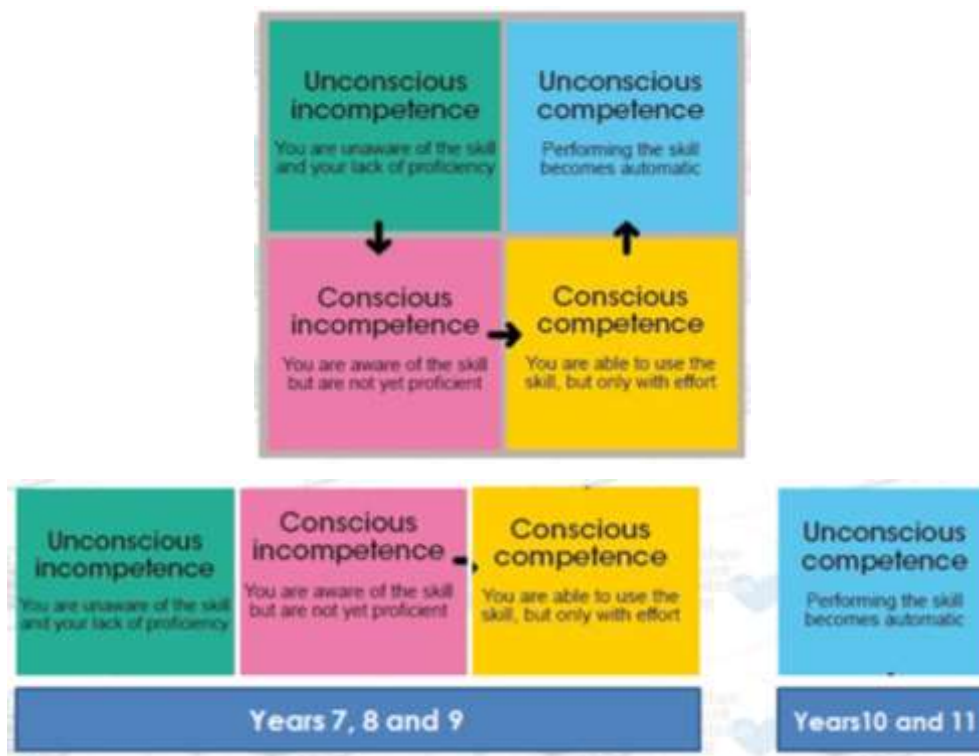


The Curriculum

Our Curriculum at Key Stage 3 has always been broad and balanced and continues to meet all statutory requirements of the National Curriculum; at Key Stages 4 and 5 our curriculum is enhanced with additional specialist subjects. We strive to provide learning that is enjoyable yet challenging so pupils and students learn more and remember more; we want all children who attend our school to achieve their best and see our curriculum as a seven-year plan allowing for personalised pathways and future goals and ambitions to be reached. The structure of the curriculum provides all pupils with opportunities to acquire knowledge, information and understanding; develop skills, competencies, and abilities so they can make positive progress throughout their learning journey.

All subjects have published Curriculum Intent statements, Curriculum Implementation Plans and lesson sequencing linked to assessments. Our curriculum is structured as a spiral curriculum so pupils and students revisit key learning concepts that can be applied to different contexts, scenarios, and problems to be solved. This curriculum structure ensures key skills, knowledge and understanding are embedded through a competency approach based on the philosophy of Maslow and Burch¹. The following illustrates our Curriculum Principles:



Key Stage 3 (Years 7 to 9)

At Key Stage 3, all pupils follow National Curriculum courses in:

- English, Mathematics, Science, Modern Foreign Languages, Computing, Art, History, Geography, Philosophy and Ethics, Music, Technology, Food Studies and Textiles, Personal Development (PSHE) which includes age-appropriate relationships and sex education, Physical Education (PE).
- In Year 7, pupils study either French, German or Spanish and continue with their Year 7 language in Years 8 and 9. Year 7 pupils have an additional lesson in Literacy and Numeracy
- An Options Pathway system that tailors option choices at the end of Year 9 (end of KS3) to allow for effective progression to KS4 was introduced in the 2017 to 2018 academic year. Pupils can choose options from a broad range of subjects to study alongside Core and EBacc subjects.

¹ <https://exceptionalleaderslab.com/its-time-to-give-noel-burch-some-credit/>



Key Stage 4 (Years 10 and 11)

At Key Stage 4, pupils follow a curriculum which includes Core, EBacc and Open subjects to provide and maintain a broad, balanced Key Stage 4 curriculum offer.

Core Subjects

- English Language, English Literature, Mathematics, Science (Combined Award) or Separate Sciences (Biology, Chemistry, Physics), Ethical Values, Physical Education (PE), Personal Development (PSHE).

Additional Subjects (EBacc and Open subjects)

- Art, Business Studies, Computing, Dance, Drama, Engineering, Design & Technology, Geography, Travel & Tourism, History, Health and Social Care, Languages (French, German, Spanish), Media Studies, Music, GCSE Sport Studies, Religious Studies, Technology, Textiles, Food & Nutrition

Key Stage 5 Sixth Form – Denys Salt Sixth Form Centre

We have a large and successful Sixth Form - the Denys Salt Sixth Form Centre, that is open to pupils who feel they can profit from our range of courses as a steppingstone to Higher Education, Advanced Apprenticeships and employment.

- We offer a wide range of A Level and Vocational courses at Level 3. We also offer many enrichment opportunities. At Level 2, based on need, we are also continuing, through partnerships, to widen the choice available for pupils looking for a completely vocational pathway or an alternative to the traditional A Level route.
- A Sixth Form prospectus is issued annually, along with a list of courses offered and their entry requirements.

CEIAG (Career education, information, advice and guidance)

In providing a broad and balanced curriculum, we aim to meet the needs of all pupils but to ensure we provide challenge there are key strands within our curriculum pathways model that provides curricula and extra-curricular opportunities:

- STEM – Science, Technology, Engineering and Maths – we are one of very few schools that deliver GCSE and A Level Engineering alongside Design & Technology. This combination of subjects allows our pupils and students to progress into a range of professions and vocations including medicine, engineering (civil, electrical, software, chemical and so on), architecture, earth sciences and manufacturing
- The Arts – Dance, Drama, Music, Visual Arts, Performing Arts and Media Studies provides for creative thinking, problem-solving and analysis with both GCSE and Vocational offers, our pupils and students progress to further study as dancers, illustrators, musicians, music technologists and performers and progress into a range of careers including Assistant Directors on film and television productions, gallery curators, graphic designers and session musicians

In addition, all pupils have experience of career education, information, advice and guidance through a structured programme that meets the eight Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



Inclusion

The school has a strong ethos of inclusion, which in practice means that every child matters and we have teams in place to ensure individual goals, ambitions and associated needs are met; so, success is achieved in going to a Russell Group University of choice, entering employment, taking on an apprenticeship or achieving a personal best. The breadth and balance of the curriculum ensures our children can go on to study Economics and Management at Oxford University; Earth and Planetary Science at Imperial College London and Veterinary Medicine at Liverpool University. This positive inclusive ethos brings significant benefits to the welfare and strong sense of care which permeates the school.

Amelia Salt Resourced Provision

The school has a thirty-place Resourced Provision – Amelia Salt RP, for children with Moderate to Severe Learning Needs. Most of their personalised and bespoke curriculum is delivered within a specialist setting within the Amelia Salt Centre with a mix of vertical and peer group learning but as much as possible, the pupils' learning experiences are fully integrated into the curriculum and life of the school.

Wherever possible, pupils with SEND are integrated with other pupils. The school's SEND policy, School Offer and Local Offer are available to view on request.

Alternative Provision

Pupils who may have experienced challenges and difficulties in Primary School may benefit from an offer of an extended transition curriculum, by negotiation and agreement with parents/carers and the Local Authority. The aim is to fully integrate pupils through transition to be able to be secondary school ready and succeed as they progress through school. For some pupils a mainstream school-based curriculum experience may not be the most beneficial and to support these pupils we provide courses of study within our Inclusion Hub; dependent upon individual needs this may develop to a hybrid curriculum with a combination of mainstream lessons, bespoke subjects within the Inclusion Hib and some experience with external providers. We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our pupils for opportunities, responsibilities and experiences in the wider world.

Personal Development

Personal Development is a school subject

The Personal Development programme at Titus Salt School aims to provide a coherent programme of personal, health, social, citizenship and careers education through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Our aims for Personal Development also reflect the PSHE Association syllabus which is to equip pupils to live healthy, safe productive, capable, responsible and balanced lives through core themes Respectful Relationships, Staying Healthy, Staying Safe, Careers & Finance and Good Citizens.

Our intent is to provide a Personal Development curriculum that provides opportunities for pupils to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Personal Development aims to help pupils to:

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Give pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain, via relationships, sex and health education.



- Give pupils a thorough understanding of the issues of consent in both sexual and non-sexual contexts, both in their treatment of others and how they allow themselves to be treated by others.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of PSHCE.
- Promote pupils' spiritual, moral, social and cultural development.
- Equip all pupils with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe.
- Provide expert independent, up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training and employment

Religious Education (RE)

- The style and content of RE lessons comply with the requirements of the Education Reform Act. As a non-denominational school, we celebrate the opportunity to come together during weekly assemblies to explore elements of Faith, Belief and Morality. With a focus on Christianity and other community faiths, members of staff and pupils share moments of reflection and consideration around a series of issues and topics. Parents/carers have the right to withdraw their children from assemblies and/or RE lessons and alternative provision will be made for them.

Collective Worship

- Titus Salt School celebrates the opportunity to share common values, mutual beliefs and overarching philosophies through assemblies and themes where members of staff and pupils share moments of reflection and consideration around a series of issues and topics.
- Themes are taken from our agreed Titus Salt School expectations, religious festivals and dates such as Black History month, Anti-Poverty week. Each theme guides the year group assembly and is also delivered by Form Tutors during registration. It is further promoted through appropriate displays around the school.

RSE Update June 2021

RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks
- Assertiveness and managing conflict and difficult emotions Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information and facilitating discussions and exploring issues and values. Lessons will be delivered by teaching staff within school supported by external specialist agencies as appropriate e.g. James and HALE which are both based in Bradford.

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes – Families, Respectful relationships, Online and media, Being safe, Intimate and sexual relationships, including sexual health. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents and carers have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section 7 of the school's policy



Homework

- Regular homework is an extension to our work in the classroom. Independent learning emphasises our aim to develop good study skills; allowing pupils to achieve potential and benefit more from their time in school.

Year Group Organisation/Curriculum

- Titus Salt School is an eight-form entry 11-18 secondary school with a specialism in Mathematics and Computing which has been developed over recent years to encompass all STEM subjects.
- At Key Stage 3, pupils are taught in mixed ability sets in the majority of subject areas, with formal setting only occurring in English, Mathematics and Science. Higher sets contain on average 30-32 pupils, where possible we attempt to keep lower sets smaller in size to give greater support for those with specific learning needs. In Science, Technology and PE, additional groups are created to ensure that we meet health and safety requirements in terms of pupil numbers. At present these groups contain the maximum number of pupils recommended. Due to the nature of the school's intake, additional provision was introduced into the curriculum for all Year 7 pupils to target low level literacy and extend high attainers in English. This provision provides 1:1 reading and involves a significant number of both teaching and support staff and all available learning spaces to meet the needs of 1:1 reading
- At Key Stage 4, pupils are taught in parallel setting arrangements across two bands for English, Mathematics and Science; all other subjects are taught in mixed-ability groups
- At Key Stage 5, pupils are taught in groups with pupils of similar ability