

A.R.T.S

A.R.T.S ARTISTIC RE-ENGAGEMENT TEACHING STRATEGIES



Curriculum Policy

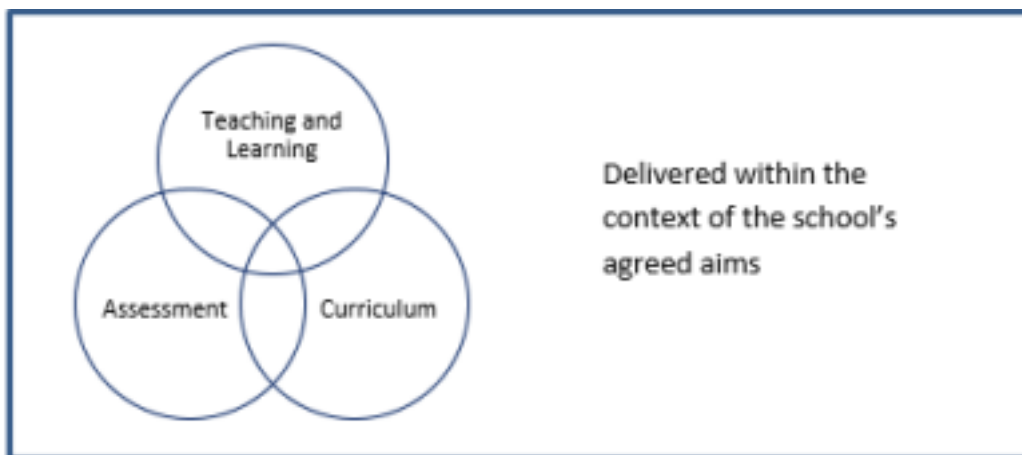
POLICY WRITTEN BY:	PRINCIPAL & PROPRIETORS
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DATE FOR NEXT REVIEW:	July 2022

Curriculum Policy

1 Introduction

1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

- To inspire pupils through an education of breadth and depth
- To provide a safe and supportive school environment underpinned by excellent pastoral care, where each pupil can feel happy, confident, and valued as an individual.
- To foster a vibrant school community, built on trust, tolerance, and respect, and instil a sense of social responsibility.



To provide a rich and meaningful educational experience, allowing pupils to express their individuality and strengths.

We value:

- Kindness
- Respect
- Courage
- Ambition
- Integrity
- Resilience

1.2 This policy applies to all pupils, including those with additional needs.

1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:

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- 1.5 We aim to provide a curriculum to develop students interests. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where academic risk-taking; questioning and debating; challenging thinking and the freedom to learn from mistakes, are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should instil in our pupils:
- A passion for life-long learning
 - A capacity for independent and critical thinking
 - Self-awareness, self-regulation and resilience
 - Self-confidence
 - Genuine interests that extend beyond the confines of the classroom
- 1.7 British value: democracy; the rule of law; individual liberty and mutual respect and tolerance of those with different faiths, beliefs and backgrounds, are actively promoted in every aspect of school life.
- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) and is formally assessed at the end of each academic year for all pupils via summative assessments in English Mathematics and Science. KS4/KS5 by GCSEs. The details of our exam boards AQA can be found on <https://www.aqa.org.uk>
- 2.2 Pupils entering A.R.T.S provision will undergo targeted intervention to underpin the barriers to learning. Baseline data will be used from the previous school information. A.R.T.S. will identify gaps in education and devise a bespoke programme of education/ intervention for each individual pupil. Progression will be measured every half term using the graduated response. The outcomes of attainment will be shared with pupils, parents/carers and the LEA as part of informed discussions about a pupil's potential and future aspects. This documentation will be as a tool to ensure that the curriculum offer is individualised to need.
- 2.3 Time will be awarded to each pupil on a daily basis for pastoral support, this will run on an ad hoc basis and prioritised when/if a child is in crisis, regardless of subject significance.
- 2.4 Details of how the taught curriculum is translated into thematic topics, subjects, Schemes of Work and lesson overviews can be found on our website.
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to allow them to access the next stage of their education to their full potential.

3 Special Educational Needs and Disability - SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school prides itself on Special Education Needs and Behaviour Management, we are led by Specialist teachers and a SENCo.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy

4 SMSC

- 4.1 Here at A.R.T.S we pride ourselves in our delivery of SMSC in all aspects of our school day. Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:
- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - Encourage pupils to accept responsibility for their behaviour; to show initiative and understand how they can contribute positively to the lives of those living and working in the locality as well as to society more widely
 - Enable pupils to acquire a broad general knowledge of, and respect for, public institutions and services in England
 - Develop tolerance, harmony and respect between different cultural traditions
 - Encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010 [Equality Act 2010: Schedule 19 \(consolidated\) - April 2011](#)
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- 4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.
- 4.3 In addition, our approach to SMSC ensures that all pupils will gain an:
- Understanding of how citizens can influence decision-making through the democratic process
 - Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
 - Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence
 - Understanding that the freedom to hold other faiths and beliefs is protected in law
 - Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
 - Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHE

- 5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Sex and Relationships Education, and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education. Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 further details can be found on our [Sex and Relationships policy](#)
- 5.2 Our PSHE course is delivered to all pupils through discrete PSHE lessons taught by our teachers. weekly PSHE lessons are also supported through additional expertise, such as outside speakers. These sessions may deal with issues such as bullying, alcohol, sexual relationships and drugs, knife crime, radicalisation as well as supporting careers and economic education. In addition to these discrete sessions, PSHE is also taught across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and Physical wellbeing; PSHE is taught through the impact of Literacy, History, Science and Religious Education and thematic topics.

6 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of creative subjects such as, art, drama, music, sport, enrichment and other off-site activities.
Regular themed days and weeks are held. These may include World Book Day, Pi Day, Science Week, Anti-Bullying Week, and Curriculum Showcase Days.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits are organised to help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- Careers Guidance
 - Counselling
 - Pathways to adulthood
 - Community Service Projects (National Trust, Sea cadets)
 - Fundraising Activities

8 Responsibility

8.1 The Principal and Vice principal hold responsibility for the delivery of the curriculum. However, all staff are responsible for ensuring this policy is implemented and acted on

8.2 When evaluating the use and impact of this policy, we will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the provision
- Embeds aspiration, attributes and the expectation to achieve to your full potential
- Provides engagement and a sense of belonging.