

St Bede's Catholic Voluntary Academy



Curriculum Policy

We commit ourselves to love, respect
and serve one another as disciples of
Jesus Christ

Approval Date	September 2025
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1. Culture, Ethos and Values at St Bede's Catholic Voluntary Academy

At St Bede's, our academy is a community where Jesus Christ is our role model and his message the guiding principle behind all we do. Every member of our community is responsible for creating an environment that is caring, fair and respectful of each individual. We actively seek to live out our mission statement so that we "Love, Respect and Serve one another as Disciples of Jesus Christ" and create a culture which is caring and supportive. We develop our potential, celebrate our talents and go forward together in faith.

Christ is the foundation of everything we do and the Gospels provide us with our influence and inspiration. We are therefore committed to promoting:

The uniqueness of the individual:

We believe that every person is a unique individual, created in God's image and loved by Him. We are therefore committed to treat every person with equality of esteem and the respect and dignity due to a child of God.

The search for excellence:

We are called to seek perfection in all aspects of our lives. We celebrate the enrichment of the total community, which flows from diversity of age, gender, racial and social origins, abilities, culture and religion. We are therefore committed to ensure that all are to be given every opportunity to develop their talents to the full.

The education of the whole person:

We offer young people the experience of life in a community founded on Gospel values and working in harmony. Through this and a variety of educational experiences and interactions we aim to prepare young people for a life working with others in communities which maybe diverse socially, culturally and religiously. We recognise that it is also important to help pupils to understand their own ethnic identity and cultural heritage as well as helping them to understand that of others irrespective of whether the academy serves or is located in an ethnically diverse community.

The education of all

We have the duty of care for all to ensure that we provide for those who are socially, academically, physically, emotionally or financially disadvantaged.

Moral principles

Our belief in the Gospel message commits us to be in the forefront of the movement for social and racial justice and harmony. We believe this is fundamental to the common good. We aim to prepare our young people to serve as witnesses to these moral and spiritual values in the wider world.

Consequently, we still strive to ensure that: Any person recruited to the service of the academy, whether as a member of staff or as a volunteer, is made fully aware of our aims and objectives and required to support them;

Children who are admitted to the academy and their families are fully aware of our aims and objectives and undertake to support them;

All of our structures and policies are evaluated and kept under constant review in order to see that no individual is subject in any way to unlawful discrimination, whether intentional or unintentional, and to ensure that all are enabled to reach their full potential.

St Bede's strives for an inclusive and wholly accessible curriculum for all students through a range of both academic and vocational qualifications.

This policy is supported in its purpose by the Curriculum Access Policy.

2. Curriculum Intent & Aims

2.1 Curriculum Intent

At St Bede's the intention of the curriculum is to:

1. Ensure that all students, in all subjects encounter a knowledge rich curriculum that reflects the person of Christ and is aligned with the teachings and mission of the Church.
2. Provide students with the knowledge, skills and opportunities required to leave The Academy with a broad range of quality qualifications which may include the EBacc and to be able to effectively access both local and national jobs market.
3. Provide all students a knowledge rich curriculum through Key Stage 3, so that even if they do not continue studying the subject in Key Stage 4, they have secured knowledge and skills that prepares them to access future learning.
4. Provide opportunities both in and out of school to develop the whole child so that they can fully participate in enrichment activities, feel safe and are able to contribute positively to society and their future careers.
5. Provide challenge and support for vulnerable students who should access the full curriculum.

2.2 Curriculum Implementation

To enable the curriculum intent to be carried out effectively, the academy strives to fulfil the following curriculum aims across all departments and within all classrooms in order to ensure that all students are exposed to only the highest quality of education.

- To develop a deep-rooted and wide-ranging **knowledge** building on prior learning and effective sequencing of learning.
- To develop relevant **skills** across a wide range of academic and practical subject areas including the skills of analysis and evaluation.
- To develop a curriculum which demonstrates **equality** and meets the needs of socially disadvantaged learners (Pupil Premium, SEND and EAL).
- To expose students to a wide-range of **cultures & experiences** and learning opportunities to develop engagement, creativity, emotional intelligence and thinking skills.
- To develop a love of **reading** including works of fiction and non-fiction in order to develop a strong **vocabulary**.
- To allow students opportunities to **articulate** thoughts and feelings through appropriate presentation of their ideas. For example, in class discussions and presentations.

- To develop a culture of **numerate** students who see the relevance of numeracy in the real world and across the curriculum.
- To develop ambitious and aspirational learners through a curriculum which is appropriately **challenging** at all levels.
- To develop learners **independent** thinking, working and problem solving skills in order to boost confidence and resilience.
- To develop **transferable** knowledge, understanding and skills which are not only transferrable within and between curriculum areas, but also into the wider world.

2.3 Curriculum Impact

The impact of the curriculum intent and implementation at St Bede's completes the triangulation of our mission. With this in mind and linking to our intent and how we deliver that through effective implementation the impact is measured as below.

- The curriculum should make a significantly positive contribution to the Personal and Spiritual development of all students.
- In KS3, attainment and progress will be measured using subject-specific assessment tasks which are appropriately planned within the curriculum led by the Subject Leader.
- In KS4, attainment and progress will be measured in each subject by Level 2 (GCSE or equivalent) benchmarks.
- The acquisition of knowledge, skills and understanding in each subject will be measured using formative and summative teacher assessment (see T&L Policy).
- The overall effectiveness of the implementation of the school curriculum will be measured using the school performance measures outlined in the DfE Statement of Intent.
- The success of careers information, education and guidance will be indicated using post-16 destination data.
- The quality of curriculum leadership and management, as well as the quality of education provided by the curriculum, will be measured in line with the school's Quality Assurance timeline and will inform school-wide self-evaluation.
- The quality of day-to-day implementation of the curriculum will be quality assured in line with the Teaching and Learning Policy.

3. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the academy has chosen to follow.

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](#).

It complies with our funding agreement and articles of association.

4. Roles and Responsibilities

4.1: The Multi-Academy Trust & The Governing Body

The multi-academy trust and the governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, mathematics, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with SEND.
- All courses provided for pupils that lead to qualifications, such as GCSEs and Level 2 Vocational Qualifications, are approved by the secretary of state.
- The academy implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Where offering careers guidance is a condition of your funding agreement: Pupils from Year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

4.2 Headteacher

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 academy chooses to offer, have aims and objectives which reflect the aims of the academy 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 body.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The academy's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on academy-wide targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

4.3 Other staff

Other staff will ensure that the academy curriculum is implemented in accordance with this policy.

- An assistant headteacher will be delegated responsibility for the curriculum and will work in conjunction with the headteacher to ensure the above statements are fully implemented.
- The senior leadership team will be responsible for monitoring the curriculum of the departments which they line manage, reporting any concerns to the assistant headteacher with responsibility for curriculum and the headteacher.
- The senior leadership team will be jointly responsible for the academy's curriculum intent.

- Subject leaders and all class teachers will be jointly responsible for the implementation of the curriculum within lessons in line with the academy's intent and curriculum aims.
- All staff will support the academy in ensuring that students at St Bede's have access to a quality broad and balanced curriculum and learning experience, both inside and outside of the classroom.

5. Organisation and Planning

5.1 Curriculum Organisation

The curriculum at St Bede's follows the national pattern of being divided into the key stages of three and four. Key Stage Three is spread across Years 7, 8 and 9 and represents a transition from year 6 in the primary and the establishment of a solid base of preparation for the externally assessed courses of Key Stage Four during Years 10 and 11.

In Years 7, 8 and 9 students are organised into academic ability sets for Maths and Science. Timetable considerations allow for Maths and Science to be set independently. All other courses are taught in mixed ability groups. Students are taught in mixed ability groups in English.

In Year 7, all students study both French and German. At the end of Year 7, students opt to specialise in one of these languages throughout Year 8 and 9.

In Years 10 and 11 students are taught in groups based upon their option choices made at the end of Year 9. For English, Maths, Science, Religious Education students are taught across one linear band and classes are organised into academic sets. All other subjects are based upon the student uptake for each subject and are taught in mixed ability option groups.

PSHCE is organised into a rolling programme, involving 1 lesson per week over 5 half terms being dedicated to this subject area. All students participate in the PSHCE programme in school across Years 7 to 11.

All students are offered the chance to make option choices that would fulfil the conditions for the English Baccalaureate (9 to 5 grades in English, Maths, Science, Humanities and MFL). St Bede's encourage all students of the appropriate academic ability to choose options that enable them to access the English Baccalaureate.

5.2 Curriculum Planning

Subject leaders are responsible for the medium and long term planning within their department. Subject leaders will ensure that schemes of work are adequately planned and shared with departmental staff to ensure a consistent approach across each department. It may also be the wish of individual subject leaders to produce a curriculum map. All schemes of work should link to the academy's curriculum intent and demonstrate clear links to the curriculum aims.

Class teachers are responsible for the short term planning within departmental guidelines as set out in each individual scheme of work. It is the responsibility of the subject leader to ensure that all departmental staff are teaching content in line with the relevant scheme of work.

5.3 Time Allocations

St Bede's school day contains five 1-hour lessons per day, split over a two-week timetable. Please see below the number of lessons per year group, per fortnight within the 50-lesson teaching fortnight.

Year 7

English (8 lessons)
Mathematics (6 lessons)
Science (6 lessons)
Religious Education (5 lessons)
History, Geography, French, German & Technology (3 lessons)
Music, Art and ICT (2 lesson)
PE (4 lessons)
PSHCE (2 lessons (on a rolling programme))

Year 8

English (8 lessons)
Mathematics (6 lessons)
Science (6 lessons)
Religious Education (5 lessons)
History, Geography & MFL (4 lessons)
Music, Art and ICT (2 lesson)
Technology (3 lessons)
PE (4 lessons)
PSHCE (2 lessons (on a rolling programme))

Year 9

English (8 lessons)
Mathematics (6 lessons)
Science (7 lessons)
Religious Education (5 lessons)
History, Geography & MFL (4 lessons)
Music, Art, ICT & Technology (2 lesson)
PE (3 lessons)
Drama (1 lesson)
PSHCE (2 lessons (on a rolling programme))

Year 10

English (10 lessons)
Mathematics (8 lessons)
Science (10 lessons)
Religious Education (5 lessons)
Core PE (2 lesson)
Option A (5 lessons)
Option B (5 lessons)
Option C (5 lessons)
PSHCE (2 lessons (on a rolling programme))

Year 11

English (10 lessons)
Mathematics (9 lessons)
Science (9 lessons)
Religious Education (5 lessons)
Core PE (2 lesson)
Option A (5 lessons)
Option B (5 lessons)
Option C (5 lessons)
PSHCE (2 lessons (on a rolling programme))

6. 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 learners.
- Learners with low prior attainment.
- Learners from disadvantaged backgrounds.
- Learners with SEND.
- Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, 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 Curriculum Access and SEND policies.

7. Safeguarding & Personal Development

St Bede's Catholic Voluntary Academy considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This includes covering relevant issues through personal, social, health and economic education (PSHCE), through the Relationships and Sex Education and Health Education (RSHE), through Online Safety lessons and Wellbeing sessions.

There is a comprehensive programme planned across KS3 and KS4 in line with statutory guidance in order to support our young people to be equipped with the knowledge and skills to keep themselves safe, to report concerns and to promote positive wellbeing. Safeguarding topics such as FGM, criminal exploitation, sexual exploitation county lines, sexual harassment, sexting, drugs and alcohol and other areas as per statutory guidance.

Positive wellbeing is promoted through lessons such healthy eating, body image, self-esteem and mental wellbeing. Anti-bullying is also interleaved across KS3 and KS4 including topics such as bullying, sexism, hate crimes, racism, respect and e-safety including cyberbullying. All subject areas have produced a document looking at how personal development, Fundamental British Rights, equal opportunities and cross curricular links are embedded to underpin the development of our students into responsible, respectful and active citizens who live out our mission to 'love, respect and serve one another as disciples of Jesus Christ'. This is done in a variety of ways, such as topics taught, novels that explore themes such as racism and cultures, SMSC activities and group work.

8. Monitoring

The Multi-Academy Trust and Governors monitor whether the academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Multi-Academy Trust meetings

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- Governor's meetings
- Visits to the academy
- Meetings with senior leaders, middle leaders and teachers

Subject Leaders monitor the way their subject is taught throughout the academy by:

- Departmental meetings
- Learning walks
- Work scrutiny
- Student voice

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed in line with the academy Teaching and Learning Policy.

9. Links with other policies

This policy links to the following policies:

- Curriculum Access Policy
- Teaching and Learning Policy
- Citizenship Policy
- PSHCE Policy
- Relationship and Sex Education Policy
- SMSC Policy
- Careers Policy
- Safeguarding Policy

Appendix 1: Curriculum Aim Codes

Each curriculum aim (as identified in the policy document 2:2) have been assigned a lettered code which should be an easy way of identifying the whole school aims within departmental schemes of work and/or medium and long term departmental planning.

To develop a deep-routed and wide-ranging knowledge building on prior learning and effective sequencing of learning.	K
To develop relevant skills across a wide range of academic and practical subject areas including the skills of analysis and evaluation.	S
To develop a curriculum which demonstrates equality and meets the needs of socially disadvantaged learners (Pupil Premium, SEND and EAL).	E
To expose students to a wide-range of cultures & experiences and learning opportunities to develop engagement, creativity, emotional intelligence and thinking skills.	O
To develop a love of reading including works of fiction and non-fiction in order to develop a strong vocabulary .	R
To allow students opportunities to articulate thoughts and feelings through appropriate presentation of their ideas. For example, in class discussions and presentations.	A
To develop a culture of numerate students who see the relevance of numeracy in the real world and across the curriculum.	N
To develop ambitious and aspirational learners through a curriculum which is appropriately challenging at all levels.	C
To develop learners independent thinking, working and problem solving skills in order to boost confidence and resilience.	I
To develop transferable knowledge, understanding and skills which are not only transferrable within and between curriculum areas, but also into the wider world.	T