

Curriculum Statement

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Signed by:





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1.0 Core Values and how they link with the Curriculum Statement

think differently

Our curriculum is broad and balanced meeting the requirements of the National Curriculum and the needs of our pupils to allow them to reach their full potential. We take a personalised approach to teaching and learning, matched to the individual needs of pupils, whilst taking account of particular health and medical needs. Employees at James Brindley Academy are expected to **THINK DIFFERENTLY** to ensure these individual needs are being met.

Thrive, British Values, Unicef Rights of the Child, Safeguarding, literacy, numeracy and Skills Builder are placed at the heart of the curriculum and are woven through all subject areas.

| JBA Core Values | How the Curriculum Statement addresses these values |
|--|---|
| THRIVE – We create a positive environment where we thrive and succeed | Our curriculum is adapted to ensure pupils can access learning and flourish in lessons and out. |
| HIGH ASPIRATIONS – We have high aspirations for ourselves and others | Our curriculum is built with challenge and opportunity, providing all pupils with the opportunity to dream big and work towards those dreams. |
| INCLUSION – We are inclusive in all we do and celebrate our differences | Our curriculum celebrates differences, and encourages pupils to think differently about the community we live in. |
| NURTURE – We educate our young people and staff to nurture their emotional health and wellbeing | Our curriculum has emotional health and wellbeing at its heart. Supporting pupils towards independence as they leave JBA. |
| KEEP SAFE – We ensure that keeping safe and the safety of others is paramount | Our curriculum is delivered in a safe environment and support pupils to be safe in the wider world. |

2.0 Our Curriculum Aims

Our curriculum is underpinned by five main principles:



2.1 Building Knowledge

The Curriculum support pupils to develop the knowledge and learning missed. Learning is built on what pupils already know. We **Challenge** pupils to be the best they possibly can be with the aim to create **independent** learners. **Motivating** pupils to achieve the best they possibly can with **engaging** memorable teaching experiences.

2.2 Building Resilience

The Curriculum create **opportunities** for **personal challenge** in a **safe environment**. Delivered through strengthening pupils ability to create **supportive relationships** by offering **supportive relationships**.

2.3 Improving Wellbeing

The Curriculum focusing on **Social and emotional development**, support with medical needs and are pupils to be **healthy**. Offering opportunities for **fun and recreation**. The Wellbeing element of the curriculum offers personal growth, cultural capital, SMSC development and greater understand of self and others.

2.4 Preparing for Next Steps

The Curriculum prepares pupils for the future learning, **supports transition** to their next stage and has a strong focus on **careers education** (to know what is out there and how to get there!).

2.5 Developing Enrichment.

The Curriculum **Widens opportunity** for our pupils giving them experience of our **community and world**. Which helps their understanding of **themselves, other people and cultures**.

3.0 Early Years Foundation Stage (EYFS)

At James Brindley Academy, children within the EYFS may join us within the hospital sectors for a short or long period of time. If registered in Reception or an Early Years establishment we will teach them for the



duration of their hospital stay. We will liaise with the home school and where possible support their curriculum, where this is not possible, we will deliver the James Brindley Academy EYFS curriculum.

Pupils attending Nursery are taught if they have a current statement/EHCP.

At James Brindley Academy, children follow the Statutory Framework for Early Years Foundation Stage.

4.0 Key Stage 1 and 2

The purpose of the Primary Curriculum is to engage all pupils to develop curiosity and inspire a life-long love of learning. They are encouraged to persevere and reflect upon their own learning making links across the curriculum. Their growing knowledge enables them to develop empathy for a diverse society whilst considering and responding positively to their own attitudes and beliefs as well as those held by other people.

4.1 Dovedale

Dovedale pupils receive a core curriculum of Maths, English, Science, Computing and Religious Education, in addition to other National Curriculum subjects of: Art; Design Technology; Geography; History; Modern Foreign Languages; Music and P.E.

Key Stage 2 Pupils at Dovedale have three hours per week dedicated to Enrichment activities ensuring they receive a choice of a range of activities to support their personal development.

4.2 Hospital and Short-Term Provision

Where possible and appropriate, long term pupils in the hospital and in Short Term Provision, follow the topics set by their own school.

5.0 Key Stage 3

Our pupils receive a core curriculum of Maths, English, Science, PSHE, RE and PE.

Relationship and Sex Education (RSE) is taught within the Personal Social Health Economic (PSHE) curriculum, alongside Careers education. Careers education is delivered in line with the Gatsby Benchmarks.

5.2 Dovedale

Access to other National Curriculum subjects of: Art; Computing; Geography; History; Modern Foreign Languages; Catering; Design Technology and Music.

5.3 Northfield

Access to other National Curriculum subjects of: Art; Computing; Geography; History; Catering; Design Technology, Forest School and Music.



5.4 Short Term Provision and Hospitals

Where possible and appropriate, long term pupils in the hospital and in Short Term Provision, follow the topics set by their own school.

6.0 Key Stage 4

Our pupils study Maths, English, Science, PSHE and PE. The curriculum is personalised by pupils choosing to study from two options: Fine Art, Photography, Textiles, Food Technology, Geography, Health and Social Care, History, Creative iMedia, Modern Foreign Languages, 3 Dimensional Design, Music, Sociology, Public Services and RE. Pupils in KS4 have the option of studying vocational subjects off site. These include; Landscaping Gardening, Motor Mechanics and Animal Care at local OFSTED registered provisions. The options offered are dependent on the sector and update from pupils.

Further opportunities for Music are facilitated through regular additional and enhancement opportunities during the academic year.

Relationships and sex education are taught within the Personal Social Health Economic (PSHE) curriculum, alongside Careers education. Our Year 10 pupils have an opportunity to participate in Work Experience. Careers education is delivered in line with the Gatsby Benchmarks.

Elements of Religious Education are delivered through Assemblies, Form time activities and Cross Curricular Learning days of which there are 4 throughout the academic year.

6.1 Dovedale

Access core IT lessons.

6.2 Parkway

Access additional English and Maths lessons.

6.3 Short Term Provision and Hospitals

Where possible and appropriate, long term pupils in the hospital and in Short Term Provision, follow the topics set by their own school.

7.0 Key Stage 5

Key Stage 5 pupils are taught within the Hospital sector and follow courses facilitated by James Brindley Academy and their home school. All KS5 pupils are offered GCSE resit in Maths and English.

8.0 Personal Development

Personal Development is woven into every part of our curriculum and is the foundations of many of our curriculum aims. Through lessons, form time activities, assemblies, observing local and national events,



Wellbeing Wednesday activities and drop-down days pupils we hope to develop pupils Character and provide them with the Cultural Capital to be successful.

The curriculum will be further enhanced by our approved partners. We have committed to working with the Birmingham Open Rep and Open Theatre Company who will work with our pupils once a week on a suitable project that is bespoke to the different sectors of James Brindley Academy.

8.1 Wellbeing Wednesday

Opportunities for pupils are provided by staff and approved external providers to help enhance different elements of pupils life and can fall under the following strands:

- ❖ Resilience – Independent travel training
- ❖ Independent Learning strand – languages, online courses
- ❖ Vocational Strand – Animal Care, Health & Beauty, Motor Vehicle
- ❖ Careers Strand – Work Experience, Taster Days, university outreach programme
- ❖ Health & Well-being Strand – Fitness, life skills, Duke of Edinburgh
- ❖ Creative Arts Strand – Drama, Arts, music

8.2 Thrive

Thrive is a targeted and measured approach to the development of emotional and social wellbeing in young people. It is based on neuroscience and attachment research. It teaches adults how to be, and what to do, with children's differing and sometimes challenging behaviour, so that they can be supported to become more self-assured and ready to engage with life and learning.

Thrive provides a systematic approach to the early identification of emotional developmental need so that differentiated provision to address those needs can be put in place quickly by those close to the child.

8.3 Character

Character education can be defined as, "all the explicit and implicit educational activities that help young people to develop positive personal character strengths or virtues." Examples of positive personal character strengths, or virtues, include honesty, resilience, courage, perseverance and compassion. The aim of character education is to equip children and young people to lead flourishing lives, by supporting them to develop these traits.

8.4 Cultural Capital

Developing our pupils' knowledge about a wide range of culture. This is given by providing them with an array of experiences and access to skills and knowledge development. Cultural capital is realised throughout the curriculum, but the greater exposure pupils have the more likely they are able to make connections and links between information and knowledge.