

Redstone Academy

Curriculum Policy and Procedures

Introduction

At Redstone Academy, we aim to provide a broad, balanced and enriched curriculum, with access for all, to mathematical, scientific, linguistic, technological, social and human, physical and aesthetic and creative areas. This policy is supported by appropriate long and medium plans which ensure appropriate coverage and assessment occur in all subject areas from Years 7-11.

We aim to provide a curriculum that:

- is based around the National Curriculum
- provides pupils with challenge and a sense of achievement
- provides continuity, progression of learning and differentiation
- builds confidence and gives satisfaction and enjoyment, thereby giving pupils a positive attitude to learning
- provides opportunities for pupils to develop their independent thinking and learning
- enables the pupils to develop knowledge, understand concepts, acquire skills and develop the ability to choose and apply these in relevant situations
- provides enrichment and support through provision of additional activities such as educational visits, visiting speakers, field trips etc.

Outside the taught curriculum we aim to provide a range of extra-curricular opportunities that allow pupils to develop many skills relevant to the main curriculum.

We therefore aim to provide excellence for all pupils in every aspect of academic studies and to develop the potential of all members of the school community.

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Procedures

Curriculum content and delivery

All children are taught in mixed ability classes, with children of the same age. Smaller groups are also created if particular support is required. The academy has two Buildings, Building A and Building B. Building B accommodates the girls side of the school and Building A accommodates the Boys side. However, the ICT Lab, Science Lab, Sports Hall and Library in Building A are shared. Some of the Girls lesson also take place in Building A.

Wherever possible the curriculum follows the English National Curriculum though the Arabic course structure at Key Stage is mainly dictated by the Language Teachers. The Key Stage 4 aspect however is tailored towards the Edexcel GCSE Arabic Exam

The Secondary School covers children from age 11 onwards, and builds on the achievements of the Primary School.

Secondary School covers Key Stage 3 and Key Stage 4

	Key Stage 3	Key Stage 4
AGE (YRS)	11-14	14-16
GROUP	Years 7-9	Years 10-11
EXAMINATIONS	End of Year	IGCSE Examinations

Subject lesson allocation

The school works a 31 lesson week with Monday Period 1 dedicated to a Whole School Assembly and Thursday Period 7 dedicated to a Key Stage 3 Assembly. Lessons are 50 minutes long apart from the lesson that falls directly before and after Lunch which are 45 minutes in length to accommodate a 50 minute Lunch Period.

Curriculum Design

The SLT assume responsibility for the design of a curriculum that matches the school aims. Subject Teachers are consulted regarding the best courses to offer and the success and appropriateness of existing courses. This is achieved through the Staff meetings and meetings between SLT and also Head Teacher-Proprietor Meetings.

Studies at ages 11 - 14

KS3 Curriculum

From Years 7 - 9 (ages 11 - 14) students study a range of nine subjects.

In Year 9 General Science focuses on the teaching of the individual science subjects. International GCSE curricula are introduced at this stage so pupils have the opportunity of experiencing these standalone subjects before they are required to embark upon their IGCSE's in Year 10.

Subject Allocations

Year 7

Subjects	Periods
English	5
Maths	5
Science	5
Art	2
Arabic	2
Geography	2
History	2
ICT	2
P.E	2
PSHE	1

Year 8

Subjects	Periods
English	5
Maths	5
Science	5
Art	2
Arabic	2
Geography	2
History	2
ICT	2
P.E	2
PSHE	1

Year 9

Subjects	Periods
English	5
Maths	5
Science	5
Art	2
Arabic	2
Geography	2
History	2
ICT	2
P.E	2
PSHE	1

Studies at Age 14-16

Choices at ages 14 - 16

In early Term 1 an Evening is organised where the KS4 curriculum is introduced to parents. Parents and pupils have the opportunity to meet with subject teachers to discuss their child's suitability for individual subjects at IGCSE level. Pupils undertake all subjects in Year 10 and then in Year 11, the pupils and parents decide which subjects should be taken into their final year.

KS4 Curriculum

From Year 10 (age 14), students continue with up to 9 subjects in preparation for the examinations of the Edexcel or AQA (International) General Certificates of Secondary Education (International GCSE). Most students are required to study English Language and English Literature, Mathematics and a Science. In addition, they have a certain freedom to choose which subjects they prefer and feel will be the most useful for their future career.

End of Stage Testing

IGCSE examinations are taken towards the end of Year 11, we do not enter pupils early for any subject following recent advice from universities in the UK. From September 2016 we will be identifying gifted mathematicians in Year 9 with the aim of completing the IGCSE content by the end of Year ten. Pupils will then continue with preparation of GCSE Further Mathematics as preparation for A level. These gifted pupils will sit both the IGCSE in Mathematics and Further Mathematics at the end of Year 11.

Extra Curricular Activities

We offer a range of after school and lunchtime extracurricular activities which pupils can participate in. A broad and varied programme of extra-curricular activities is offered on alternate Wednesday afternoons to all pupils in Years 7-11.

A more detailed outline of the individual curriculum for every year group is updated annually on the website.

Speaking and Listening, Literacy and Numeracy

Speaking and listening skills are taught within the English curriculum. Literacy is taught by the English department and supported through other subjects. Numeracy is taught within the Maths curriculum and the skills are reinforced within many other subjects.

Differentiation

It is acknowledged that, whilst the intake of Redstone Academy is to a degree, selective, there is still a range of abilities within each cohort. Departments are expected to make provision for this within department schemes of work and staff are expected to take this into account in their teaching in a variety of ways.

Careers Education

In Year 10 the pupils are encouraged to take part in Work Experience for one week at the end of the second term. This is organised and managed by the SLT.

In Year 11 advice is provided to help pupils make A Level choices. The Tutors speak to the pupils in Form Time sessions; a brochure of sixth form courses is provided; and pupils can make individual appointments with a member of staff for advice on A Level choices and careers. When the pupils submit their choices a check is made against their future plans. In Year 11 pupils also visit the Annual Skills Show at the NEC to further gather more information as to their future option.

PSHE

PSHE is taught as a discrete subject in Years 7-11 and is supported during Form Time and during collapsed timetable days. Content and delivery are monitored by the Year Leaders who are supported by the Leadership Group and Careers Officer.

Opportunities, responsibilities and experiences of adult life

The curriculum and wider school experience encourages pupils to acquire skills essential for adult life. Students are encouraged to take on student leadership roles in the form school Prefects or acting as representatives on the student council. Redstone academy also aims to undertake a two-week work experience programme that will take place during the Summer Term of Year 10.

Spiritual, Moral, Social and Cultural Education

Introduction

At Redstone academy, we recognise that the personal development of pupils, spiritually, morally, socially and culturally plays a significant part in their ability to learn and achieve. As our school philosophy states:

'Our prime motivation is to provide an environment of excellence and high achievement. Our students are given access to the highest level of academic tuition, and are provided with every opportunity to develop their personal and social skills to prepare them to take their place in society as educated, thoughtful and responsible citizens.'

We therefore aim to provide an education that provides children with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

There are five parts to the SMSC regulations, as laid out by the ISS Regulations 2003, which are shown below:

(2a) Enable pupils to develop their self-knowledge, self-esteem and self-confidence

(2b) Enable pupils to distinguish right from wrong and to respect the law

(2c) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life

(2d) Provide pupils with a broad general knowledge of public institutions and services in England

(2e) 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

We aim to make sure that all curriculum areas have a contribution to the child's spiritual, moral, social and cultural development and opportunities for this will be explored within the curriculum.

All staff will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and responsibilities and the need to respect the rights of others. School and classroom charters should promote responsible behaviour. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

General Aims

We aim to ensure:

1. That everyone connected with the school is aware of our values and principles.
2. A consistent approach to the delivery of SMSC issues through the curriculum and the general life of the school.
3. That pupils' education is set within the context that is meaningful and appropriate to their age, aptitude and background.
4. That pupils have a good understanding of their responsibilities

Moral Development

Pupils are instilled with an understanding of the difference between right and wrong. Moral development aims to enable students to make judgments on moral issues by applying moral principles, insights and reasoning. They should be able to recognise moral issues, articulate their own attitudes, and take responsibility for their own actions, behaving consistently in accordance with their principles.

Spiritual Development

Spiritual development relates to fundamental questions about the meaning and purpose of life in Islam and also understanding of what other faiths believe.

Social & Cultural Development

The school constantly reinforces standards of behaviour and interaction with others in order to underline how understanding of and respect for others is essential for a well-ordered society. Pupils are taught about the cultural and social differences between individuals and groups. They are taught that they should try to understand these differences, be tolerant where the beliefs and practices of others come into conflict with their own beliefs and celebrate the diversity of the communities in which they live as a strength, not as a reason for conflict and tension. School trips and visits, especially overseas, help to reinforce pupils' awareness and understanding of other cultures.

Spiritual, Moral, Social and Cultural Development

Spiritual, moral, social and cultural dimensions run across all curriculum areas and through school life. All members of the school should be involved in encouraging the development of these dimensions on a day to day basis.

There are three areas of school life, inseparable and yet distinct, in which there arise opportunities to develop pupils spiritually and morally:-

- through the general ethos of the school;
- through the teaching across the curriculum;
- through school assemblies.

Through classroom discussions we will give the children opportunities to:

- share their achievements and successes with others
- talk about personal experiences and feelings.
- express and clarify their own ideas and beliefs.
- speak about difficult events, e.g. bullying, death etc.
- explore relationships with friends/family/others.
- consider the needs and behaviour of others.
- show empathy
- develop self-esteem and a respect for others, truth and property;
- develop a sense of belonging;
- develop skills and attitudes e.g. empathy, respect, open-mindedness, sensitivity, critical awareness etc;
- how beliefs and commitment to them contribute to personal identity;
- a sense of awe and wonder: being inspired by the natural world, mystery and human achievement;
- a readiness to reflect on 'difficult' questions and respond to the challenging experiences of life, including an awareness of the response offered by religious faith;
- an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences, the development of self respect;
- a continuing willingness to express inner thoughts and feelings through the creative arts, recognising the importance of imagination, intuition and inspirations;
- the importance of emotions, which can appreciate beauty or respond to injustice, and which lead to a real human maturity;
- worth of every individual and so developing a sense of community and the ability to build up relationships;
- an awareness that moral behaviour comes as much from regulation from within as conforming to outside rules;
- a readiness to engage in open discussion and to learn about moral issues so that there is regular involvement in the process of decision making;
- recognising that either asking for or offering forgiveness is a necessary step towards restoring broken relationships;
- knowledge of codes and conventions of conduct

The Curriculum

The knowledge and understanding essential to make responsible reasoned judgments should be developed through all subjects of the curriculum. Questions about the origins of the universe, whether life has a purpose and the nature of proof will occur in many curriculum areas. In many subjects moral dilemmas of various kinds will arise as points of discussion. Teachers will use these opportunities to encourage an open minded and critical examination of the issues involved. PSHE lessons deal specifically with many of the moral and ethical issues faced by young people today. The school also explores many of other major religions and aims to foster a better understanding of them. Pupils of other faiths are encouraged to share their experience of them.

Many curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals, accepting people who are different because of physical and learning difficulties.
- Agree and disagree.
- Experiencing good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.

Practical activities to develop SMSC will include:

- Working together in different groupings and situations.
- Encouraging the children to behave appropriately at patio and meal times.
- Taking responsibility e.g. class monitors, sixth form post holders, house captains, scholl council representatives etc.
- Encouraging teamwork in PE, house events, extra curricular activities and games.
- Showing appreciation of the performances of other children regardless of ability.
- Hearing music from different composers, cultures and genres.
- Meeting people from different cultures and countries.
- Participation in a variety of different educational visits.
- Use of assembly themes to explore important aspects of our heritage and other cultures e.g. festival days,
- Studying literature and art from different cultures supported by visits from writers and artists and participating in workshops.
- Studying the contributions to society that certain famous people have made.

Links with the wider community

- Visitors are welcomed into our school.
- The school will support the work of a variety of charities.
- Children will be taught to appreciate and take responsibility for their local environment.
- Close liaison between both schools and community projects

Monitoring and evaluation

- Provision for SMSC is monitored and reviewed on a regular basis. This achieved by:
- Monitoring of teaching and learning and work scrutiny by the Leadership group and the Head teacher

Policy Updated: September 2016

Next review date: September 2017