense of identity, self-worth, meaning and purpose. All areas of the curriculum should contribute to pupils' spiritual development, through use of imagination and reflecting on all experiences.
- Moral Development is acquiring a knowledge and understanding of what is right and wrong, aligned with the law of the land, and will develop their personal behaviour. It is the basis upon which the pupils may develop the ability to make judgements about how to behave and recognise consequences of the behaviour of themselves and others. It is learning that society has some shared and agreed values and that these may change and there are issues where there may be disagreement. Moral development is understanding the range of views and developing an informed opinion on these views.
- Social Development refers to the development of abilities and qualities that pupils need to acquire if they are to play a full and active part in school community and wider society. It is about functioning effectively in a multi-racial, multi-cultural and multi-faith society and developing into a tolerant and helpful person with the inter-personal skills required for successful relationships. This also includes understanding people, institutions, structures, political principles, roles and responsibilities and life as a member of a family, a workplace or a citizen in general.
- Cultural Development refers to the development of knowledge and understanding of differing cultural beliefs, customs and traditions. This is to include the British culture in which they live, the history and values that have been inherited, and continue to grow which shape our way of life, and also to include the heritage of their families and other people around them which would invariably be of different religious and ethnic groups. It is about understanding and feeling comfortable with a variety of cultures and being able to operate in the emerging world culture of shared experiences provided by art, media, sport, travel and the internet. Ultimately about acceptance and celebration of our diversity in the human race.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the school and through the development of positive attitudes and values. In our aim to develop our children as confident, well-mannered, law-abiding, Muslim British citizens who demonstrate academic skills, knowledge and mutual respect.

Of particular importance in promoting SMSCD is the example set by adults in the school, the quality of relationships and the standard of daily collective worship which enforces our ethos. We hope that this is reflective of the examples set at home and in the community.

The SMSC aspects of education concentrate on the development of the pupil as an individual and as a personality, aiming to enrich and extend the existence of each child in relation to the values, attitudes, beliefs and consequent behaviour acquired during school years in general.

Appendix 3 outlines some of our SMSCD strategies in more detail.

RSHE

EGA is committed to delivering the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education Statutory guidance (2021) as we consider the well-being and emotional and social development of our students as paramount. To embrace the challenges of creating a happy and successful adult life, EGA students will acquire knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and build their self-efficacy. We commit to provide our pupils with a positive and prudent Relationships and Sexual Education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in the Islamic vision of education.

Students can put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts; everyone faces difficult situations in their lives, so it is important they are well equipped. Implementation of RSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

At EGA we intend.

- To ensure that all students have a deep and meaningful understanding into their own self-identity as well as the identity of their surrounding community.

- To ensure all students have the deeper understanding into the diversity within our society and how we can promote equality (British Values).
- To create model citizens who understand the importance of their health and wellbeing, their relationships
- with other people, and role people have in our society which will give them the resources to go out and thrive in school and beyond.

Further details about our RSHE curriculum can be found in our RSE policy.

Careers and Work-Related Learning

As part of our curriculum, we aim to assist our pupils to develop both academically and personally and encourage them to have high aspirations, to maximize the opportunities in front of them and to progress to whatever future they desire.

We implement this through a structured, broad and balanced careers programme that provides Careers Education, Information, Advice and Guidance (CEIAG) and meets the Gatsby benchmarks, in order to assist our pupils in preparing for college, university and employment.

The Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

We use the above benchmarks to plan, implement and continually review our careers provision, to ensure we are providing the best possible service to our pupils and their parents/carers.

We facilitate the delivery of impartial information, advice and guidance to allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year. We ensure part of the school's careers guidance comes from visits from employers and a careers' fair for all pupils and work experience opportunities at Key stage 4. This will include at least one meaningful encounter with an employer each year, starting in Year 7.

We ensure there is explicit linkage of the taught curriculum to careers with an emphasis on Science, Technology, Engineering and Mathematics (STEM) to raise aspirations. We also offer careers' guidance and development of work-related skills through the PSHEE curriculum. Enrichment and extra-curricular activities also develop and foster enterprise skills.

We are continuously building links with local companies and organisations spanning from manufacturing, voluntary, medical and many more sectors. Throughout the year, prominent and successful individuals from the community and beyond will be invited to the school to inspire our pupils.

We will monitor the effectiveness and impact of our CEIAG programme by:

- Taking annual feedback from pupils, parents, teachers and employers.
- Maintaining and tracking each pupil's records of careers guidance and agreed decisions - these records will be shared with pupils to support their career development.
- Maintaining accurate data for each pupil on their education, training or employment destinations for at least 3 years after they leave school.

Independent Learning across the curriculum

At all key stages, we place great emphasis on independent learning to reinforce and extend what is learnt in school, whilst encouraging students to take leadership and ownership of their learning. Independent learning may take many forms such as homework, projects, essays, or extension work in class to provide further challenge.

Teachers will set one piece of independent learning to be completed at home for each subject per week, however core subjects may set 2 pieces and KS4 students may be set additional homework tasks as and when required. Completing classwork is not included in this.

Bedrock, daily Qura'an recitation and Salah is also not included in this but is students will be expected to also complete set amounts or spend a set amount of time on each of these each week, as set by their teachers.

Enrichment across the curriculum

The School has a firm commitment that learning in each curriculum area should not just be about delivering a Scheme of Work or programme of study to achieve outstanding examination results, but should also be about pupils enjoying learning and developing creativity and a depth of knowledge within that subject.

Enrichment activities should be aimed at:

- Increasing enjoyment within that curriculum area
- Providing challenge and developing independent learning in gifted and talented pupils in the curriculum area
- Developing the profile of the curriculum area or particular skills and themes within that area
- Linking the curriculum area to the School's motto and vision

Enrichment may include:

- Choosing independent learning activities from those provided by curriculum subject staff, to develop deeper knowledge and revise key concepts and ideas
- Taking part in visits to local institutions within the community who care for the elderly and needy
- Development of clubs linked to one or more curriculum areas
- Development of faculty-based trips and outdoor learning opportunities
- Identifying external facilitators to engage pupils
- Celebrating a particular 'National Day' or 'World Week' related to an issue of relevance to the curriculum area and the school's Leadership specialism.

Enrichment activities will be delivered during:

- Lessons to celebrate a particular 'National Day' or 'World Week' related to an issue of relevance to the curriculum area
- Weekend events, assemblies for parents and the community

1.1 Our Curriculum Impact

To ensure our curriculum delivers its intended impact:

- We carry out ongoing recording of attainment and progress in line with agreed school procedures - Pupils' learning is assessed regularly through the use of quizzes, tests and observational methods. High-quality feedback is provided so that gaps in knowledge can be instantly identified, planned for (by our teachers) and fully addressed (by our pupils) – resulting in deep learning and faster progression.
- Work scrutiny and lesson observation is undertaken regularly by senior leaders.
- Curriculum/subject audits are undertaken regularly to continuously review its impact.
- Our mentoring scheme between staff and pupils provides opportunities to receive regular pupil feedback and the identification of support needed.
- Pupil questionnaires are given regularly to allow feedback and suggestions from pupils about how we can further meet their individual needs and desires.
- Parental questionnaires are given regularly to allow feedback and suggestions from parents/guardians about how we can further meet their child's individual needs and desires.

5. Inclusion

At Excellence Girls Academy, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

➤ Pupils with SEN

➤ Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Children for whom English is an additional language do not produce separate work, rather we provide learning opportunities that enable all pupils to access the curriculum and make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this such as:

- Working closely with parents and building on children's experiences of language at home and the wider community, so that their developing uses of English and of other languages support one another
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults
- Providing bilingual support where necessary, to extend vocabulary
- Embedding a literacy focus across the curriculum so that pupils establish strong foundation literacy skills – In KS3 we have dedicated reading time in our curriculum which helps pupils to improve their literacy skills
- Developing their spoken and written English through teachers:
 - Ensuring that vocabulary work covers the technical as well as the everyday meaning of key words
 - Explaining how speaking and writing in English are structured for different purposes across a range of subjects
 - Providing a range of reading materials that highlight the different ways that English is used
 - Ensuring that there are effective opportunities for talking, and that talking is used to support writing
 - Encouraging children to transfer the knowledge, skills and understanding of one language to another
 - Encouraging children to communicate in English from the first day in school whilst appreciating that child will not be able to do this in all contexts (We encourage all teachers and helpers to speak in English to pupils and each other as role-models, whilst appreciating that this is not always possible)
 - Using accessible texts and materials that suit children's ages and levels of learning
 - Providing support through ICT, audio materials, dictionaries, rich visual support, translators and readers
 - Using reading age data, where available, to help further in placing the support for these pupils

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is teaching a "broad and balanced curriculum" which includes the required subjects, through:

- School visits
- Meetings with the school council

Subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Lesson observations
- Work scrutinies/ Sampling pupils' work
- Feedback from pupils
- Feedback from parents
- Feedback from teachers

- > Discussion with SLT
- > Discussion with Governors

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body and approved by the Chair of Governors at every review.

7. Links with other policies

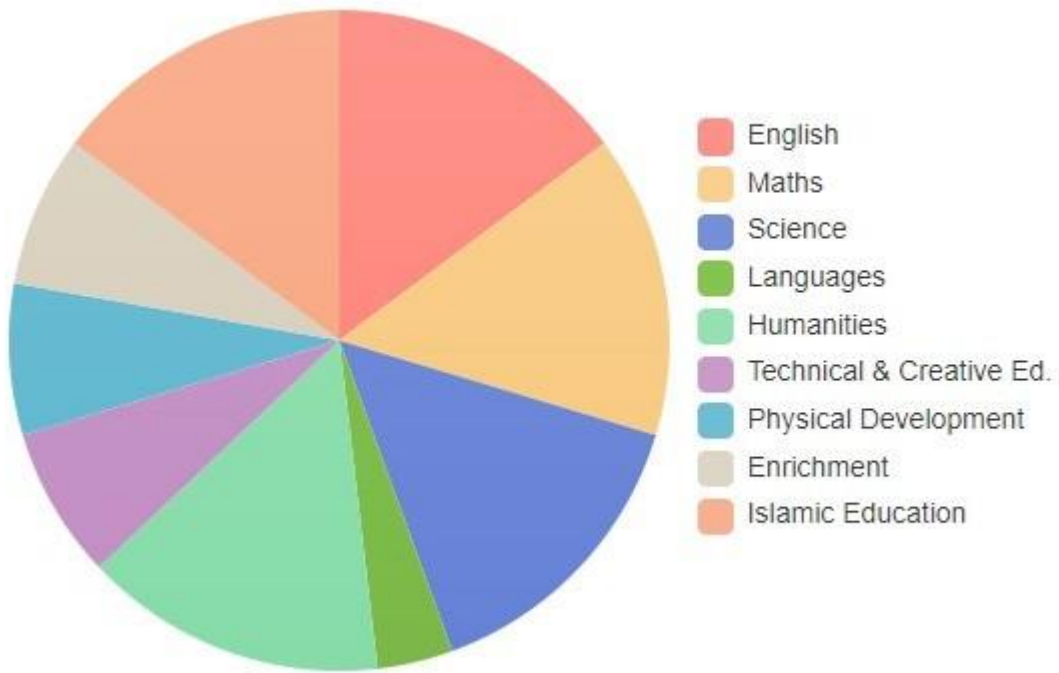
This policy links to the following policies and procedures:

- Accessibility Plan
- Assessment and Feedback Policy
- Careers Provider Access Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- RSE Policy
- SEND Policy and Information Report

	KS3 (Years 7-9)	KS4 (Years 10-11)
Core subjects	Quranic Studies	Quranic Studies
	Islamic Studies	Islamic Studies
	English	GCSE English Language (AQA)
	Reading	GCSE English Literature (AQA)
	Maths	GCSE Maths (Edexcel) GCSE Further Maths (Edexcel)
	Science	GCSE Science (Combined) (AQA) GCSE Science (Triple) (AQA)
Additional subjects	Religious Studies (RS)	GCSE Religious Studies (RS) (AQA)
	Citizenship	GCSE Citizenship (AQA)
	Geography	Humanities option: GCSE Geography / History (AQA)
	History	
	Languages option: Arabic / Urdu / French	Languages option: GCSE French / Arabic / Urdu (AQA)
	Art	GCSE Art (AQA)
	Computing	Social Science option: GCSE Psychology (AQA) GCSE Business Studies (AQA)
	Relationship, Sex and health Education (RSHE)	Relationship, Sex and health Education (RSHE)
	Physical Education (PE)	Physical Education (PE)

Appendix 2: Curriculum structure

The pie chart below represents the time allocated to each area of our timetabled curriculum across all key stages.



Appendix 3: SMSCD strategies

1. *To enable pupils to develop their self-knowledge, self-esteem, and self-confidence:*
 - Promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas, and concerns.
 - Teachers to act as role models of the desired values in pupils.
 - Ensure an environment is created where every child may reach their potential regardless of gender, race, or disability.
 - Help pupils be aware of their potential and support them to achieve it.
 - Support and encourage a child's religious beliefs in ways which are personal to them.
 - Provide opportunities for spiritual development through learning outside the classroom, art, drama, museums, historic buildings, etc.
 - Encourage exploration and analysis of their own interest and what interests and inspires others.
 - Encourage pupils to reflect and learn from reflection.
 - Encourage individual endeavour and celebrate achievement and success, both within and outside the classroom.
 - Encourage pupils to work and cooperate as part of a team.
 - Provide opportunities for pupils to develop leadership skills and challenge so they can take care of themselves and others.

2. *To enable pupils to distinguish right from wrong and to respect the law:*
 - Teach pupils how today legal system is has evolved and why it is important, and help them to understand the law and the importance of abiding by it.
 - Provide a clear framework of values and behaviours which is promoted consistently through all aspects of the school, with teachers as role models.
 - Inform parents of school ethos and procedures so that what is learnt at school can be supported at home.
 - Give opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities.
 - Reward good insight and behaviour.
 - Teach the importance of being a good citizen and what citizenship is.
 - Discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves.
 - Provide models of virtue through literature, humanities, sciences, arts, assemblies, relevant role models, and acts of worship.
 - Reinforce the importance of a cohesive, harmonious, law abiding society through visual displays, exhibitions.
 - Address discrimination on the grounds of race, religion, gender, sexual orientation, age and promote racial equality.

3. *To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life:*
 - Foster a sense of community, with common and inclusive values which ensure that everyone regardless of ethnicity, nationality, gender, ability or beliefs can flourish.
 - Encourage pupils to work cooperatively.
 - Provide positive group activities, such as assemblies, team activities, outings.
 - Encourage responsibility for behaviour, respect for property, care of the environment and codes of behaviour.
 - School linking to give pupils the chance to mix with pupils from different areas, cultures and faiths.
 - Help pupils to develop personal qualities which are valued in society, like thoughtfulness, honesty, respect and sound morals.
 - Provide opportunities to participate in different communities.
 - Provide opportunities to exercise leadership and responsibility.
 - Ensure that through lessons and other settings that opportunities are provided for pupils to demonstrate initiative, develop interests and organise activities for themselves and others.

4. *To provide pupils with a broad general knowledge of public institutions and services in England.*
 - Teach pupils about democracy and citizenship, and the importance of being a good citizen.
 - Ensure all pupils have a voice that is listened to.

- Ensure that pupils are aware of their rights and the rights of others as human beings.
 - Teach pupils about what public institutions and services are available, what they are for and how they are funded.
 - Provide positive and effective links with the world of work and the wider community.
 - Provide opportunities for pupils to learn about and engage in local and national democratic processes, including democratic processes in school such as the school council.
5. *To assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.*
- Provide opportunities for pupils to explore their own cultural assumptions and values.
 - Provide opportunities for pupils to participate in literature, drama, art, crafts and other cultural events and encourage reflection on their significance.
 - Provide opportunities for children to mix with children from other cultures.
 - Give opportunity to explore different values, beliefs and cultures through a variety of approaches, including discussion and debate, in order to gain understanding.
 - Present authentic accounts of attitudes, values and traditions of diverse cultures.
 - Develop partnerships with outside agencies and individuals to extend pupils cultural awareness; museums, gallery visits, artists, etc.
 - Expand the quality and nature of opportunities for pupils to extend their cultural development across the curriculum, particularly developing an understanding of cultures in the UK.