



# Curriculum Statement

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## ETHOS AND VALUES

### CREATE YOUR FUTURE

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

We have a very unique feel here at Belper School. Students have the freedom to be themselves. Some may find it unusual that we don't have a school uniform and that staff are referred to by their first names. We find that it helps with the development of positive relationships and reduces the opportunities for negative interactions. Everyone, regardless of background or ability is considered to be an integral part of our tight knit community.

It is our ambition for every student in our community to leave our school being the best version of themselves and with the skills, knowledge and characteristics that will allow them to Create Their Future.

### CURRICULUM INTENT

We are committed to providing high quality teaching and learning in every lesson that challenges and inspires all students regardless of their background or prior ability. We ensure that individual needs are met with appropriate levels of challenge and support so that our students can progress and develop into well rounded citizens who make a positive contribution to a diverse 21<sup>st</sup> Century society.

Our curriculum aims to:

- Inspire awe and wonder through a high quality, broad and balanced education for **all** students
- Develop an attitude of 'Respect for All, By All' in all subjects
- Develop resilience enabling students to overcome both academic and personal barriers.
- Build confidence, independence and students' belief in themselves.
- Provide students the opportunity to become 'who they aspire to be' and the best version of themselves by helping them to continually improve towards 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.

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

## **CULTURAL CAPITAL**

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. Cultural capital has been defined by Ofsted as “the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.” The Cultural Learning Alliance explains the different sources of cultural capital as being:

- Objective: cultural goods, books, works of art
- Embodied: language, mannerisms, preferences
- Institutionalised: qualifications, education credentials
- Technical: marketable skills, e.g. IT
- Emotional: empathy, sympathy (things businesses might look for in employees in management positions)
- National: recognises the existence of traditions, in both high and popular culture, which generate and justify a sense of belonging and an occupancy of a governing national position
- Subcultural: groups built around cultural specifics, where individuals need particular cultural knowledge and behaviours to belong to the sub-set.

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. The National Curriculum, supplemented by a broad, balanced and ambitious curriculum at all three key stages, enables 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.

## SUBJECT ALLOCATIONS – YEAR 7

Belper School and Sixth Form Centre operates on a two-week cycle of 50 periods of 1 hour each. There is a variety of set and mixed ability groupings.

Subject	Hours per fortnight	Set/mixed ability	Other information
Art	3	Mixed ability tutor groups	
Computing	2	Mixed ability tutor groups	
Drama	2	Mixed ability tutor groups	
Design Technology	5	Mixed ability smaller groups	Pupils follow a rotation of modules through the year
English	6	Mixed ability English groups + nurture group	
French or German	4	Mixed ability tutor groups	
Geography	3	Mixed ability tutor groups	
History	3	Mixed ability tutor groups	
Mathematics	6	Mixed ability maths groups + nurture group	
Music	2	Mixed ability tutor groups	
Physical Education	4	Mixed ability	Classes are split by gender
PSHE	2	Mixed ability tutor groups	A range of personal development topics are covered in tutorial sessions
World Views	2	Mixed ability tutor groups	
Science	6	Mixed ability tutor groups	

**SUBJECT ALLOCATIONS – YEAR 8**

<b>Subject</b>	<b>Hours per fortnight</b>	<b>Set/mixed ability</b>	<b>Other information</b>
Art	2	Mixed ability tutor groups	
Computing	2	Mixed ability tutor groups	
Drama	2	Mixed ability tutor groups	
Design Technology	4	Mixed ability smaller groups	Pupils follow a rotation of modules through the year
English	6	Mixed ability tutor groups	
French or German	5	Mixed ability	
History	3	Mixed ability tutor groups	
Geography	3	Mixed ability tutor groups	
Mathematics	6	Mixed ability tutor groups	
Music	2	Mixed ability tutor groups	
Physical Education	4	Mixed ability	Classes are split by gender
PSE	2	Mixed ability tutor groups	A range of personal development topics are covered in tutorial sessions
Religious Education	2	Mixed ability tutor groups	
Science	7	Mixed ability tutor groups	

**SUBJECT ALLOCATIONS – YEAR 9**

<b>Subject</b>	<b>Hours per fortnight</b>	<b>Set/mixed ability</b>	<b>Other information</b>
Art	3	Mixed ability tutor groups	
Computing	2	Mixed ability tutor groups	
Drama	2	Mixed ability tutor groups	
Design Technology	4	Mixed ability smaller groups	Pupils follow a rotation of modules through the year
English	6	Mixed ability tutor groups	
French or German	5	In sets	
History	3	Mixed ability tutor groups	
Geography	3	Mixed ability tutor groups	
Mathematics	6	Mixed ability tutor groups	
Music	2	Mixed ability tutor groups	
Physical Education	3	Mixed ability groups	Classes are split by gender
PSE	2	Mixed ability tutor groups	A range of personal development topics are covered in tutorial sessions
Religious Education	2	Mixed ability tutor groups	
Science	7	Mixed ability groups	

## SUBJECT ALLOCATIONS – KS4

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.

The majority of our students follow the English Baccalaureate, a pathway particularly suited to students who are capable of achieving a higher grade pass in Mathematics, English, two Sciences, one of which may be Computing, a Foreign Language and History or Geography. It is especially appropriate for students considering Higher Education.

Subject	Lessons per fortnight	Set/mixed ability	Other information
English	9	Mixed ability	English Language and English Literature count as two separate GCSEs.
History or Geography	5	Mixed ability	It is possible for students to study both these subjects.
Mathematics	8	Mixed ability within Foundation and Higher tiers	All students have the opportunity to follow a Higher or Foundation course depending upon their progress in KS4'
Option subjects	5	Mixed ability	A majority of students are directed to study French or German.
PE - Core	2	Mixed ability	Classes are split by gender
PSHE	2	Mixed ability tutor groups	A range of PSE topics are covered in tutorial sessions
Science – Combined course	9	Mixed ability within Foundation and Higher tiers	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 and, with hard work and a positive attitude should make good progress at GCSE.

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
- Film Studies - GCSE
- History - GCSE
- Media Studies - GCSE
- Modern Foreign Languages - French or German GCSE
- Music – GCSE/Music Technology
- 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. This can include NCFE Maths, AQA awards, Forest School and other activities.

## POST – 16 CURRICULUM

In Key Stage 5 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
- Criminology
- Drama
- Economics
- English Language
- English Literature
- Food Science and Nutrition
- French
- Further Maths
- Geography
- German
- History
- Mathematics
- Media Studies
- Music
- Photography
- Physical Education
- Physics
- Politics
- Product Design
- Psychology
- Sociology

Most students follow three of the above courses, each of which is allocated nine periods within the 50 period cycle. Occasionally, one or possibly two lessons of these nine will need to be taught either during the lunch hour or immediately after school due to timetable clashes.

The entry requirements for studying in the Sixth Form are a minimum of 5 grades 9-5 with subject specific conditions set in addition to this. When considering an application for entry into the Sixth Form we look carefully at all of the following factors:

- the recommendation a student has from the school / their previous school / college and subject teachers.
- a student's general school / college report.
- a student's estimated (or actual) examination grades.
- the contribution a student is likely to make to the life of the Sixth Form and their embodiment of the school ethos.
- the appropriateness of the chosen course to a student's future aspirations.

## PSHE

The programme at Key Stages Three and Four is aimed at providing the opportunity for students to develop their knowledge of themselves and the world in which they live. It is our hope that these tasks will lead to an empathy for and understanding of others. As a result, our students are able to lead confident, healthy and responsible lives, both as individuals and members of our modern British society.

These sessions also provide an opportunity for students to spend time with their tutor and discuss topical issues which may arise during the course of the year.

The main topic areas covered include:

- Relationships
- Living in the Wider World
- Health and Wellbeing
- British Values and Citizenship

The tutor usually directs lessons, with occasional contributions from the Head of Year or members of the Leadership Group. The school also encourages specialist visitors and drama companies to come into school in order to cover certain topics across the Key Stages.

The delivery of this information takes many forms, from workshops and individual focus to class discussion, circle time and media presentations. Students record their responses to the tasks set in their PSE book, which is regularly reviewed by their tutor.

On occasions, students are encouraged to participate in charitable endeavours and visit other establishments in order to supplement the work done in the classroom.

### **World Views (Key Stage 4)**

All students in Year 10 and 11 will receive their Compulsory Religious Education via World Views. This consists of a series of dedicated assemblies and lesson time within PSHE, co-ordinated by the teacher in charge of World Views. In addition, a number of Tutor Time sessions each half term will be devoted to exploring a Thought for the Day, delivered by tutors and specialist RE staff.

Students who wish to study GCSE Philosophy and Ethics of Religion will need to choose the subject as one of their options.

## PSHE IN THE SIXTH FORM

PSE Education and Citizenship are integrated into all aspects of life at Belper School and Sixth Form; classroom teaching, tutor groups, socials times, and enrichment opportunities. The development of the whole person is central to Belper School and Sixth Formers education.

Head of Sixth Form and Assistant Head of Sixth Form meet individually or collectively with the school Careers Advisor throughout the year to discuss the continuous development of PSE education and Citizenship within the school and to organise the programme of talks, lectures and workshops.

### **PSHE Delivery Post 16**

Tutor Groups receive one period per week dedicated to the delivery of PSHE for both Year 12 and Year 13. The aim of PSE education in the Tutor Group is to allow development of these and other ideas in discussion groups led by the tutor. The Tutor is not expected to be an expert in these fields but, as an informed adult, should be able to prompt lively and productive discussion. Students should start to appreciate some of the decisions that could face them now and in later life.

As in KS4, in KS5 a number of Tutor Time sessions each half term will be devoted to exploring a Thought for the Day, delivered by tutors and, occasionally, a specialist RE teacher.

Outside speakers provide a wealth of specialist expertise and support covering a wide range of topics. Guests to the Sixth Form include:

The Derbyshire Sexual Health Partnership Team, The Teenage Cancer Trust, The Co-Operative Bank, Student Finance England, The Anthony Nolan Foundation, The Blood Donation Service, The Derbyshire Fire & Rescue Team, The University of Nottingham, Derby University and Oxford University, employers from local industry including Rolls Royce and Boots.

Students can access the School's nurse once a week and receive additional guidance with regards to sexual health as part of the Derbyshire 'C' Card scheme.

In addition we also have outside theatre groups covering Road Safety Awareness and alcohol misuse.

## 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, balanced and differentiated 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 withdrawal 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

Belper School has always recognised that high quality impartial careers guidance can make a major contribution to the whole school vision. The aim of our vision is to provide an educational environment that enables every person to achieve their full potential within a supportive, caring and aspirational setting so that they leave the school fully equipped to be a rounded citizen who can make a full contribution to a dynamic modern Britain and world community.

To guide the Leadership Group and other teaching staff on all aspects of careers guidance, the school employs a Level 6 qualified careers guidance practitioner (known as the Careers Leader), buys in additional services from of an independent Level 6 qualified Careers Adviser and works with a range of other external sources and providers including education providers, employers and local enterprise support networks. In July 2016 the Careers Leader was awarded the Leadership in Careers and Enterprise, QCF level 6 careers qualification, which was funded by the school and is a new qualification specifically for careers leaders.

New and updated requirements for careers guidance reflect the fast changing nature of the world of work and we are fully committed to meeting these requirements. Belper School continually reviews and enhances careers guidance processes to ensure that our students will leave school informed, competent and able to make a positive contribution and be successful in their working lives.



## **SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT**

SMSC is promoted across all aspects of school life and underpins our curriculum.

The impact of this is a school that is inclusive and aware of others needs and feelings. Students are open to new ideas and other cultures.

We endeavour to create a school environment where spiritual, moral, social and cultural themes are part of all we do. Everyday people who work at Belper School and Sixth Form Centre and visitors experience the ethos of the school in the following kinds of ways:

- A building and people who are welcoming and open
- A school which is proud of the achievements of all of its members, both pupils and adults
- Common supportive, caring and challenging values promoted by students, staff and governors
- Positive and respectful relationships between students and adults
- All members of the school addressing each other politely
- Students supporting and caring for each other
- Problems and disputes of all kinds handled sensitively and politely
- A school which is looked after both by members of the site team and all members of the school community
- A wide range of opportunities and activities outside the classroom

Specific examples of things that we do are:

- Assemblies which often focus on moral or social issues
- A PSE spiral curriculum which enables students to understand the changing nature of UK society and explore their own values in a diverse society and understand how values and priorities differ in other countries and cultures

Although PSE is a key subject for delivering most aspects of SMSC, other curriculum areas promote its values and encourage students to prepare for and appreciate life in modern Britain.

## 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 as independent and responsible citizens we seek to support and fulfil the school's duty to promote British Values, as defined by the DFE document 'Promoting fundamental British values through SMSC in schools'.

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 PSE, 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.

## THE WIDER CURRICULUM

### 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.

## **TRIPS AND VISITS**

Belper School and Sixth Form Centre has a strong tradition of organising trips and visits for students. These events act as a motivation and inspiration for students as well enhancing and enriching the curriculum. The following is a list of some of the trips and visits which have taken place in previous years to provide an insight into what we offer:

- Various theatre visit including 'War Horse', 'An Inspector Calls', 'A Christmas Carol', 'Les Miserables' and 'The Great Gatsby'
- The Houses of Parliament - tour and workshop
- BBC Studios in Birmingham
- Belper Library
- The Ritz Cinema
- Photography visit to Chatsworth House
- The Samuel Johnson Museum
- Tate Modern
- Lea Green Healthy Lifestyle Event
- Beth Shalom
- Peak 11 Maths
- Castleton
- Lincoln Cathedral and Castle
- London Fun Food Tours
- Salters Chemistry
- Hardwick Hall
- Paris
- Barcelona
- Belgium
- The Netherlands
- Iceland
- Malawi expedition
- Twycross Zoo
- Drayton Manor Theme Park
- Alton Towers

## **ENRICHMENT WEEK**

In the last week of the year we offer three days of Enrichment when the normal timetable is suspended and all students choose to take part in one of a range of activities. Except for Year 7, students work in mixed age groups and have the opportunity to gain new skills and knowledge.

These three days act as an opportunity to develop students' personal, learning and thinking skills and to develop their spiritual, moral, social and cultural education. The students also work in a different way from our usual lessons and are able to develop their team working skills and ability to work independently.

These are some of the activities that have been offered in previous years:

- Mount Cook Adventure Centre
- London Theatre Trip
- Fun Food Tours
- Snowboarding
- Painting a Canvas
- Push Forward in Art
- School of Rock
- Golfing
- Snooker
- Sports Galore
- Bronze Duke of Edinburgh
- Get Ahead (Y10)
- Paint & Dice
- Star Wars Day
- Fashion Illustration
- Dungeons & Dragons
- Rollercoaster Design
- Moon Landings
- Tour de Derbyshire
- Ice Skating

## LINKS WITH PRIMARY SCHOOLS

We enjoy strong, mutually respectful and beneficial links with our feeder primary schools, and work collaboratively as a family of schools on a number of projects.

In Year 5 pupils and teachers are invited to take part in taster days, enabling them to experience first-hand 'daily life' at Belper School and Sixth Form Centre, develop new skills and extend their learning in various curriculum areas.

Towards the end of Year 6 pupils experience two transition days, meeting their new tutor and getting to know peers in their new tutor group, in preparation for their first day as a secondary school student in September.

For Year 6 pupils who attract the Pupil Premium funding, an additional two days are spent in school to develop their confidence and further ease their transition to secondary school. Typically, these days include team building games and activities and the setting of clear and supportive boundaries. An enrichment trip, for example a visit to the Ritz cinema, is also included in the programme for these two days.