

Bethany School Curriculum Policy

July 2021

Aims

Bethany School aims to provide a holistic Christian education for all its pupils by approaching the curriculum, and other aspects of teaching and learning and assessment from a Biblical worldview. It is our aim to be a Christian community in which all pupils grow in character, faith, knowledge, understanding and wisdom. Bethany School's curriculum includes a topic based Christian curriculum unique to the school that has been developed to integrate our Christian faith through the curriculum, as well as some National Curriculum programmes of study and GCSE specifications.

Our curriculum aims/intends to:

- Support pupils' spiritual, moral, social and cultural development in an inclusive school.
- Provide a broad and balanced Christian education for our pupils that equips them with the skills, knowledge and wisdom to access future learning, employment and to succeed in life.
- Ensure equal access to learning for all our pupils, with high expectations for every pupil and appropriate levels of challenge and support.

Roles and responsibilities

Governors – the governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- Enough teaching time is provided for pupils to cover the curriculum.
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- It participates in decision making about the breadth and balance of the curriculum.
- Pupils make good levels of progress.
- The school implements statutory assessment arrangements (EYFS reporting and GCSE).
- GCSE results are scrutinised and accounted for.

Head teacher – The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum 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 for teaching the required elements of the curriculum is adequate.
- The curriculum is cohesive, providing broad and balanced coverage, and building on knowledge and skills through the school.

- They manage requests to withdraw children from curriculum subjects where appropriate.
- The governing body is fully involved within decision making processes that relate to the breadth and balance of the curriculum.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.
- Pupils make good levels of progress.

Subject Leaders – The subject leader is responsible for working with their relevant primary/senior partner to monitor intent, implementation and impact of the subject progressively and cohesively across the school.

- Monitoring coverage on the curriculum grids.
- Having an overview of the rationale for content choices and curriculum sequencing.
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- Understanding how the subject fits within the wider curriculum.
- Having an understanding of the strengths and weaknesses of current provision and how it can be developed further in the school.
- Ensure that the curriculum is accessible to all pupils with different abilities and needs, including children with SEN.

Staff – Each class/subject teacher is responsible for

- Planning content that will support pupils’ spiritual, moral, social and cultural development within the context of a Christian worldview.
- Ensuring that the ‘curriculum topic grids’ are adhered to and developed.
- Planning and delivering engaging lessons that take into account the variety of individual needs of the pupils including those with SEN.
- Having good subject knowledge and understanding of the curriculum, that takes into account previous learning and feeds into future learning.
- Ensuring that all pupils make good levels of progress.
- Promoting a positive learning environment.
- Accounting for curriculum delivery to the head teacher and subject leaders at designated staff meetings.

Organisation

Bethany School is divided into five main class groups:

- Reception class – Reception and Year 1
- Infant class – Year 2/3
- Junior class – Year 4 and Year 5/6 (taught mostly separately)
- Senior class – Year 7/8 and Year 9 (taught mostly separately)
- GCSE class – Year 10 and Year 11 (taught mostly separately)

Within this school structure the delivery of the curriculum can be broken down into three main areas.

1. Reception aged children follow the EYFS statutory framework, covering the 17 areas of learning and development and are assessed against the early learning goals. This is delivered within our topic based curriculum as part of a faith based approach to laying the foundation of learning.
2. Children in Years 1 to 9 follow a blended topic based Christian curriculum that Bethany School have developed ourselves. In addition to the topic based curriculum, programmes of study in Maths and English are followed based on National Curriculum material.
3. Pupils in years 10 and 11 follow GCSE programmes of study.

Topic Based Curriculum

The Bethany School topic based curriculum is broadly based on nine themes found in the early chapters of the book of Genesis. Each theme provides the starting point for one term's work, and is followed, as part of a three year cycle, at an appropriate level, by all pupils from Rec/Y1 to Year 9.

The Topic themes are:

	Term 1	Term 2	Term 3
Year A	Beginnings	Work	Water
Year B	Dry Land	Living Things	People
Year C	The Earth In Space	Communication	Nations

Working through the topics the pupils will be taught the Christian belief that God alone is eternal and that all things originate in Him (*Beginnings*). God's activities (*Work*) involve making, sustaining, redeeming and renewing creation and by acting in this way. God reveals His character to, and through the created realms (*Water, Dry Land, Living Things, the Earth in Space*). The whole of creation declares God's nature and attributes but people (*People*) are especially the object of His desire to communicate (*Communication*) with His creation. In the nations (*Nations*) topic the children investigate God's dealing with Abraham, His covenant with His chosen people and the pattern modelled for us (in the 21st century) by Abraham as the 'father of many nations'.

At Bethany School we are committed to developing our own distinctively Christian curriculum, based upon biblical principles. For each topic we use a Biblical Context as a starting point, which contains relevant biblical passages to prompt staff and family afternoon organisers. Through our topic based approach we provide a broad and

balanced curriculum. We use national schemes or materials where appropriate, and evaluate new initiatives, adopting examples of good practice. The curriculum areas adopted by the National Curriculum are covered by the Bethany School curriculum. Areas covered include: English, Maths, Science, Art, Design and Technology, History, Geography, French, Physical Education, Drama, PSHE, Religious Studies, Music and Computing.

Curriculum Grids

An overview of the content which will be covered in a particular subject area is given in the **Curriculum Grids**. These are live documents that give a brief overview of the subject content and how knowledge and skills are taught cohesively and systematically through school.

Topic grids are available for the following subject areas: English/Literacy, Science, Topic (History/Geography/Religious Studies), French, Art, Design and Technology, Computing, Music, PSHE and Physical Education. These grids are stored in the 'teachers google drive' and can be made available on request.

Bethany School Curriculum grid: **Subject area**

Class group	Topic Theme								
	Beginnings term1	Work term2	Water term3	Dry Land term1	Living Things term 2	People term 3	The Earth in Space term 1	Communication term 2	Nations term 3
R/Y1									
Y2/3									
Y4-6									
Y7-9									

Staff complete their own medium term and lesson planning with appropriate detail about objectives, coverage, vocabulary and differentiation.

GCSE level Curriculum

Bethany School prepares pupils for a range of G.C.S.E. examinations. Most pupils take a total of nine GCSE subjects. Typically, all pupils study:

- Mathematics
- English Language
- English Literature
- Combined Science Trilogy (two subjects)
- French

In addition pupils study at least one humanity:

- History
- Religious Studies

Pupils also take one creative subject:

- Art
- Design and Technology
- Drama
- Computer Science

Pupils are then able to choose one extra subject from the humanities or creative subjects. Physical education is continued throughout year 10 and 11.

Functional skills qualifications in Maths and English are also offered to pupils when this best suits the ability of pupils.

Monitoring

Curriculum coverage and cohesion is monitored by subject leaders. Book scrutinies and moderation take place in departmental staff meetings as a team. Learning walks are conducted by the senior leadership team.

Family Afternoon

Family Afternoon is an important curriculum area, distinctive to our school which is planned, organised and delivered by parents. The parents who comprise the Family Afternoon Team plan a programme of events, which can be topic related, and cover specific objectives outside of the context of the classroom. It provides a unique learning experience, supporting the ethos of the school in giving parents the opportunity to be involved with the education of their own children in a regular and practical way. The content and objectives covered are available as a curriculum grid.

Policy adopted by Governors: 12.7.2021

Policy review date: July 2024