



# Curriculum Statement

2022-2023

*Create Your Future*

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## ETHOS AND VALUES

### CREATE YOUR FUTURE

*Be who you are, become who you aspire to be.*

We have a very clear vision of the school we want to be and the educational experience we want to provide to our wonderful students which is summed up by the phrase “**Create your Future. Be who you are and become who you aspire to be**”.

We are a non-uniform, highly supportive & inclusive school with strong pastoral systems, where students address staff using their first names. We aim to break down the barriers that can exist in more formal environments between staff, students and families to be a school where students can be who they are and, through our broad curriculum and personal development offer, create a great future for themselves to become who they aspire to be.

### CURRICULUM INTENT

We are committed to providing high quality teaching and learning in every lesson to challenge and inspire students regardless of their background, educational needs, or prior ability.

We aim to ensure that student’s individual needs are met with appropriate levels of challenge and support so that our students can progress and develop into well rounded and successful adults who can make a positive contribution to a diverse 21<sup>st</sup> Century society.

Our curriculum aims to:

- Inspire our students to have a **boundless curiosity** and a love of learning with our broad choice of subjects and rich content.
- Instill a sense of **belonging** and community responsibility in a happy, safe and caring school that celebrates diversity, underpinned by our ‘Respect for All, By All’ ethos.
- Develop **resilience**, enabling students to overcome both academic and personal barriers.
- Build **self-esteem** and **self-confidence**, independence, and students’ belief in themselves.
- Ensure students can become ‘**who they aspire to be**’ and be the best version of themselves by supporting them to continually work towards achieving their academic and personal goals

These five aims are reflected in the five strands of our Teaching and Learning Framework and the five strands of our Attitude to Learning expectations.

### CURRICULUM DESIGN

Heads of Faculty have taken care to plan a well-sequenced curriculum for their subjects. Curriculum maps ensure that teachers build on prior learning through regular reference and retrieval activities. How the content fits into the bigger picture and where the learning is leading is discussed with students.

## BELPER SCHOOL CURRICULUM STATEMENT

At KS3, departments have produced Knowledge Organisers to accompany the units of work so that students, teachers and parents have a clear picture of the knowledge, skills and vocabulary that are required for each unit.

Our curriculum is designed to give all students, particularly disadvantaged students and including those with SEND, the knowledge and cultural capital they need to succeed in life. At Belper School and Sixth Form Centre cultural capital is not seen as a separate entity but rather as a thread which is woven through everything we teach, thus enabling our students to appreciate and benefit from those that have gone before and understand and celebrate new and exciting forms of culture. This, in turn, is enhanced and enriched by our wider curriculum.

To ensure we can provide a wide range of subjects, our timetable operates on a two-week cycle of 50 periods of 1 hour each. The vast majority of our classes are taught in mixed attainment groups, with some broad banding in GCSE classes for tiered subjects.

## SUBJECT ALLOCATIONS – KEY STAGE 3

Subject	Year 7 Hours per fortnight	Year 8 Hours per fortnight	Year 9 Hours per fortnight
Art	3	3	3
Computing	2	2	2
Drama	2	2	2
Design Technology Pupils follow a rotation of Food, 3D design and Textiles through the year.	5	4	4
English	6	6	6
French or German	4	4	5
Geography	3	3	3
History	3	3	3
Mathematics	6	6	6
Music	2	2	2
Physical Education	4	4	3
PSHE PSHE lessons cover RSE, Health and Wellbeing, Careers, Citizenship and British Values	2	2	2
Religious Education	2	2	2
Science	6	7	7

## SUBJECT ALLOCATIONS – KEY STAGE 4

We offer a range of courses to suit different students. Some subjects might be regarded as quite traditional and academic, whilst others are more practical or vocational. The key advice we give to students is to keep a balance of choices amongst a wide range of curriculum areas.

Approximately 50% of our students follow the English Baccalaureate, a pathway particularly suited to students who are capable of achieving a good pass in Mathematics, English, two Sciences, a Foreign Language and History or Geography. It is especially appropriate for students considering Higher Education.

Subject	Lessons per fortnight	Other information
English	9	English Language and English Literature count as two separate GCSEs.
History or Geography	5	It is possible for students to study both of these subjects.
Mathematics	8	All students have the opportunity to follow a Higher or Foundation course depending upon their progress in KS4
Option subjects	5	A proportion of our students are directed to study French or German.
PE - Core	2	Classes are split by gender
PSHE	2	PSHE lessons include RSE, Health and Wellbeing, Careers, Citizenship and British Values and RE
Science – Combined course	9	Physics, Chemistry & Biology are given equal weighting. Students taking Separate Sciences have an extra 5 lessons as one of their options

## GCSE OPTIONS

Since the English Baccalaureate requires students to study a foreign language, we direct students who are likely to achieve a good pass grade at GCSE to select the language they are studying at Key Stage 3 as one of their four options. Students who are not required by the school to select a language may, of course, choose to do so.

Optional subjects are allocated five curriculum hours over the 50 period cycle.

For more information, please see the appropriate Year 9 Options Booklet on our [Curriculum and Prospectus page](#).

### COMPULSORY SUBJECTS

The following are compulsory subjects:

- Mathematics
- Science
- English language
- English literature
- Core PE
- PSHE

### OPTIONAL SUBJECTS

In most cases students will choose four subjects from those listed in the options booklet or three if they have been selected to study a modern foreign language. One choice must be either History or Geography and students should select an additional optional subject, which will be their reserve preference if an option does not run because there are not enough students choosing it. Students may also be allocated their reserve preference if there is a clash with the subjects they have chosen when timetabling.

Typical optional choices are listed below although there may be minor changes each year:

- Art and Design - Fine Art GCSE
- Art and Design - Graphic Art GCSE
- Art and Design - Photography GCSE
- Business and Computing - GCSE Computer Science
- Business and Computing - Business GCSE
- Design and Technology - 3D Product Design GCSE
- Design and Technology - Food Preparation & Nutrition GCSE
- Design and Technology - Graphic Products GCSE
- Design and Technology - Textiles GCSE

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- Drama - BTEC
- Geography - GCSE
- History - GCSE
- Media Studies - GCSE
- Modern Foreign Languages - French or German GCSE
- Music - BTEC
- Physical Education - GCSE/OCR Cambridge National
- Religious Studies - GCSE
- Separate Sciences: Biology/Chemistry/Physics - GCSE

### **ACCESS AND LEARNING SUPPORT**

We also offer additional support for students whose individual needs might include an adjustment to their timetable, for example studying one fewer option subject. During this time, students are provided with bespoke alternative study, depending on each individual's needs. Internal provision takes place in our well-resourced dedicated Learning Support and ACCESS areas and can consist of various activities including studying towards AQA Awards, Princes' Trust or Land Based Studies as well as the opportunity improve literacy and numeracy skills or to remain up to date with work in other curriculum areas with increased personal support. ACCESS students sometimes attend external provision on a part time basis.



## SIXTH FORM CURRICULUM

The school has developed a Sixth Form curriculum which is aligned to the Curriculum Intent for the school and aims to provide the knowledge and skills for learners to progress to future learning, independent living and employment.

The programme of study is demanding with teachers in every subject having the skills to ensure that all students, irrespective of their starting points, can meet those demands. Teachers are specialists and have expertise and experience in how best to teach their subject. They are able to explain their subjects well, adapting to the progress of the students they are teaching. Students from disadvantaged backgrounds and or with special educational needs are given the confidence to succeed and be aspirational about their future opportunities.

Heads of Faculty have mapped their subjects to continue the learning from previous years, where applicable. There is a plan of not only what will be taught, but when and why. The learning is sequenced and takes into account the local context of the learners and any future learning and employment. Our Curriculum Intent also considers the Cultural Capital that our learners require to succeed in life. The programme of study for Enrichment is tailored to support this. There are recognised opportunities for Social Action and Work Related Learning including Young Enterprise, D of E and Peer mentoring. Students in the sixth form show a positive attitude to non-qualification and enrichment activities and/or work experience, understanding the importance these activities have in preparing them for employment or progression to higher levels of study.

We offer a wide range of traditional A-Level and BTEC courses to suit the needs of the individual. In recent years subjects on offer have included:

- Art - Fine
- Art Graphics
- Biology
- Business
- Chemistry
- Computer Science
- Drama
- Economics
- English Language
- English Literature
- Food Science and Nutrition
- French
- Further Maths
- Geography
- German
- History
- Mathematics
- Media Studies
- Physical Education
- Physics
- Politics
- Product Design Graphics

## BELPER SCHOOL CURRICULUM STATEMENT

- Psychology
- Sociology
- EPQ

Most students follow three of the above courses, each of which is allocated nine periods within the 50 period cycle.

We have revised our entry criteria to ensure students are on appropriate courses that match ability and support retention throughout the course.

### **Private Study**

The balance between taught lessons and private study changes when students move into the sixth form. It is expected that student's study individually or in study groups for approximately five hours per week in each subject outside of timetabled lesson time.

We indicate two Private Study periods on all students' timetables per week where the Study Room will be supervised by a member of staff but students can also access this room during unsupervised periods. Sixth Form students also have access to several study rooms with IT facilities, whilst the library is open to them all day and after school.

### **PSHE Delivery Post 16**

Tutor Groups receive two periods per week dedicated to the delivery of PSHE for both Year 12 and Year 13. The strands from KS3 and KS4 lessons continue into the Sixth Form with PSHE lessons including RSE, Health and Wellbeing, Careers, Citizenship and British Values and RE.

## LITERACY

At Belper School and Sixth Form Centre we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers. As such literacy runs through every strand of our teaching and learning strategy in every subject.

Our literacy vision aims to foster an aspirational language-rich environment which enables the following:

1. Barrier-free access to the curriculum
2. Successful engagement with the outside world
3. Meaningful access to lifelong learning
4. Human beings who can express their needs, emotions and build healthy relationships

There is a focus on disciplinary literacy across the curriculum, with teachers providing targeted vocabulary instruction to help students access and use academic language. Tier 2 and 3 vocabulary, which students are unlikely to encounter in every day speech are highlighted in the half termly Knowledge Organisers.

Opportunities for reading are encouraged in all subjects and around the school. Tutor time is used for various literacy activities including opportunities for reading individually and as a class.

Structured talk is encouraged in lessons. Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes, enhance communication skills and increase students' understanding across the curriculum. It is also a key part of achieving our curriculum aim of building confidence.

We also provide high-quality literacy interventions in small groups or individually for struggling students. These students are identified through our use of data and also through referrals by class teachers.

## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

We aim to provide a broad and balanced curriculum to ensure that every child receives their full educational entitlement. Our Teaching and Learning framework is a framework for High-Quality teaching which ensures that all students have the opportunity to learn the curriculum content with their class teacher along with their peers. We promote equitable access to all the learning outcomes for all students regardless of their background or prior ability.

Some students will need additional support from time to time. With this in mind we have a well-staffed and fully resourced Learning Support team.

This team includes a number of Learning Support Assistants who offer support across all areas of the curriculum. They facilitate learning and give personalised mentoring opportunities alongside close liaison with the student's teacher, form tutor and beyond to the pastoral team and home.

In addition, extra support for Literacy and Numeracy is available throughout the week as 1-1 tuition or in a small groups. We also liaise with a number of outside agencies to offer specialist support and counselling when required.

Every effort and opportunity is taken to provide the most appropriate and engaging education for every student, whatever their additional need, which is monitored and assessed with sensitivity.

## CAREERS

Careers education is one of the most important areas to help our students 'Create their Future'. Effective and independent careers guidance is an important part of the broad and balanced education we provide. The school employs a full-time qualified Careers Leader who is responsible for the leadership and management for Careers Education, Information Advice and Guidance (CEIAG) and Work-Related Learning (WRL)

Careers advice begins in Year 7, with a focus on building resilience, and is developed during PSHE lessons during students' time in school. The aim is to ensure informed and confident progression through the key stages in school and into students' lives, education and work beyond school. The spiral curriculum for careers is displayed on the school's website and has been developed with reference to the Gatsby Benchmarks. It is embedded within the Living in the Wider World strand of the PSHE curriculum that runs from Year 7 through to Year 13.

Sixth form students benefit from bespoke guidance and support and a dedicated member of Enhanced Pastoral Support Post 16. We have introduced UNIFROG to support all parties including parents to have access to up to date support for future choices.

## BRITISH VALUES

Belper School and Sixth Form Centre is proud of its strong ethos and its commitment to its stated values of respect, inclusivity and responsibility.

By ensuring that our students leave the school with a sense of belonging and community responsibility we seek to support and fulfil the school's duty to promote British Values.

The Department for Education defines British Values as:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Our commitment to promoting fundamental British Values underpins the way we function as a school: in our systems and structures, in our daily interactions and in the ways in which we communicate both with one another and with people beyond our community.

Whilst PSHE, Tutor Time and assemblies are key vehicles for exploring and promoting these values, the wider curriculum and extra-curricular activities also support our work in this important area. A range of subjects directly teaches aspects of the values agenda, whilst whole school activities, such as School Council meetings, contribute to students' understanding of democracy and respect for other peoples' opinions.

Students are encouraged to regard people of all faiths, races and cultures with respect and tolerance as promoted through 'Respect for All, by All'. Visitors to Belper School and Sixth Form Centre often note the peaceful and collaborative atmosphere, and the good relationships between students and staff, which reflect our commitment to promoting British Values.

## EXTRA CURRICULAR ACTIVITIES

Research shows that extra-curricular activities can improve confidence to interact socially with others, help extend social networks beyond existing friendship groups, and provide new skills and abilities.

They are also perceived as important for long-term career aspirations as well as being useful in building stronger university and job applications. Above all, extra-curricular activities can be seen as a chance to have fun, unwind and relieve the stresses of busy school days.

### SPORT

Belper School and Sixth Form Centre has a proud tradition of sporting participation and excellence. We offer the chance for students to take part in a wide variety of sports and see significant value in students taking part in after school physical education.

The following is a list of the sports for which we typically enter teams in competitions:

- Football
- Basketball
- Netball
- Table Tennis
- Cross country
- Athletics (Sports hall Games, Westfield Sports, Area sports)
- Rounders
- Volleyball
- Swimming

There is also a range of lunchtime and after school sporting activities available to boys and girls which change over the year. These include: football, netball, basketball, table tennis, athletics, volleyball, handball, running and tennis.

### CLUBS

There are many more opportunities for students to engage in extra-curricular activities. These change on a regular basis to provide a wide range of opportunities for students. Below is a sample of activities offered:

	Monday	Tuesday	Wednesday	Thursday	Friday
Before school			Lego Robotics John		
Lunch	LGBTQ+ Ambassadors & Pride Group (Week 1) By invitation Karen	Music: Playing/Recording Chris	Music: Playing/Recording Chris	Creative Reading and Writing Club Lisa	Lunch Club (week 2) Emma
	Chess Club John		LGBTQ+ Ambassadors & Pride Group (Week 2) By invitation Karen	Lego Robotics John	Music: Playing/Recording Chris
	Music: Playing/Recording Chris			Lunch Club (week 1) Emma	
				Games Club Steven	
				Carnegie Book Awards Tamara	
After school	Homework Club Sharon	Art Club (Week 1) Sarah L	MFL Club Emily	Live Action Role Play (LARP) Mike	
		STEM Mouse Trap car/ StrandBeest John	LGBTQ+ Ambassadors & Pride Group By invitation Karen	Table Top Role Play (D&D, Warhammer, etc) Mike	
		Drama Club Sarah H	Computing Club John	Homework Club Sharon	
		Music Club Phil	Homework Club Sharon	Textiles Club Sarah	
		Homework Club Sharon			

### TRIPS, VISITS AND COMPETITIONS

Belper School and Sixth Form Centre has a strong tradition of organising trips, visits and competitions for students. These events act as a motivation and inspiration for students as well enhancing and enriching the curriculum. The following is a sample of some of the enrichment activities that have taken place over the past few years to provide an insight into what we offer:

- Duke of Edinburgh – Bronze, Silver and Gold Awards
- Various theatre visits including ‘Macbeth’, ‘War Horse’, ‘An Inspector Calls’, ‘A Christmas Carol’, ‘Les Miserables’ and ‘The Great Gatsby’
- The Houses of Parliament - tour and workshop
- Public Speaking competition
- BBC Studios in Birmingham
- Photography visit to Chatsworth House
- The Samuel Johnson Museum
- Tate Modern
- Lea Green Healthy Lifestyle Event
- Beth Shalom
- MFL Spelling Bee
- Anthea Bell Translation Competition



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- MFL Photography competition
- National Museum of Computing/Bletchley Park
- Lego Robotics competition
- Think Forensic
- Warhammer World
- Psychology Trip to Twycross Zoo
- Peak 11 Maths
- Inspiration Maths
- Maths Team Challenge
- Castleton
- Lincoln Cathedral and Castle
- London Fun Food Tours
- Salters Chemistry
- Hardwick Hall
- Local visits, such as to Belper Library and the Ritz Cinema
- Paris
- Barcelona
- Belgium
- The Netherlands
- Iceland
- Malawi expedition
- Drayton Manor Theme Park
- Alton Towers