

# St Bede's Catholic Voluntary Academy



## Curriculum Access 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.

## **2. Introduction**

St Bede's Catholic Academy believes firmly in a broad and balanced curriculum to meet the needs of all of our students. As children of God, youth should never be deprived of this sacred right to a physical, moral and intellectual education. We are committed to ensuring that all students receive the best possible 'diet' of subjects in order for them to develop as well-rounded young people.

At Key Stage Three, all students have an entitlement to study Religious Studies, English, Mathematics, Science, Modern Foreign Languages, Humanities (History and Geography), Design and Technology (Hard and Soft), ICT, Physical Education, Art, Music, Drama and PSHCE. At Key Stage Four, students opt for some subjects but a core curriculum containing Religious Studies, English, Mathematics, Science, Core Physical Education and PSHCE are followed.

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 a specific extension to the Academy Policies on Curriculum, Health and Safety, Equality and Diversity and Special Educational Needs.

## **3. The Curriculum offer at St Bede's**

- The Academy follows a broad and balanced curriculum and offers a diverse and wide range of subjects to all students at Key Stage Three (Years 7 to 9). This is monitored by maintaining a record of the student population for each subject and through the academic progress tracking procedures. The Assistant Headteacher with responsibility for curriculum has the responsibility to ensure that this is complied with.
- For those students who require additional support to be able to access their entitlement, The Academy is committed to delivering this support with the help of its SEND Department. This is monitored by Subject Leaders, Heads of Year and the SENDCO. Overall responsibility lies with the Headteacher.
- The Academy is committed, through its Mission Statement, to extend this support wherever possible and wherever necessary by involving outside agencies if appropriate. This is monitored by the SENDCO and Heads of Year and, where appropriate, the Safeguarding Team. Specific Educational Needs and Disabilities addressed through this avenue of approach are the overall responsibility of the Assistant Headteacher with responsibility for Inclusion.
- At Key Stage Four (Years 10 & 11), The Academy is committed to offering to all its students a core curriculum of English Language and English Literature, Mathematics, Science, Religious Studies, Core PE and PSHCE. This is monitored through The Academy performance tracking system for all students. Subject Leaders are responsible for the provision within each department. Heads of Year are responsible for the cross-curricular monitoring. The Assistant Headteacher with responsibility for Progress is responsible for the effectiveness of process tracking. The Assistant Headteacher with responsibility for Curriculum is responsible for ensuring open access to all parts of the curriculum.

- At Key Stage Four, The Academy is committed to offering all of its students a broad and balanced curriculum through appropriate options choices. These include a wide range of optional GCSE and Vocational qualifications which are wholly open access. This is monitored by the Head of Year 9 at the options selection stage and overall responsibility lies with the Assistant Headteacher with responsibility for Curriculum.
- For all students at Key Stage Four, if additional support is needed, The Academy is committed to providing such help through the Learning Support Department and, as appropriate, through outside agencies. This is monitored through the tracking system for student performance. The responsibility for monitoring this lies with Subject Leaders and their line managers. It also lies with the Heads of Year to ensure a wider understanding of student attainment and progress. The SENDCO is responsible for ensuring that alternative provision is in place and available whenever necessary and in some circumstances the Safeguarding Team will become involved. The overall responsibility lies with the Assistant Headteacher with responsibility for Inclusion.
- The Academy is committed to the policy that no child shall be excluded from any part of the curriculum on the grounds of gender, ethnicity, socio-economic background or sexual orientation. We are all children of God, made in his image and likeness and we have not yet fully realised our divine destiny (John 3:4). This is monitored by Subject Leaders and overall responsibility lies with the Assistant Headteacher with responsibility for Curriculum.
- The Academy is committed to the policy that no curriculum choice shall exclude students from accessing academic progress routes that will enable them to fulfil their potential. This is monitored by Subject Leaders and overall responsibility lies with the Assistant Headteacher with responsibility for Curriculum.
- The Academy is committed to the policy that all students will have access to courses and methods of delivery that will help them make the best possible progress which is monitored through the Go4Schools tracking system. The monitoring of this is the responsibility of all Subject Leaders and it is the responsibility of the Heads of Year to monitor cross-curricular progress. The overall responsibility lies with the Assistant Headteacher with responsibility for Curriculum.
- The Academy is committed to the policy of ensuring that all students can follow progression routes that can be built from a combination of both academic and vocational programmes of study. The overall responsibility for ensuring the progression routes are in place lies with the Assistant Headteacher with responsibility for Curriculum.
- The Academy is committed to making sure that all programmes of study are properly risk assessed so that all students and staff are able to work in an environment that is safe. This is monitored by the Subject Leader for each department. The Quality Nominee (or similar role – exam-board dependent) for the vocational courses is responsible for ensuring this takes place for the provision of these courses. The overall responsibility for Health and Safety lies with the Headteacher. The overall responsibility for ensuring the course content and assessment levels are appropriate lies with Subject Leaders. The overall responsibility for the curriculum-wide provision lies with the Assistant Headteacher with responsibility for Curriculum.