



# Centre Academy East Anglia

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## Curriculum Policy

### Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment

Review Date:	Jan-25
Last Review Date:	Jan-24
Held on website:	Yes

### Signed by Chair of Proprietor Body

A handwritten signature in black ink, appearing to read 'R. Murphy'.

**Signed:**  
**Chair of Proprietor Body**

**Mr R Murphy**

**Date: 31/01/24**

*Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

The following principles are intended to provide the foundation for each student's entitlement in the curriculum, while also meeting the requirements of the National Curriculum. The curriculum should be seen as the whole learning experience offered by CAEA. The policy reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

## PRINCIPLES

As a school, we give equal care and show equal value to all students regardless of sex, religion, ethnic origin, disability, social and economic status or level of attainment.

We acknowledge that all students are individuals at differing stages of physical, intellectual, emotional, social and personal development; at CAEA this means that some **classes are set according to an individual's abilities and level of development and not according to age or year group**. The personal, social and academic development of students is seen as central to all the curriculum work undertaken.

*The curriculum should be as individualised as possible*, taking into account each student's learning challenges and learning style as well as his or her strengths and organisational weaknesses. Within this framework:

1. The curriculum plan for each student should emphasise a *structured* individualised approach, making use of all the specialist techniques, strategies and systems of the classroom.
2. The curriculum should be as *broad* as possible; it should introduce the student to a wide range of areas of experience, knowledge and skills.
3. The curriculum should be as *balanced* as possible; each area should have sufficient time to make its specific contribution but not so much that it denies access to other essential areas. Cross-curricular issues should inform the total learning environment of students whenever possible.
4. The curriculum should be as *relevant* as possible. Whilst recognising the intrinsic value of the learning experience, we believe that all areas should be taught in such a way as to make plain their link with the student's own experience.
5. There should be *differentiation* and *flexibility* as much as possible. What is taught and how it is taught should be matched to a student's abilities and aptitudes.
6. The curriculum should seek to ensure equality of *opportunity*, paying due regard to a student's physical, social, emotional and intellectual needs.
7. The curriculum should be seen as a *continuum*, encompassing prior learning and a commitment to learning for life, as well as addressing specified needs of individual students.

## Principles of Student Entitlement

The aim of our curriculum is that all our young people become:

1. Successful students who enjoy learning, make progress and achieve their individual potential.
2. Confident independent individuals who are able to live safe, healthy and fulfilling lives.
3. Active provision will be made for equality of opportunity for each student.
4. There will be an understanding of the individuality and uniqueness of each young person in terms of their personality, culture, qualities, abilities and needs.
5. There will be a respect for learning already achieved and encouragement of positive attitudes.
6. There will be an understanding of the ways in which views, attitudes and beliefs are formed and changed.
7. There will be an appreciation and acceptance of the differing rates of maturation.

8. The curriculum will provide quality-learning experiences, effectively meeting the needs of students. The total learning experience will encompass National Curriculum requirements wherever possible and applicable.
9. Cross- curricular issues will inform all the structured learning experiences of students; each curriculum area will add a dimension of understanding and skills.
10. Students will learn in a variety of ways, according to the task, being partners in their own learning and sharing responsibility for deciding the direction of their work.
11. Assessment of work and recognition of achievement will enhance the students' motivation and not diminish it. Learning targets will be communicated, enabling student evaluation and review.
12. The curriculum will be dynamic, developmental, flexible and responsive to individual and collective initiatives.
13. There will be guidance and counselling provision, with tutors or key workers who will support the student's individual needs.

### **The Nature of the Curriculum**

The curriculum consists of all the activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social and physical development of students. Teaching and learning styles are also part of the curriculum.

It is the formal programme of lessons, the informal programme of extra-curricular activities and those other features that identify and extol values which produce the School's *ethos*.

All of these curriculum aspects should support the School's aims:

All students are entitled to a carefully planned curriculum, which includes the full range of learning experiences in each of the following eight 'aspects' –

<i>expressive and aesthetic</i>	<i>human and environmental</i>
<i>linguistic and literary</i>	<i>mathematical/economic</i>
<i>physical and recreational</i>	<i>scientific</i>
<i>personal, social, spiritual, moral and cultural</i>	<i>technological</i>

Curriculum aims should be translated into clear programmes of study and schemes of work with teachers recording the summative and formative assessment of individual pupil progress.

Effective teaching and learning result from the use of teaching strategies and techniques suited to purpose.

The contribution of each subject should be within the context of the whole curriculum.

The personal and social development of students is central in both the formal and informal curriculum.

Health education should be seen as part of personal and social education (PSHE), with relationships and sex education, RSE, being provided in accordance with statutory requirements (See PSHE/RSE policy).

British values and SMSC are embedded throughout the curriculum and will be touched upon in a wide range of subjects, notably, History, RE, PSHE and Citizenship.

Child protection procedures are securely in place.

### **Curriculum Organisation and Management**

Students joining the school will have an individualised programme of study devised in accordance with background history and recent testing reports. Information is provided by analysis from the school SENCo who will make recommendations for individualised programmes of study in English Skills and Maths:

#### **Key Stage 2 (7-11)**

Three core subjects-English, Maths and Science

Foundation subjects – Humanities (History, Geography, Religious Education), Art, Information & Communication Technology, Personal Social & Health Education, Physical Education, Music, Drama and Forest Club (Relationships and health education is covered in PSHE).

#### **Key Stage 3 (11-13)**

Three core subjects – English, Maths and Science.

Foundation subjects – Humanities (History, Geography, Religious Education), Art, Information & Communication Technology, Physical Education, Drama, Music, Citizenship and Personal Social & Health Education/RSE.

#### **Key Stage 4 (13-16)**

Many CAEA students will study for the GCSEs, with the expectation that they may be able to achieve five GCSEs 9-4, including English, Science, and Maths. As a special needs school, however, our hope is that the majority of our students will be able to achieve some GCSEs, and this will be essential if they are to gain admission to college or to another aspect of higher education.

At Key Stage 4, our course offerings include four core subjects – English (Literature and Language), Maths, ICT (ICDL) and Science (Double Award). Including other foundation subjects – History, Geography, Art (UAL), Music (RSL), Media (Cambridge Technicals) and Drama. The following non-examination subjects are also studied - Religious Education, Citizenship, Personal Social & Health Education/RSE, Careers and Games. Students also have the opportunity to work towards their Duke of Edinburgh Award.

Parallel to the GCSE programme, CAEA also offers students who cannot access GCSEs the opportunity to take part in the Unit Award Scheme. This enables students the opportunity to build up a wide-ranging portfolio of certificates for a variety of units across a broad range of subjects. Some students will have the opportunity to take some GCSEs alongside the Unit Award Scheme. Alongside this there is the opportunity for students to study towards achieving the Entry Level Certificate in English and Maths.

At Key Stage 3 and Key Stage 4 relationships and sex education, and health education will be provided in context of PSHE/Citizenship/Science/RSE.

#### **American Diploma (16 -19)**

Seven core subjects for two years: English (American Literature), Maths, History (American History), Environmental Science, Current Affairs, Economics, Geography, and ICT. The Foreign Language

requirement can be replaced for students profoundly dyslexic or suffering from certain other learning challenges with an elective. Elective subjects include Music, Art and Drama. Careers is also taught alongside PSHE/RSE/Citizenship.

All students receive different therapies, according to their needs, as part of the curriculum.

CAEA aims to have a broad and balanced 'whole curriculum' for all students, providing quality learning experiences.

The school curriculum does not prescribe teaching and learning styles – it is rightly left to the teaching staff to decide on these, using research and guidance to inform their decisions in consultation with the Head of School.

### **SMSC, British Values, Protected Characteristics and LGBTQ+**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment, and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership
7. Sex
8. Sexual orientation
9. Pregnancy and maternity

The 9 Protected Characteristics are actively promoted in school through our curriculum and whole school ethos across a range of subjects, taking a cross-curricular approach, with teaching specifically in, but not exclusively to PSHE, RSE, RE, Science and History lessons. Throughout our curriculum we teach acceptance of responsibility for students' own behaviour, respect for their own and other cultures, an understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield, an understanding of Equality, Human Rights and Protected Characteristics, an understanding of how citizens can influence decision-making through the democratic process, an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety, an understanding that the freedom to choose and hold other faiths and beliefs is protected in law, an acceptance that other 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, and an understanding of the importance of identifying and combating discrimination.

Our school is committed to actively promoting British values to ensure our pupils leave us fully prepared for life in modern Britain. We take every opportunity to promote the fundamental British values of:

- Democracy
- The rule of law

- Individual liberty
- Mutual respect
- tolerance of those with different faiths and beliefs

Through the promotion of these values, our school aims to ensure pupils:

- Understand the democratic process and how citizens can have a say in decision making.
- Recognise the advantages of living under the rule of law and how law is essential for a safe society.
- Understand that there is a separation of power between the executive and the judiciary and why it exists.
- Understand the reasons for accountability of institutions and why courts maintain independence.
- Know why freedom of religion protects all faiths, as well as those with no faith.
- Accept that people who hold different religious beliefs should be tolerated and not discriminated against.
- Value the importance of identifying and combatting extremism.

We promote British values both within and beyond the classroom and these values are at the heart of our ethos. Here are just some of the ways our school seeks to embed the teaching of British values in our curriculum. We have an elected School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. Children are encouraged to volunteer in school and represent the school in the wider community. This includes things like the Head Students, Librarians, and raising money for local and national charities. Democracy is also promoted through PSHE and History lessons and assemblies. We have high expectations about pupil conduct, and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through our House points system. Implementing our procedures for dealing with any behavioural or bullying issues and the very rare incidents of racial, homophobic, and other forms of discrimination, which demonstrates to pupils that we take these issues very seriously, mirroring the attitudes of British society. Through our school assemblies, RE, History and PSHE children are taught how to earn trust and respect and are supported to develop a strong sense of morality, knowing right from wrong and doing the right thing even when it's difficult. Teaching an understanding of the concept of freedom and choice. Teaching our RE curriculum, which inculcates values of understanding, tolerance, and respect for others, including those of other faiths. Holding discussions across the whole curriculum which allow children to develop respect for the opinions, values, and beliefs of others. We aim to enhance children's understanding of different faiths and beliefs by participating in a range of celebrations throughout the year. Through our school values, all children are taught to respect everyone regardless of their faith and beliefs. Tolerance of different faiths and beliefs is promoted through the syllabus for Religious Education. Children learn about different religions, their beliefs, places of worship and festivals.

At CAEA we ensure that teaching about LGBTQ+ rights, issues and peoples' involvement in society is taught as part of a broad and balanced curriculum (Section 78, Education Act 2002). The Education Act requires schools to promote the spiritual, moral, cultural, mental, and physical development of pupils and prepare them for their adult lives. All children and young people will have LGBTQ+ friends, family and/or peers so teaching about the existence of LGBTQ+ people and the rights available to people by law is essential to a broad and balanced education.

Our PSHE and RSE curriculums specifically address these subjects, but they are also addressed throughout the rest of our curriculum. Below are some examples (not an exhaustive list) of how this is achieved.

English (particularly English literature) gives all pupils the opportunity to develop culturally, emotionally and socially. It provides an invaluable way for pupils to discover things about their own identity and consider the identities of people around them. It also provides LGBTQ+ pupils with a vital opportunity to learn about people who they might share similar experiences with.

Within Maths inclusive language is used and examples that include different families in lessons as well as taking opportunities to mention LGBTQ+ people in the field of maths and related disciplines.

Teaching on relationships and sex in science is inclusive of LGBTQ+ people.

In Art, references to LGBTQ+ artists, making sure their sexual orientation and/or gender identity is discussed as part of their identity.

Drama offers a wealth of opportunities for pupils to explore LGBTQ+ identities and themes in texts, and to develop empathy and understanding around related issues, such as anti-LGBTQ+ bullying and the importance of respecting others and celebrating difference.

Geography provides the opportunity to learn about the relationship between people and their environment. Use human geography to talk about the experiences of different groups of people, including LGBTQ+ people, in Britain and around the world.

History provides the opportunity to develop pupils' knowledge of the role that LGBTQ+ people have had in Britain and the wider world throughout the ages. Looking at LGBTQ+ equality, how this has changed over time, and the diversity and accomplishments of LGBTQ+ people throughout history can provide inspiration and help challenge stereotypes.

Music is created and performed by people in every culture and community, so it makes sense to acknowledge and celebrate its links to LGBTQ+ people.

The PE curriculum offers an important opportunity to break down barriers to participation to make sure all pupils feel able to take part. By discussing LGBTQ+ inclusion in sport and profiling diverse sporting role models, you can encourage all young people to be advocates for sport that includes everyone.

Religious education (RE) gives pupils the chance to develop respect and understanding for people from different backgrounds and cultures. RE lessons provide the chance to explore the diversity of attitudes towards LGBTQ+ people and topics that exist across and within different religions. LGBTQ+ people exist in every faith, and a growing number of LGBTQ+ people and allies are working to create cultures of acceptance and inclusion in their communities. RE lessons provide a great opportunity to explore this.

For how SMSC is addressed with the curriculum at CAEA, please read the Spiritual, Moral, Social and Cultural Policy.

### **Responsibilities**

The **Head of School** exercises their responsibilities to ensure that agreed policies in curriculum organisation and management are in place, using staff expertise to best effect.

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, although all children and young people at CAEA have SEN.

**Senior Management Team (SMT)** ensure that long term planning is in place for all courses and monitor the curriculum through the checking of schemes of work, learning walks and book audits.

Curriculum design and planning are undertaken at a number of levels – whole school, curriculum area, subject department, group and individual teacher.

- Individual Provision Plans
- Termly Schemes of Work – subject and groups
- Policies – whole school

All curriculum documents are made available to staff after being monitored and reviewed by the SMT.

Cross curriculum links are encouraged across the curriculum.

The need for progression, continuity and coherence applies between years and key stages. Attainment targets and programmes of study within the key stages help ensure progression, continuity, and coherence.

Formative and Summative Assessment enables the school to identify and respond to individual needs. Summative assessment is carried out across the school by GL Assessment where the results are compared to all other students of the same age, thus providing a clear explanation of where our students are currently operating, but also providing guidance to inform the teachers planning for each individual student.

**Teachers** set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities 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 students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects. This is supported by our Speech and Language therapist.

#### **Teaching, Learning and Assessment. (See Assessment and Records Policy)**

The curriculum for both teacher and pupil is composed of experiences organised to promote and foster progressive development. A variety and range of teaching approaches should be employed to achieve the objectives.

There are opportunities to teach and learn as a whole class, in small groups and individually, with students taking degrees of responsibility for their own learning.



It is important that teaching consistently develops knowledge, concepts, skills and attitudes. All factors influencing learning should be considered and an appropriate learning environment established.

The organisation of learning includes considering the appropriateness of pupil-centred approaches, differentiated work, experiential learning, problem-solving approaches and cross-curricular, modular or subject specific teaching.

**Monitoring**

This policy will be reviewed annually by the Curriculum Co-ordinator, the Head of School and Governance.

**Linked Policies**

Assessment and Records policy

SEN Information report

Equality opportunities policy

Behaviour Policy

SMSC policy

PSHE/RSE policy