



# Greenacre Academy- Curriculum

Our SKILLS FOR LIFE vision is woven through the curriculum in all subjects and we use the following acronym

## 'EMPLOY ME'

**E – EXCELLENCE** striving for excellence in all we do

**M – MANNERS** Good Manners refers to the polite and good social behaviour and play a significant role in building relationships.

**P – PERSEVERANCE** teaching our students that perseverance is the ability and drive to start and continue steadfastly on path towards any goal they set

**L – LISTENING** Enhancing student's ability to accurately receive and interpret messages

**O – ORGANISATION** Encouraging independent organisation to promote productivity, create better impressions and being more time efficient

**Y – YOU** Responsibility for their own success and their own future

**M – MOTIVATION** Encouraged focusing on the end goal and learning from everything to create their own success

**E – EMPLOYABILITY** Teaching self-management, time management, team working, problem solving, literacy, numeracy and effective communication

All our students, regardless of their gender, colour, creed, ability, background or disadvantage, will be given the opportunity to follow a curriculum which is broad, balanced, relevant, differentiated and coherent and which enables continuity and progression. Every student will be expected to experience success.

## Legislation and Guidance

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

This policy complies with our funding agreement and articles of association.

## Roles and responsibilities

The governing board, through their visits and meetings, will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Other staff will ensure that the school curriculum is implemented in accordance with this policy, including our Curriculum Leader, Heads of Department/Faculty and teaching staff.

### **Organisation and planning**

Fulfilment of the basic educational aims of the school requires a modern curriculum appropriately differentiated to meet the needs of individual students. One important aspect of this differentiation is the grouping of children by ability where the group sizes are large enough for this to be viable.

The resulting experience should help students to:

- Develop lively, enquiring minds, the ability to question and argue rationally and apply themselves to tasks, and physical skills
- Acquire knowledge and skills relevant to a fulfilling adult life, including employment in a fast-changing world
- Use language, number and information technology effectively
- Have respect for religious and moral values, and tolerance of other races, religions, and ways of life
- Responsible citizens who make a positive contribution to society, upholding the fundamental British Values of democracy the rule of law and individual liberty
- Tolerant and respectful of those who have different faiths and beliefs
- Understand the world in which they live and the inter-dependence of individuals, groups and nations
- Appreciate human achievements and aspirations.

### **Inclusion**

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

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

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

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

### **Complaints Procedure**

Any complaints about the Curriculum provided by the School should be addressed in the first instance to the Assistant Head in charge of Curriculum. If the complaints cannot be resolved, the complainant should next approach the Head teacher and then the Governors'.

Improvement Committee. There is a further right of appeal to an Appeals Committee of Governors, then to the Ombudsman and, if necessary, to the Secretary of State for Education.

# Greenacre Academy

## Curriculum aims

**Greenacre Academy** aims to deliver a curriculum that enables *all students to enjoy and study a broad and balanced range of subjects and topics, that are both challenging and inspiring. It will give students the opportunity to make progress and be educationally mobile for them to succeed, academically and culturally, beyond secondary school. We aim for our curriculum to be:*

- **Knowledge-rich** – *Specific and sequenced information imparted to students.*
- **Sustainable** – *Students are able to retain and maintain knowledge over time.*
- **Aspirational** – *inspiring students to move beyond the norm.*

The Skills for Life mission statement is also at the centre of everything we do in our aim to deliver a curriculum which builds maturity and independence in our students, enabling them to take up suitable and satisfying occupations and activities, leading to them making a positive contribution to the community. We aim to prepare our young pupils to be the adults that they are to become, by encouraging them to reach their full potential academically through high quality teaching of a curriculum including life skills. Additionally, we aim to introduce all pupils to a wide range of potential careers and mentors from the business world both locally and regionally so that they are fully prepared for the world of work when that time arrives.

## At Key Stage 3 (Year 7, 8 and 9) students study the following subjects:

English, Maths, Science, Art, Geography, Design Technology (including Food, food, electronics, Systems and Control and product realisation) History, Computing (and interactive media), Modern Foreign Language, Music, Personal Development (RE, Skills for Life and PSHE – including Sex Education), PE and Performing Arts. Literacy lessons are part of the curriculum for students who joined us with lower than expected levels in Key stage 2 English. Literacy and numeracy permeates the curriculum, with the development of literacy and numeracy skills being the responsibility of every subject area and teacher.

## At Key stage 4 (Year 10 and 11) students study the core subjects:

English (Literature and Language), Maths, Science and Skills for Life.

Students are also given the opportunity to study the English Baccalaureate as they are offered options of: Modern Foreign Languages, Computing and Humanities (History and Geography).

Further GCSE, BTEC and Level 1 and 2 options are also available to our students: Art and Design, Business and Enterprise, iMedia, Physical Education, Music, Construction, Engineering, Architecture, Photography, Hospitality, Design in the Built Environment and Performing Arts.

Subject Leaders are invited to offer suitable courses for consideration each year.

### **Other Options available for identified students**

Triple Science - for those who have succeeded in developing a high level of skill and knowledge in Science throughout Key Stage 3.

### **At Key Stage 5 the following Level 3 (A levels and equivalents) courses are offered at PGW (Partnership of Greenacre and Walderslade)**

English Language and Literature, Fashion Textiles, Dance, Psychology, Health and Social Care, Graphics (Architecture), NVQ Engineering, Painting and Decorating, Football Academy, Core Maths, Photography, Sociology, Applied Science, Chemistry, Philosophy and Ethics, Music, Applied Law, Art and Design, Business, ICT, Business, Performing Arts, Biology, BTEC Sport, Engineering, Carpentry, History, Media Studies, Cookery, Travel and Tourism, Criminology and Electrics.

### **PSHE, RE and SRE**

PSHE makes a unique and substantial contribution towards the aims and ethos of Greenacre Academy in its core belief that the personal development of young people is essential to their health and wellbeing, safety and achievements as individuals within society. In addition to this we believe that each individual has the right to respect, to feel safe, secure and to learn without disruption which all teachers within the department enforce within their lessons.

Here at Greenacre Academy we also adhere to the new 2020 Government guidelines in regards to sex and relationship education within our PSHE sessions. These lessons are given discrete time within the school timetable, students at Key Stage Three are given one hour sessions of Personal Development learning per week. PSHE teachers generally deliver the PSHE Curriculum, however where possible they are supported from professionals. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. Any SRE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

Throughout their time here at Greenacre students will cover the following:

- The knowledge, skills and attitudes to make healthy choices and manage risk;
- The ability to form and manage supportive and stable relationships;

- The capacity to develop awareness of themselves as learners and managers of change;
- The capacity to recognise and celebrate diversity and difference;
- The opportunity to participate actively and responsibly in their schools and their communities;
- The understanding of how society works and the rights and responsibilities of being a citizen;
- The ability to anticipate the demands and challenges of adult life, including the world of work and leisure opportunities;
- The opportunity to demonstrate their creativity, enterprise and economic well-being.
- The importance of a healthy, active lifestyle
- The potential dangers of substance abuse and misuse
- The importance of first aid and basic training
- The ability to recognise poor mental health both in themselves and others, the tools in which to help support with these issues and the knowledge of where to go for help.

In order to support each child's personal development with additional, age-appropriate, information and experience, the school runs a series of focus days at KS4 and KS5 which will support a focused aspect of personal development for a target year group. Spiritual, social, moral and cultural assemblies run throughout the year and also outside workshops revolving around current world issues are ongoing.

RE is also delivered via Personal Development and Skills for Life lessons, assemblies and form time.

### **Careers Provision**

Skills for Life is the main focus of our careers programme with this being a whole school focus we aim to provide students with outstanding careers education.

**AIMS** - The main focuses of our program are for all our students to understand the range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace, to have first-hand experience of the work place and to get an excellent program of advice and guidance which is delivered by individuals with the right skills and experience.

**SFL CURRICULUM** - We not only have Skills for Life as a whole school priority where all lessons and outcomes are aimed around ensuring students are prepared for the next stages but we also have developed a curriculum lesson to ensure we continue to invest in our students and their careers knowledge. Our Skills for Life curriculum is all about enabling our learners to be equipped for life outside of education. The curriculum allows for young people to gain the skills necessary to be successful in the diverse aspects of life. Education allows for our students to thrive through traditional methods of academic learning and vocational training. However, Skills for Life is different and caters to the needs of society and businesses in terms of the 'soft skills' that many of us take for granted.

**IMPACT** - We measure the impact on our careers education by ensuring we are meeting the Gatsby Benchmarks and we regularly complete surveys with our students and staff. The Gatsby Benchmarks are nationally recognised and although they are not a statutory framework but by adopting them, we are ensuring we offer our students the best provision.

The Eight benchmarks being:

- A stable careers programme.
- Learning from Careers & Labour Market Information.
- Addressing the Needs of Each Pupil.
- Linking Curriculum Learning to Careers.
- Encounters with Employers & Employees.
- Experiences of Workplaces.
- Encounters with Further and Higher Education.
- Personal Guidance.

**MONITORING** – We keep records of all events, inputs and sessions that every student has completed in order to ensure we are supporting our students in the best possible way.

We publish our careers programme on our school website every academic year showing the content covered by each year group. If you have any questions regarding our careers provision you should contact our Careers Leader.

**This policy has been reviewed by Governors taking into account diversity impact assessment**

**Updated February 2020**

**Policy due for renewal September 2020**