



# Curriculum Statement

# INDEX

INDEX.....	2
ETHOS AND VALUES .....	3
Create your Future.....	3
Curriculum Intent .....	3
Curriculum Design .....	4
Cultural Capital.....	4
<b>SUBJECT ALLOCATIONS – YEAR 7 .....</b>	<b>5</b>
<b>SUBJECT ALLOCATIONS – YEAR 8 .....</b>	<b>6</b>
<b>SUBJECT ALLOCATIONS – YEAR 9 .....</b>	<b>7</b>
Subject Allocations – KS4.....	8
GCSE Pathways.....	9
Compulsory Subjects.....	9
Optional and Pathway Subjects .....	9
Access and Enhanced learning centre .....	9
<b>POST – 16 CURRICULUM .....</b>	<b>10</b>
PSHE .....	11
PSHE in the Sixth Form.....	12
Literacy.....	13
Special Educational Needs and Disabilities .....	13
careers.....	15
spiritual, moral, social & Cultural Development .....	16
British Values.....	17
The Wider Curriculum.....	18
Sport, physical activity and sports leadership .....	18
Other extra-curricular opportunities.....	18
Trips and Visits.....	19
Links with Primary Schools.....	20

## 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 and 5 registration periods of 20 minutes. There is a variety of set and mixed ability groupings.

Subject	Hours per fortnight	Set/mixed ability	Other information
Art	3	Mixed ability groups	
Computing	2	Mixed ability groups	
Drama	2	Mixed ability groups	
Design Technology	5	Mixed ability smaller groups	Pupils follow a rotation of modules through the year
English	7	Mixed ability English groups + nurture group	
French or German	5	Mixed ability groups	
Geography	3	Mixed ability groups	
History	3	Mixed ability groups	
Mathematics	6	Mixed ability maths groups + nurture group	
Music	2	Mixed ability groups	
Physical Education	4	Mixed ability groups	
PSHE	2	Mixed ability tutor groups	A range of personal development topics are covered in tutorial sessions
World Views	2	Mixed ability groups	
Science	6	Mixed ability groups	

**SUBJECT ALLOCATIONS – YEAR 8**

<b>Subject</b>	<b>Hours per fortnight</b>	<b>Set/mixed ability</b>	<b>Other information</b>
Art	3	Mixed ability groups	
Computing	2	Mixed ability groups	
Drama	2	Mixed ability groups	
Design Technology	5	Mixed ability smaller groups	Pupils follow a rotation of modules through the year
English	7	Mixed ability English groups + nurture group	
French or German	5	Mixed ability groups	
History	3	Mixed ability groups	
Geography	3	Mixed ability groups	
Mathematics	6	Mixed ability maths groups + nurture group	
Music	2	Mixed ability groups	
Physical Education	4	Mixed ability groups	
PSHE	2	Mixed ability tutor groups	A range of personal development topics are covered in tutorial sessions
World Views	2	Mixed ability groups	
Science	6	Mixed ability 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 groups	
Computing	2	Mixed ability groups	
Drama	2	Mixed ability groups	
Design Technology	5	Mixed ability smaller groups	Pupils follow a rotation of modules through the year
English	7	Mixed ability English groups + nurture group	
French or German	5	Mixed ability groups	
History	3	Mixed ability groups	
Geography	3	Mixed ability groups	
Mathematics	6	Mixed ability groups	
Music	2	Mixed ability groups	
Physical Education	3	Mixed ability groups	
PSHE	2	Mixed ability tutor groups	A range of personal development topics are covered in tutorial sessions
World Views	2	Mixed ability 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 can 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 Year 10	Lessons per fortnight Year 11	Set/mixed ability	Other information
English	9	9	Mixed ability	English Language and English Literature count as two separate GCSEs.
History or Geography	6	5	Mixed ability	It is possible for students to study both these subjects.
Mathematics	9	9	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	6	5	Mixed ability	
PE - Core	2	3	Mixed ability	
PSHE	2	2	Mixed ability tutor groups	A range of PSHE topics are covered in tutorial sessions
Science – Combined course	10	9	Mixed ability within Foundation and Higher tiers	Physics, Chemistry & Biology are given equal weighting. Yr11 -Students taking Separate Sciences have an extra 5 lessons as one of their options Yr10 -Students taking Separate Sciences have an extra 2 lessons

## GCSE PATHWAYS

All students are allocated a Pathway in Year 10 using assessment data from Year 9. All students study the compulsory subjects listed below and then choose which other subjects they would like to study. The number of options a student has depends on their Pathway.

For more information, please see the appropriate Year 9 Pathways Booklet on our Curriculum page of the school website

### COMPULSORY SUBJECTS

The following are compulsory subjects:

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

### OPTIONAL AND PATHWAY SUBJECTS

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
- Construction – BTEC
- 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
- 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

### ACCESS AND ENHANCED LEARNING CENTRE

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
- Film Studies
- French
- Further Maths
- Geography
- German
- History
- Mathematics
- Media Studies
- Music
- Photography
- Physical Education
- Physics
- Politics
- Product Design
- Psychology
- Sociology
- Textiles

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 4-9 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.

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

## 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 weekly tutor time sessions, dedicated to the delivery of PSE 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.

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. All students have the opportunity to complete a whole-school reading journey bespoke to their year group, with trip opportunities linked to the school rewards system. Tutor time is used for various literacy activities including opportunities for reading individually and as a class.

Structured talk is part of the KS3 curriculum covering skills for presentational talk, exploratory talk and debating. Lessons are delivered fortnightly in English, and the same skills are embedded in PSHE. 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. This will help support the new screening for communication need by our SENCO and Enhanced Learning Centre.

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. Support can include working on spelling strategies, reading skills and Buddy Reading where younger students are paired up with a Sixth Form 'Buddy' in order to build confidence.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

We aim to provide a broad, balanced and adaptive 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 Senior Leadership Team and other teaching staff on all aspects of careers guidance, the school directly employs a full-time Level 6 qualified careers guidance practitioner and also buys in additional services from an independent Level 6 qualified Careers Adviser. We work with a range of other external sources and providers including education providers, employers and local enterprise support networks. The school engages well with local employers offering opportunities in school for employers to meet with students in school such as our Careers Inspiration Day and Mock Interview Days.

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, PHYSICAL ACTIVITY AND SPORTS LEADERSHIP

At Belper School & Sixth Form Centre we have a long tradition of creating opportunities for all students to engage positively with sport and physical activity, regardless of ability. We offer a number of extra-curricular clubs targeting all ages and experience levels, which change throughout the year.

We also enter a number of district and county competitions and more accessible sports festivals during the academic year.

Not only are students able to take part as a performer, but there are also a number of Sports Leadership courses on offer which allow our students to flourish as role models and coaches of the future. Our Sports Leaders then go on to run many of the local primary school competitions in partnership with our AVSSP colleagues, along with offering in school opportunities for our own students.

These are some of the extra-curricular opportunities we offer throughout the school year:

- Football
- Basketball
- Netball
- Table Tennis
- Cross country
- Athletics
- Rounders
- Volleyball
- Swimming
- Fitness based activities
- Emerging sports such as dodgeball and ultimate frisbee
- Handball
- Sports Leadership Events

### OTHER EXTRA-CURRICULAR OPPORTUNITIES

We offer a wide variety of extra-curricular opportunities both at lunchtimes and after school. Below is a list of some of the opportunities available to students

- Chess
- Music Production
- Duke of Edinburgh Award Scheme
- Technical Theatre
- Book Group
- Wargaming Hobby Painting
- Duolingo
- Belper Band
- Gardening
- More than Robots
- Belper Choir
- Knitting and Crochet
- Scalextric Racing
- Model Railway
- Music

## **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
- Japan
- China
- Barcelona
- Belgium
- The Netherlands
- Iceland
- Malawi expedition
- Twycross Zoo
- Drayton Manor Theme Park
- Alton Towers

## **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.

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.