



**BELLE VUE**  
GIRLS' ACADEMY

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## Curriculum Policy

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Next Review Date</b>
EHA	LGB	Feb 24	Feb 25

## 1. Curriculum Aims

The aim of our curriculum at BVGA is to facilitate highly effective implementation of our Whole School Vision.

### BELLE VUE GIRLS' ACADEMY VISION AND VALUES

An exceptional educational experience for all  
Confident Learners - Confident Communicators - Confident Future Citizens

#### Our Vision and Values

We are committed to providing an **exceptional educational experience for all**, empowering our young people to become **confident learners, confident communicators, and confident future citizens**.

We are driven by **ambition, aspiration, and excellence**. We expect nothing but the best, from everyone, for everyone. We break down barriers, we tackle **disadvantage**, and we value and actively promote **inclusion and celebrate diversity**. We create an inclusive environment, in which everyone feels welcomed, supported and confident about being themselves whatever their characteristics or background. We know that education has the power to dramatically improve life chances and we take our commitment to our young people seriously. We take every measure to ensure our academy is a happy and safe place for young people to learn and grow.

**Confident and empowered**, our learners become happy, successful and independent people. They are compassionate, respectful, resilient and responsible citizens, with positive personal strengths which guide their conduct. They are academically, socially, culturally and emotionally fulfilled and ready to become the leaders and change makers of tomorrow.

#### Delivering an exceptional education for all:

- 1 A positive, kind and caring academy culture** where all feel safe, and all are included. We value our learners as unique individuals, nobody is left out or left behind.
- 2 An ambitious curriculum** which is challenging, diverse and inclusive, providing a cohesive, empowering, and enjoyable learning experience for all.
- 3 Inspirational teaching** for all delivered by talented, passionate, and knowledgeable subject experts.
- 4 Exceptional leaders** at all levels who live our values and create a culture of ambition, aspiration, and excellence for all.
- 5 Personalised pastoral care**, which is nurturing and supportive, underpinned by a firm belief that all our learners are entitled to be happy, to be safe, to learn and to achieve.
- 6 A commitment to provide all learners with exciting and enriching opportunities** to learn about and engage with the wider world.
- 7 Students who are actively involved in shaping the academy culture** through a wide range of leadership and personal development opportunities.
- 8 An enabling and empowering culture** where we support our students to develop the competencies of aiming high, creative thinking, independence, and teamwork, which empowers learners with the behaviour and abilities to become leaders and change-makers.
- 9 Strong partnerships with families, carers, and the local community** to ensure the support for all our young people is always cohesive and highly effective.
- 10 A culture of ambition and aspiration for all**, underpinned by high-quality careers advice and guidance and strong links with external partners. Students become life-long learners - the leaders and change makers of tomorrow.

## **2. Legislation and guidance**

This 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.

## **3. Roles and responsibilities**

### **The Governing Body**

The Governing Body is responsible for:

- Ratifying the Curriculum policy
- Ensuring that the Curriculum meets the statutory requirements
- Monitoring the impact of the Curriculum policy across the Academy

### **The Headteacher**

The Headteacher is responsible for:

- Nominating a Deputy Headteacher to be responsible for developing and implementing the curriculum
- Ensuring that an appropriate curriculum is provided for all groups of students
- Ensuring that the curriculum meets the statutory requirements
- Ensuring that the curriculum supports attainment within the academy
- Ensuring procedures for assessment meet legal requirements and that parents and carers receive information to show how much progress is being made and what is required to help students improve
- Ensuring the governing body is advised on statutory targets in order to make informed decisions.

### **Teaching staff**

The responsibilities of Faculty Leaders, Subject Leaders and subject teachers in relation to the curriculum are set out Job Descriptions.

### **Parents**

We recognise the strength of students, parents/carers and staff working together. With this in mind, parents and carers will be:

- Provided with curriculum information relevant to their child via the website and home-academy communication
- Expected to attend all parent consultation events and options evenings
- Requested to support students taking part in events outside of the classroom or normal college day if appropriate

- Required to support the aspirations of young people

## **Students**

All students have a responsibility for their own learning. Students are therefore encouraged to:

- Aspire to reach their full potential through active learning and being positive about their own potential
- Actively engage in the learning experience.
- Behave in an acceptable way which allows learning to take place

## **4. The Key Stage 3 Curriculum**

### **Key Stage 3 Subjects**

In Years 7, 8 and 9 students follow a broad and balanced Key Stage 3 curriculum which is carefully designed to ensure they are able to build powerful subject knowledge, learn subject specific skills and, most importantly, develop a deep love of learning. Our curriculum focuses on achievement for all and teaching is highly personalised. Over a twenty-five hour week, all students study:

- English Language and Literature
- Maths
- Science
- History
- Geography
- Religious Studies
- Languages (French, Spanish, Urdu, Arabic or Italian)
- Design Technology (Graphics, Product Design and Textiles)
- Food and Nutrition
- Drama
- Art
- Music
- Physical Education

## **PSHCE**

During the daily tutor period (25 minutes per day) students follow an age-related PSHCE (Personal, Social, Health and Citizenship Education) programme. Weekly year group assemblies provide time for students to deepen and reflect on their PSHCE learning.

## **Enrichment and Experiences**

We offer a broad range of after school activities, guest speakers, trips and visits to give students the opportunity to learn beyond the classroom. More information about the range of activities on offer is available on the Enrichment page on the school website.

## Reading

Reading and developing a love of reading is part of the whole school reading strategy. Students read during form time and are encouraged to attend the Hub as well as take part in school reading challenges. Reading is part of all subject class teaching, with pupils given the opportunity to develop reading skills in all disciplines.

## Key Stage 4 Options

During Year 9, students are ready to make informed option choices about which subjects they would like to study at Key Stage 4. Key Stage 4 Options Information is shared on the school website and all students and parents are invited to Options Evening. To help students make the best choices for them, they receive personalised support and advice through assemblies and the PSHCE programme.

## 5. The Key Stage 4 Curriculum

In Years 10 and 11 students follow a personalised pathway which is appropriately challenging and carefully designed to prepare them effectively for future learning and employment. Almost all students study 9 GCSEs or equivalent, with many following the EBacc pathway. For a small number of students, we provide a more personalised ASDAN pathway. All students in Year 10 and Year 11 study the following subjects:

GCSE English Language & GCSE English Literature	4 hours
GCSE Maths	4 hours
GCSE Science Trilogy (Dual Award)	4 Hours
GCSE MFL (French, Spanish, Italian, Arabic or Urdu)	3 hours
Core PE (non-GCSE)	1 hour

Students also choose three option subjects, which they study for three hours each per week. For students studying the EBacc, one of the option choices must be History or Geography.

- Art GCSE
- Business Studies GCSE
- iMedia (ICT) Cambridge National
- Design Technology GCSE (Product Design)
- Drama BTEC
- Food and Nutrition GCSE
- Geography GCSE
- Health and Social Care Cambridge National
- History GCSE
- Music BTEC
- Philosophy, Religion and Ethics GCSE

## Work Experience

In Year 10 all students undertake a one-week Work Experience placement. We work hard to ensure student placements give them the opportunity to find out more about a career pathway they are interested in pursuing in the future.

### **Key Stage 5 Options**

In the autumn term of Year 11 students begin the post-16 options process and receive quality independent advice and support to help them with these important choices. Information about post-16 options are available on the school website.

### **5. The Key Stage 5 Curriculum**

Belle Vue Girls' Academy Sixth Form offers a wide range of A Level and Level 3 BTEC courses.

Comprehensive and up-to-date details about our Key Stage 5 curriculum are made available to all students, parents and carers on the school website.

Sixth Former students have the opportunity to extend their studies through a variety of enrichment courses and links with local universities.

A broad range of extra-curricular activities and educational visits extends and enriches the taught curriculum. The curriculum is reviewed and developed on a regular basis taking into account issues both nationally and locally, and discussions with Heads of Faculty, Subject Leaders, students, parents and Governors.