

**Alderbrook School  
Governing Body  
Curriculum Statement  
September 2017**

At Alderbrook School, teaching develops students' knowledge, skills and understanding and takes place within a broad and balanced curriculum. This is accompanied by an effective social, moral, spiritual and cultural ethos, which helps to develop and prepare students for life in modern Britain.

**The curriculum at Alderbrook School:**

- a) Actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is underpinned by the school's ethos and values: honour, respect and responsibility.
- b) Promotes tolerance of, and respect for, people of other faiths, cultures and lifestyles through the development of social, moral, spiritual and cultural aspects of learning. This has been carefully mapped through all aspects of the curriculum, and is represented in the breadth of extra-curricular and community spirited events.
- c) Includes a balanced approach to students' Religious Education, reflected through the values and ethos of the school.
- d) Includes a variety of assemblies and form time activities, which help to promote students' social, moral, spiritual and cultural development, and their personal development. These provide clear guidance on personal safety, understanding world events and developing a positive approach to learning.
- e) Values the development of character by actively developing 'Skills for Success' both in lessons and through the extra-curricular programme. This is a developing area of the school which aims to embed employability characteristics and learning habits.

**Our students learn across three key stages – 3, 4 and 5.**

**Key Stage 3: Years 7 and 8.**

Students will follow a broad and balanced curriculum of 25 hours of learning time, including the study of:

Mathematics, English, Science, Computing, Modern Foreign Languages, History, Geography, Religious Education, Physical Education, Art, Music, Drama, Dance, Technology.

Learning in Key Stage 3 is based on the assessment objectives for GCSE subjects, so that key skills are developed from Year 7 through to Year 11. This is reflected in the design of the Threshold Assessment Criteria used to assess progress in Years 7 and 8.

In Year 7, students have one Aspire lesson a fortnight where they will have explicit opportunities to consider their personal learning habits and characteristics – and develop a greater sense of their 'growth mind-set' and overall capacity to make progress through hard work. Students in Year 7 are introduced to a 'Life Ready Passport' during the Autumn term, where they are encouraged to monitor and evidence their personal achievements.

#### **Key Stage 4: Years 9, 10 and 11.**

Students make their GCSE choices in Year 8, ready to start their courses in Year 9. They are encouraged to make choices based on their personal strengths guided to the academic rigour of an EBacc curriculum. The options offer for Year 9s enables students to study Mathematics, English, Science, Religious Education, Physical Education, and then four further options, which enables students to continue to study a broad and balanced curriculum, which we consider important in an ever-changing world.

In Year 9, students have a supplementary PSHCE lesson one hour a fortnight, as part of the Life Ready Programme, to consider in more detail, aspects of Relationships, Health and Well Being, and Living in the Wider World relevant to this particular year group. This is following an in depth student voice in Year 8 and our Healthy Schools Audit, which provides a more accurate context for learning in these key areas. All subject links are listed on the website.

#### **Key Stage 5 – Years 12 and 13.**

For further information about the Sixth Form Curriculum, please refer to the Sixth Form area of the website.

### **Character Education at Alderbrook School**

Alderbrook School has always strived to achieve high standards of Personal, Social, Health and Career/Citizenship Education in all aspects of school life. We believe that the PSHCE curriculum should be an integral part of school life. However, there are particular opportunities in the Curriculum to raise awareness of and develop these characteristics in our young people. Alderbrook School was a pioneering school in the development of Life Ready Solihull. We worked in collaboration with other local schools to design a 'Life Ready' programme which embraces all aspects of character development.

<https://www.solihullforsuccess.com/life-ready-home>

Alderbrook's personal interpretation of 'Life Ready' is embodied in a framework for the overall development of learning habits, skills and personal qualities. A strategically designed programme of four Life Ready Days across the year highlights some key aspects of both PSHCE and SMSC development. The assembly programme and Life Ready Day programme are mapped to ensure all students have appropriate, timely support with key themes associated with Living in the Wider World, Relationships and Health and Well Being. The programme is flexible, embracing the characteristics of a year group and changes in the world around us. Student voice and our pastoral knowledge of each year group supports the development of the experiences we provide. A high quality data base of partners and visitors support this aspect of learning, making our links with real world issues and the world of employment relevant, engaging and providing expert support and training for our teaching staff.

#### **Our framework for 'character education' combines employability and learning skills.**

**To be resilient:** - committed, ambitious, have grit, to persevere, to learn from mistakes.

**To be reflective:** - to have sensitivity to the opinions of others and to be able to create a reasoned argument, to seek and respond to feedback.

**To be resourceful:** - to be able to use imagination and creativity to find solutions and create responses, to develop curiosity and overcome barriers in their learning. To take part in a range of artistic, cultural and sporting opportunities.

**To be responsible:** - to apply an understanding of right and wrong in their school life and life outside, school. To have humility, good manners, punctuality and a sense of self-management. To accept the sanctions associated with negative behaviour and receive guidance to become more responsible for the choices they make. To be safe in what can be an unpredictable world, including recognising and avoiding exploitation, stranger danger, being safe and appropriate on-line and within a relationship.

**To be reciprocal:**- to take part in a range of activities requiring social skills, to develop an awareness of and respect towards diversity in relation to, for example, gender, sexual orientation race, religion, belief and disability. To have social confidence and be aware of your 'personal brand' in a professional context.

Teachers assess students on their overall behaviour and 'approach to learning' – which embraces aspects of these characteristics that are most prevalent in learning, celebrating not only learning attributes, but also positive 'characteristics', such as respect for others in the classroom.

#### **What our parents and carers say:**

"Excellent education and has given my child the confidence that he can progress in anything".

"Your school and staff have been brilliant and have transformed my child from the start."

"Your reporting is fantastic and clear. You explain the marks and put them in a clear context.'

'It is exceptional!'

"The school has helped my child reach their potential. Thank you."

#### **What our students say:**

"I feel confident in lessons to talk and share my opinions"

"I have really developed as a person ...I have grown to like school work more and people are nice to me at Alderbrook"

"I enjoy all my lessons and I try to do my personal best so I can get good results in Year 11"

"My teachers push me by giving me challenges and target questions"

"The school tells you to respect everyone, because everyone is equal"