

## BELLE VUE GIRLS' SCHOOL

### Policy Statement     **CURRICULUM**

**Mission Statement**             Educating the Women of Tomorrow

#### **Purpose**

Belle Vue Girls' School aims to help students develop the skills and attitudes that will enable them to make maximum use of their personal potential and future life chances.

#### **Principles**

- Our students are best served by following a broad and balanced curriculum. No student should be prevented from studying a particular subject by reason of their race, gender, disability or ability.
- Our curriculum is planned and delivered taking into account the personalising learning agenda and specialist language designation requiring all students to study at least one language.
- Learning is best achieved in a supportive environment, which recognises and values individual achievement and teamwork. Staff and students are encouraged to consider examination entries related to readiness as well as age.
- Additional opportunities are offered with the provision of courses beyond the school day to meet student need e.g. second language, PE.
- As a specialist language college, we will enrich the learning of our students by fostering an international dimension within both our curriculum and extra curricular provision.
- Students' families have a central role in their education. We keep families informed of students' progress and achievements and encourage them to talk to teachers and students about their daughter's progress and wellbeing at school.
- Education is life-long. We aim to build on prior achievement and develop the skills which enable students to benefit from life-long learning.
- Education is not wholly encompassed by the curriculum. We offer a wide range of additional opportunities and experiences so that students appreciate the relevance of education within the wider context of our multi-cultural society.
- There is a statutory obligation to meet the requirements of the National Curriculum.
- Some areas within the curriculum are offered outside the school on a confederation and partnership basis with local schools in order to achieve a broader offering and quality education for students.

A key feature of the curriculum is to allow for the development of the following skills and competencies and are linked to the Schools Teaching and learning Policy.

- To enable students to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- To develop the Key Skills of language, literacy, numeracy and ICT.
- To develop co-operative and interpersonal skills.
- To acquire the study skills necessary to realise their learning potential.
- To become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- To acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- To appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment.
- To appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.

The curriculum at Key Stages 3 and 4 meets the present statutory requirements.

#### Key Stage 3:

all pupils follow a broad common curriculum that covers the six Areas of Study: English, Mathematics, Science and Technology, Citizenship, Creative and Expressive Arts and Languages.

#### Key Stage 4:

all pupils take subjects from each of the statutory Areas of Study and are given flexibility in selecting further GCSE and vocational options. The curriculum offered across Key Stages 3 and 4 also includes Personal, Social and Health Education, Citizenship, Careers and Employability, Drama and ICT.

#### Sixth Form:

Pupils are given as much choice as possible in selecting subject options at AS continuing to Advanced level and vocational diplomas. Sixth Formers have the opportunity to extend their studies through a variety of enrichment courses, links with compact scheme, millennium volunteers and local universities.

A broad range of extra curricular activities and educational visits extends and enriches the taught curriculum.

The curriculum is reviewed and developed on a regular basis taking into account issues both nationally and locally, and discussions with heads of faculty, subject coordinators, students, parents and the Governors Curriculum sub committee.