



## Curriculum Policy

### Introduction

The school curriculum consists of all the planned activities organised by the school in order to promote learning and facilitate personal growth and development.

Christian education is about teaching children truth about God and His world. The content of a Christian curriculum in many subject areas will not be vastly different from that seen as the standard curriculum taught in most schools today. It is the *context* within which that content is placed which makes the difference. Christian education derives its context and basis from truth and values taught by God through the Bible. The greatest truth and value is seen as love. So learning and relationship have to go hand in hand.

### Aims

- To give children a passion and joy in learning about the world, their place in it and their relationships with God and others.
- To ensure that the process of planning is informed by and reflects the school's vision and mission statements.
- To inform the content, methods and priorities of what is taught.
- To ensure that the curriculum reflects the biblical worldview in its construction.
- To ensure the educational provision of the school is suitable for the needs of all the children in the school, and seeks to give every child equal opportunity of access to the curriculum.
- To ensure that there is appropriate coverage of all subject areas.
- To ensure that the curriculum is broad and balanced in content and teaching style.
- To ensure that there is a progression in learning in every area of the curriculum.
- To ensure that there is balance within and between subjects and aspects of the curriculum.
- To ensure that there is continuity between year groups and key stages.

### Values

Christ, in who are hidden all the treasures of wisdom and knowledge (Colossians 2vs.3)

- **Joy** – the curriculum will seek to foster in pupils a joy of learning, a motivation for active discipleship as they consider their role in society and a wholehearted love of God and neighbour rather than simply a desire for personal fulfilment or advancement.
- **Truth** – the curriculum will seek to uphold the concept of absolute truth, promoting what is true and real.
- **Knowledge as a whole** – the curriculum will be orderly and systematic, coherent and integral, reflecting God as the fount of all knowledge and the concept of knowledge as a whole, rather than discrete, disconnected parts.
- **Discernment** – the curriculum will seek to discern the thinking of our times, encouraging skills of discernment and critical analysis of the world and human experiences, with a view to preparing pupils for life, and to playing their part in shaping society.
- **Excellence** – the curriculum will promote striving for excellence motivated by love for a perfect God. It will seek to create an environment in which talents and abilities can be identified and nurtured to their full potential.

- **Creativity and imagination** – the curriculum will seek to foster creativity, imagination, exploration and discovery.

### **Organisation and Planning**

The earth is the Lord's and everything in it (Psalm 24vs1)

Immanuel Christian School is committed to promoting an understanding of the natural world and society from a biblical perspective and giving pupils that added dimension of the realisation of God in all of life. This will mean that talk of spiritual things will not be restricted to Religious Education lessons and Assemblies. Rather, we will seek to view everything, in every area of the curriculum from a biblical worldview.

The curriculum will be informed but not dictated by the National Curriculum and current research in child development. It will be grounded in concrete experience and will be age-appropriate and relevant to pupils' various life experiences and interests. It will explore extensively the natural world, emphasizing its diversity, wholeness and inter-relatedness, promoting principles of stewardship and affirming biblical authority about origins.

Pupils will study a wide variety of people, places and times within the context of God's eternal plan and purposes for mankind. Opportunities will be made for enhancing pupil's appreciation of the biblical worldview and their understanding of the worldviews and religious beliefs of others.

### **Meeting the needs of all pupils (special needs, including able, gifted and talented)**

At Immanuel Christian School we believe each child is unique, each with God given strengths and aptitudes. In addition some pupils will have particular educational needs and will require extra support in certain aspects of learning.

We believe our curriculum needs to be flexible and imaginative such as to be able to identify and nurture areas of particular ability so that all pupils find some area of learning in which they can excel. We will encourage pupils to see areas of personal giftedness not only in terms of academic excellence, but just as vitally in manifesting the fruits of the Spirit – love, joy, patience, goodness, kindness, gentleness, peace and self-control.

In order that all pupils can access the curriculum fully, ensuring an appropriate level of adult support is key, which will vary with the needs within each class.

The curriculum will be taught using a wide range of appropriate methods, resources and experiences, including open-ended, practical and pupil-led tasks, in order to maximize the learning experiences of pupils with diverse learning needs.

### **Approach and the Role of the Teacher**

Teachers will seek to teach a biblical worldview through every context, promoting an understanding in the light of the 'Big Picture' of the Bible as encapsulated in the creation, fall, redemption and fulfilment model.

Medium term planning will involve asking questions like:

- What do we want the children to learn about God?
- What do we want the children to learn about God's purposes in creation?
- What do we want the children to learn about themselves?
- What do we want the children to learn about what's gone wrong and why?
- What do we want the children to learn about God's kingdom?
- Which significant people and events (biblical and others in history) do we want the children to learn about?
- What do we want children to learn for such times as these?

- How do we want the children to respond both to the aspects of the biblical worldview presented in the topic and to the culture's values in these areas?

The school will work on the basis of a biblical view of the child – a precious gift entrusted to parents, a unique individual created in the image of God with many facets to their developing personhood. In perceiving the children as a whole person, the curriculum will seek to promote the spiritual, moral, cultural, emotional, social, creative, aesthetic, mental and physical development of all pupils in the school.

The teacher's role will be as 'shepherd', with authority and knowledge of the world, society and of each child, guiding to places of truth, of awe-inspiring discovery and into paths of righteousness.

As the school develops there will be subject leaders to coordinate specific areas of learning. They will have a variety of roles and tasks within their remit as a way of developing practice across the school and raising standards.

These include:

- Attending courses and developing school practice as a result.
- Developing the whole school curriculum for their subject.
- Leading school based INSET on their subject.
- Working with school based colleagues on a formal and informal basis.
- Contributing to the schools' process of self-evaluation through accurate evaluation of their own subject area.
- Developing Action Plans for subject development.
- Monitoring standards of planning.
- Monitoring teaching on an informal and formal basis.
- Monitoring standards of achievement and account for them.
- Work with Governors.

### **The Early Years Foundation Stage**

The curriculum for Reception will follow the requirements of EYFS within the context of a biblical worldview.

### **Key Stages 1 & 2**

Our aim in all curriculum areas is that children develop a love of learning and become life-long learners. In the early years emphasis will be placed on language skills (reading, writing, speaking, listening and handwriting) and mathematics, which are the main tools for the study of all other subject areas.

Each term will be planned for the whole school around one of the following topics which are taught as part of a 3 year cycle.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
Year A	Beginnings	Nations and People	Water
Year B	The Earth in Space	Local Studies & WWII	Living Things
Year C	Communications	Mountains	World Cities

Pupils will cover each topic twice during their time in the school, once in Years 1-3 and again in Years 4-6. On the second cycle the topic will be taught in greater depth as appropriate to the age of the pupils. We will aim to integrate all subjects, where appropriate, within the topics. This will help the school community to work together on a shared project at age appropriate levels.

- Art, D&T, History, Geography, ICT, Music, Science, PHSE and RE will be taught within the topic framework
- English and Mathematics will be taught as separate subjects but linked with the topic as appropriate

- Bible will be taught to all pupils at an appropriate level
- Relationships Education will be taught in accordance with the school SRE policy. Pupils' questions will be answered with reference to biblical teaching
- PE will be taught within the school grounds, at Westerleigh village playing fields and swimming at Yate Leisure Centre

### Key Stage 3

The purpose of the KS3 curriculum is to develop the fundamental skills of numeracy and communication (including literacy and ITC skills).

KS3 – Years 7 - 9	
Subject	Weekly Lessons
English	4
Maths	4
Science	3
Physical Education	2
Textiles/DT/Food Tech	1
Modern Foreign Language	3
PSHE (incl SRE)	1
Bible	1
Art	1
Music/ RE/Citizenship	1
Humanities	3
Computer Science	1

Within the above, four hours per week (Maths, English, Science and Humanities) are independent learning sessions. Yr.8 & 9 pupils will also receive careers advice in a block unit.

### Key Stage 4

Pupils will follow a set of core courses all leading to a potential qualification. This core will be supported by a range of optional courses. Pupils will start GCSE courses in the summer term of Year 9.

The school day will consist of five 60 minute lessons. The following tables break down the weekly subject areas of study. Pupils wishing to take a further GCSE option will be expected to stay in school for two extra hours per week.

#### Core (Compulsory) Subjects

SUBJECT	GRADING	BOARD	CODE	TIERING	NEA
Mathematics	9-1	Edexcel	1MA1	Y	N
Biology	9-1	Edexcel	4BI1	Y	N
Chemistry	9-1	Edexcel	4CH1	Y	N
Physics	9-1	Edexcel	4PH1	Y	N
English Lang.	9-1	Edexcel	4EA1	N	N
English Lit.	9-1	Edexcel	4ET1	N	N
Spanish	9-1	AQA	8698	Y	N
RS	O'Level	CIE	2048	N	N

In Year 10 and Year 11 pupils must study **Bible, English, Mathematics, Science, PHSE (incl SRE) and PE**

**Bible** – The bible underpins our whole curriculum. Many topics and issues arising from the GCSE syllabi will give opportunity to discuss how they relate to the Biblical Worldview. All teachers seek to help pupils critically evaluate and question the subject matter and underlying themes.

**English** – Initially, all pupils will study both English Language and English Literature. Most pupils will take examinations in both subjects; however, it may be advised that some pupils are best suited to taking just one in order to ensure a Grade 5 or above.

**Science** – All pupils are required to choose two sciences. If a pupil wishes to take a science at A Level most Sixth forms and colleges would require them to have achieved at least Grade 6 or 7 in this examination. There are no NEAs, but practical skills developed during the course are assessed in the final examinations. Some pupils, who have an appropriate level of scientific ability, will wish to take the three separate sciences – Biology, Chemistry and Physics. This will mean that they would only choose **TWO** option subjects.

**Mathematics** – Pupils will have already started building on the requirements of the GCSE course. Some able mathematicians, those for whom A Level Mathematics is a possibility, may also be offered the opportunity to enter for Further Maths or Pure Maths. This will be discussed on a pupil-by-pupil basis.

**PHSE & SRE**– All pupils will have weekly assemblies and an hour of timetabled PHSE following a curriculum that aims to prepare pupils for life after leaving school.

In addition, all pupils will follow a **Games/Physical Education** programme.

## The Curriculum

For those taking two Sciences	For those taking three sciences
Bible/RE	Bible/RE
Mathematics	Mathematics
English Language	English Language
English Literature	English Literature
Science	Biology
Science	Chemistry
Spanish	Spanish
Option 1	Physics
Option 2	Option 1
PSHE (incl SRE)	PSHE (incl SRE)
Games	Games

### Optional Subjects

In addition to the Core subjects, most pupils will undertake **TWO** optional subjects from the following list: **Art, Textiles, Citizenship, Computer Science, Geography, History, Music**

Pupils may decide they want to take a further option, in which case they will be expected to do this after regular school hours.

Pupils may also self-study the following subjects, using the Oxford Open Learning tutor system:

**Classical Civilisation, Business Studies, Food Technology.** This will involve a high level of independent or parent-supported learning as we do not have specialist teachers in these subjects. Online tutors may be available.

The following guidelines/observations will be made to pupils regarding their choices:

- They are encouraged to study at least one language other than English.
- A balance of choices from the Arts, Technologies and Humanities, may be beneficial, as may be consideration of a balance of more/fewer practical options.
- There will inevitably be some limitations imposed by the timetable. Pupils and parents will be involved in the decision-making process and every effort is made to match choices with aptitude.

Some subjects may incur costs in respect of resources for controlled assessments, necessary curriculum trips or fieldwork, e.g. Design & Technology, Geography, Art.

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