

Curriculum Policy



Reviewed by	Approved by	Date of Approval	Next Review Date
VDU	LGB	Spring 2025/26	Spring 2026/27

1. Curriculum Aims

The aim of our curriculum is to facilitate highly effective implementation of our Academy Vision and Values.

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.

This means we are committed to:

- Providing a broad and balanced curriculum for all
- Providing academic and vocational subject choices that support students' learning and progression, and enable them to work towards achieving meaningful goals
- Ensuring the curriculum is coherently planned and sequenced so that all students can develop their knowledge, understand concepts and acquire skills, and that they can apply these with confidence in a range of situations
- Providing equity of opportunity, appropriate levels of challenge, and holding the highest of expectations of all students
- Developing students' independent learning skills and resilience, equipping them for further and higher education, and employment
- Supporting students' spiritual, moral, social and cultural development
- Supporting students' physical development and responsibility for their own health, and enabling them to be active
- Promoting a positive attitude towards life-long learning
- Equipping students with the knowledge and cultural capital they need to succeed in life
- Ensuring that all students, including those with SEND and disadvantaged backgrounds, access the full curriculum and are not removed from learning unnecessarily
- Securing long-term retention of knowledge rather than short-term performance

- Ensuring consistency of curriculum delivery across subjects and classes
- Developing students' fluency in subject-specific vocabulary (disciplinary literacy)

The curriculum is implemented through high-quality teaching, where key knowledge is clearly explained, revisited over time and built upon to support long-term learning. As a result, students develop secure knowledge and skills, enabling them to progress successfully to the next stage of education, employment or training. Assessment is used to check understanding, identify gaps and inform teaching, supporting students to make progress over time.

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2. Curriculum Access and Attendance

- High attendance is recognised as fundamental to curriculum access and student success
- Systems are in place to identify and support students whose attendance may limit their ability to access the curriculum
- Leaders monitor the impact of absence on curriculum progression and attainment

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum in accordance with 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.

4. 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.
- Ensuring consistency in curriculum implementation across all classrooms
- Monitoring curriculum delivery through subject-specific quality assurance (e.g. work scrutiny, lesson visits, student voice)
- Leaders ensure consistency in curriculum delivery so that all students receive a high-quality education.

Subject Leaders

- Subject leaders are responsible for curriculum sequencing, clarity of end points, and ensuring teachers have strong subject knowledge
- They monitor how effectively the curriculum is implemented and retained over time

Teaching staff

The responsibilities of leaders and teachers in relation to the curriculum are outlined in 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
- Able to access detailed subject-by-subject curriculum information for each year group via the academy website
- Expected to attend all parent consultation events and options evenings
- Requested to support students taking part in events outside of the classroom or normal academy 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
- Be positive about their own potential
- Actively engage in the learning experience.
- Behave in an acceptable way which allows learning to take place

5. 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 meets the requirements of the National Curriculum. The curriculum is carefully designed to ensure all students

can 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
- Maths
- Science
- History
- Geography
- Religious Studies
- Modern Foreign Languages - French, Spanish, Urdu, Arabic or Italian
- Design Technology - Graphics, Product Design and Textiles
- Food and Nutrition
- Drama
- Art
- Music
- Physical Education

Detailed curriculum information for each subject, including content, sequencing and expected outcomes for each year group, is published on the academy website to support transparency and parental understanding.

PSHCE

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

Enrichment, Trips and Visits

We offer a broad range of lunchtime and after-hours activities, 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 academy website.

Reading

High quality reading is fully integrated across the curriculum. Reading intervention programmes are in place for students who require additional support to ensure full access to learning. Students are expected to read for at least 30 minutes each day as part of our independent learning policy. Reading is prioritised through the explicit teaching of subject-specific vocabulary, modelling of complex texts and regular assessment of fluency and comprehension. Targeted support is provided for students who need additional support.

Key Stage 4 Options

By the end of 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 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.

6. The Key Stage 4 Curriculum

In Years 10 and 11, students follow a personalised and ambitious curriculum pathway that is carefully designed to reflect national developments in curriculum and assessment, as well as the needs of the academy community. The curriculum builds on prior learning from Key Stage 3 and ensures that all students are well prepared for the next stage of education, employment or training. It provides appropriate challenge for all learners, enabling them to deepen their knowledge and secure understanding over time.

Students study a broad and balanced range of GCSEs and equivalent qualifications, selected to meet their individual strengths, interests and aspirations. The curriculum is designed to promote both academic rigour and flexibility, ensuring that all students can access pathways that support meaningful achievement and sustained progression.

For a small number of students, a more personalised pathway, including ASDAN qualifications, provides a supportive and purposeful route which promotes engagement, confidence and successful outcomes beyond Key Stage 4.

- The Key Stage 4 curriculum is coherently sequenced, building on Key Stage 3 to support long-term retention and secure understanding
- The curriculum maintains breadth and avoids unnecessary narrowing, ensuring students retain a wide range of future opportunities
- Curriculum pathways are designed to be inclusive and responsive, enabling all students, including those who are disadvantaged or have SEND, to access ambitious and appropriate qualifications
- A structured programme of careers education, information, advice and guidance (CEIAG) supports students to make informed choices and understand future pathways

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
Core PE (non-GCSE)	1 hour

Students follow one of four carefully designed curriculum pathways, which have been developed to ensure an appropriate balance of challenge, support and progression. These pathways reflect the academy's commitment to providing an inclusive and ambitious curriculum that meets the needs, strengths and aspirations of all learners.

Depending on their pathway, students study a combination of core subjects alongside either three or four option subjects. Pathways are structured to ensure that students are supported to make successful transitions from Key Stage 3, while maintaining access to a broad range of subjects and future opportunities.

Some students follow a more academic pathway which includes subjects such as History or Geography and, where appropriate, a language. Other pathways offer greater flexibility through an increased number of option choices, allowing students to pursue interests and strengths in areas such as Business, creative subjects or vocational qualifications.

The four pathways have been designed to:

- Provide appropriate challenge and support for different starting points

- Enable successful transition from Key Stage 3 into Key Stage 4 study
 - Maintain a broad and balanced curriculum for all students
 - Ensure students can access subjects that support future progression, including further education, training and employment
 - Allow flexibility so that students can follow pathways that best suit their individual needs and aspirations
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- History GCSE
 - Geography GCSE
 - Religious Studies GCSE
 - Business Studies GCSE
 - Art / Art Textiles GCSE
 - Design Technology GCSE (Graphics or Product Design)
 - Food and Nutrition GCSE
 - Music BTEC
 - Drama BTEC
 - Sport BTEC
 - Health and Social Care Cambridge National
 - Creative iMedia Cambridge National
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PSHCE

Students continue to access the PSHCE programme through tutor time and assemblies.

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Assessment

- Assessment is used purposefully to identify gaps in knowledge and inform teaching
- Assessment systems avoid unnecessary workload and excessive data collection

Teachers provide feedback that helps students improve and remember more over time. Students' progress is assessed through a combination of formative and summative assessment. Information about pupil progress is shared with parents and carers through regular reporting cycles, parent consultation evenings and written reports.

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 academy website.

7. The Key Stage 5 Curriculum

Belle Vue Girls' Academy Sixth Form offers an inclusive and ambitious curriculum comprising a wide range of A Level and Level 3 vocational courses. The curriculum is designed to support progression to higher education, apprenticeships and sustained employment, ensuring that all students are well prepared for their next steps.

Comprehensive and up-to-date information about the Key Stage 5 curriculum is made available to students, parents and carers via the academy website, enabling informed decision-making and clear progression planning.

Students benefit from a broad enrichment programme, including opportunities to extend their academic study, develop wider skills and engage with local universities and external partners. A range of extra-curricular activities and educational visits further enhance and complement the taught curriculum, supporting students' personal development and cultural capital.

The curriculum is regularly reviewed and refined in response to national developments, student outcomes and stakeholder feedback, ensuring it remains relevant, ambitious and aligned to the needs and aspirations of the academy community.

Students continue to benefit from the academy's wider Personal Development programme, including careers education and preparation for their next steps.

Comprehensive and up-to-date information about all Sixth Form courses, including subject content and entry requirements, is published on the academy website.

8. Personal Development and RSHE

Personal Development is a central part of the academy's curriculum and is delivered through a carefully planned programme that runs across all key stages. This includes delivery through PSHCE during tutor time, assemblies and through subject curricula, ensuring that key themes are reinforced and embedded over time.

Relationships, Sex and Health Education (RSHE) is delivered as part of this programme in line with statutory Department for Education guidance.

Parents and carers have the right to withdraw their child from the sex education elements of RSHE (but not relationships or health education). Full details of the RSHE curriculum are set out in the RSHE Policy, which is published on the academy website.

Careers education is also an integral part of the Personal Development programme, supporting students to make informed decisions about future pathways, including further education, apprenticeships and employment.

The academy fulfils its statutory duty under the Baker Clause by ensuring that a range of education and training providers can access students to inform them about technical education

qualifications and apprenticeships. Further information is available in the CEIAG (Careers) Policy and Provider Access Policy on the academy website.

9. Inclusion and SEND

- The curriculum is ambitious and accessible for all students, including those with SEND
- Students with SEND access the same curriculum as their peers, with appropriate adaptations rather than reduced expectations
- Teachers are responsible for adapting teaching to meet individual needs
- Support strategies are embedded within high-quality classroom teaching
- Leaders monitor the progress and curriculum access of students with SEND to ensure they achieve well

Adaptations support access to the curriculum without reducing ambition or removing core content.