



Joseph Swan Academy

Curriculum Policy

2018 – 2019

To be reviewed September 2019

Curriculum Principles

Joseph Swan Academy aims to provide a curriculum which has variety, depth and balance, and which challenges all our students, whilst respecting their individual skills, abilities and aptitudes. Linked to the Academy motto, *the curriculum should allow every child to shine*.

We will achieve this by:-

- Fostering and developing the academic, practical, aesthetic, scientific, technological, physical and social abilities of all our students to the fullest extent
- Providing the climate for the spiritual, moral and personal development of our students, and encouraging them through questioning and debate, to be open to and respectful of the points of view of other people
- Enabling our students to develop the knowledge and understanding required to help them take their place as responsible and constructive members of their community
- Equipping our students with the personal skills of adaptability and self-reliance necessary to help them meet the constantly changing needs and demands of our rapidly evolving society. In particular we will promote personal learning and thinking skills
- Providing and raising our students' self-esteem by fostering self-motivation and high expectations
- Developing an Academy community which values all its members and demands mutual respect and support
- Working together as students, staff, parents and governors to continuously improve the quality of work of the Academy partnership

Student Curriculum Entitlement

We aim to provide the following:

- A Key Stage 3 curriculum which follows, where applicable and relevant to the Academy's students, the National Curriculum
- A Key Stage 4 curriculum which comprises a core of English, Mathematics, Science, RE and Physical Education complemented by a broad range of optional subjects. Students are encouraged to follow one of four pathways (groups of subjects) according to their ability profile and prior attainment
- A Key Stage 5 curriculum which comprises broad mix of traditional academic and vocational qualifications. There is also a comprehensive range of enrichment activities, more fully described in our Post-16 Prospectus
- Careers guidance, health and sex education, work experience, and a comprehensive programme of personal and social education.

Teaching Arrangements

To deliver student entitlement the curriculum is designed to maximise access for all students of all abilities.

The detailed arrangements for dividing students into teaching groups within a subject vary from one area to another; however, in the majority of curriculum areas there is some form of setting according to ability.

The Academy week is made up of 24 one hour lessons.

Sporting Aims and Provision for Sport

The broad aims of our sporting programme are to promote physical activity and healthy lifestyles and to develop a lively interest and positive attitude to sports and safe practice.

Physical competence and development is promoted as well as an appreciation of skilful and creative performance. The development of interpersonal skills and self-esteem and our wide extra-curricular provision contributes to the overall education of our students.

Special Educational Needs

The Academy Governors have adopted a SEN policy which is in line with the Government Code of Practice for SEN students.

We believe all our students have the right to access the whole curriculum but we recognise that some may need additional support and monitoring. This includes children with special educational needs, with or without statements. Such students are given every care and attention by staff. To support students with special needs we will work together in partnership with parents, teachers and outside agencies to identify students, assess their needs, provide relevant support and monitor and review their progress.

Religious Education

RE forms a fundamental part of the Academy curriculum. We aim to provide our students with the essential knowledge, skills, understanding and insights to appreciate the nature of religion, enhancing their personal search for meaning, purpose and value in life.

Emphasis is placed on Christianity as the faith which has most affected our culture, whilst taking account of the teachings and practices of other main religions.

Students study RE for one lesson per week at Key Stage 3 and Key Stage 4. There is then an option to take a GCSE course in Year 10 and 11.

Parents have the right to withdraw their children from Religious Education lessons and Acts of Worship should they so wish.