

# Curriculum Policy

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## **Aims**

Nazene Danielle School of Performing Arts aims to offer a broad and balanced curriculum to all students, ensuring equal access to learning to all and appropriate levels of challenge and support. Our curriculum also aims to:

Support and enhance our core values

Promote a positive attitude towards learning

Enable all students to develop relevant knowledge, understand concepts and acquire skills needed for life, further study or careers

Enable all students to go on to appropriate further study by providing access to the necessary qualifications

Provide a full range of subject choices to all students, including the arts, technology subjects, and modern languages

Provide in-depth, challenging learning that  
Support students' spiritual, moral, social and cultural development  
Support and encourage healthy lifestyles  
Provide students with the knowledge and skills required to keep themselves safe at school and in the wider world

## **Legislation and guidance**

This policy reflects the requirements a designed Curriculum, which all maintained schools in England must reflect requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## **Roles and responsibilities**

### **The Proprietor**

The proprietor will monitor the effectiveness of this policy and also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for students to cover the National Curriculum and other statutory requirements

Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)

All courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and A levels, are approved by the Secretary of State

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply students from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Students are provided with independent, impartial careers guidance, and that this is appropriately resourced

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the proprietor

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The proprietor is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The proprietor is advised on whole-school targets in order to make informed decisions

Proper provision is in place for students with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The school's Leadership Group, and in particular the senior leadership with responsibility for curriculum, is responsible for ensuring that all departments have appropriate subject schemes of learning in place, reflecting the aims of the school and indicate how the needs of individual students will be met

Staff are responsible for ensuring that schemes of learning provide appropriate levels of challenge, allow for progression from one year group to the next, and prepare students appropriately for examinations as required. They must set out the knowledge and skills that students will gain at each stage.

## **Curriculum Organisation**

The curriculum is subject based, with all students studying the full range of subjects in each year group.

Our curriculum is delivered on a two-year cycle, alternating between Cycle A and Cycle B. This approach is applied across all school levels—Prep School (Years 4 & 5), Lower School (Years 6 & 7), Middle School (Years 8 & 9), and Upper School (Years 10 & 11)—to ensure that pupils experience the full breadth and depth of the national curriculum. By rotating the curriculum content each year, we provide a comprehensive and balanced education, ensuring that all students have the opportunity to engage with and master the essential knowledge and skills required for their academic and personal development.

### **Key Stage 2 Prep School (Year 4&5)**

At Key Stage 2 students study the following subjects: English Language, English Literature, Mathematics, Science, Art, French, Geography, History, PSHE, RSE, Dance, Drama, Physical Education, IT

### **Key Stage 3 Lower school (Year 6&7) and Middle School (Year 8&9)**

At Key Stage 3 students study the following subjects: English Language, English Literature, Mathematics, Science, Art, French, Geography, History, PSHE, RSE Dance, Drama, Physical Education, IT

### **Key Stage 4 (Upper School (Year 10 &11))**

At Key Stage 4 In academics, It is compulsory for students to study the following subjects: English Language, English Literature, Mathematics, Science, BTEC Performing Arts Level 2

The following subjects are optional: Art, French, History

Students will continue to study Dance, Drama, Physical Education.

The following subjects will also be continued in the school days but for personal development, not as GCSE's PSHE, RSE, IT

#### **Careers Guidance**

Careers education, information, advice and guidance is provided

Additional, independent advice is provided by careers advisors.

The school is committed to meeting the Gatsby benchmarks for careers education.

#### **British Values**

The school teaches the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

These values are embedded in the curriculum across a range of subjects, and reflected in our own values of kindness, tolerance, respect and aiming for excellence.

#### **Preparing for Life in British Society**

NDSOPA aims to support pupils to become well rounded citizens, and prepare them for life in British society. Fundamental British Values and Social; Moral; Spiritual and Cultural topics are discussed through collective reflection. Each class group will discuss and agree their own class contract throughout their learning which will be displayed within the classroom.

#### **Safeguarding**

The school teaches students through the curriculum, as part PHSEE/RSE, and through special events, how to keep themselves safe within school and in the wider world.

## PSHE

### AIMS

Our aims are to encourage pupils to have due regard to moral considerations, family life and responsibilities; to encourage respect (for self and others), self-esteem, self-awareness and self-control; to enable children to develop sensitivity and awareness of rights, duties and responsibilities and to acquire the skills and sensitivity necessary for making moral decisions.

NDSOPA fully adheres to the 2010 Equality Act, especially in relation to the support of Protected Characteristics. All schemes of work and activities ensure that the following protected characteristics are supported:

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

Age

Disability

Gender reassignment

Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation.

To further support pupil and student understanding, a new student leadership programme has been launched which encourages students to lead sub committees incorporating the above characteristics, to ensure all pupils, students and staff feel safe and can thrive at NDSOPA.

As a parent, you have a right to request to withdraw your child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent. Should a child be withdrawn, the school will ensure purposeful education takes place at this time.

There is no right to withdraw from Relationships Education at primary or secondary as the Government believes the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

NDSOPA ensures that the religious background of all pupils is taken into account when planning teaching, so that the topics included are appropriately handled and to comply with all protected characteristics. We regularly review content and delivery, and welcome parent feedback in this area.

NDSOPA works hard to ensure that SEND pupils and students are able to access all information, and welcome parent feedback in this area.

PHYSICAL HEALTH, RELATIONSHIPS AND SEXUAL HEALTH (incorporating RSE)

Pupils should know:

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships;

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online);

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship;

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing;

The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women;

That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others;

That they have a choice to delay sex or to enjoy intimacy without sex;

The facts about the full range of contraceptive choices, efficacy and options available;

The facts around pregnancy including miscarriage;

That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);

How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing;

About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment;

How the use of alcohol and drugs can lead to risky sexual behaviour;

How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## Marriage

Consent, including the age of consent;  
violence against women and girls;

Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.);

Pornography;

Abortion;

Sexuality;

Gender identity;

Substance misuse;

Violence and exploitation by gangs;

Extremism/radicalisation; Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations);

Hate crime;

Female genital mutilation (FGM);

Healthy eating and how to maintain a balanced diet;

The triggers of eating disorders and how/ where to seek support;

Positive effects of exercise;

The rules of different team sports;

The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.;

The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health;

About the science relating to blood, organ and stem cell donation;

How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer;

The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions;

The law relating to the supply and possession of illegal substances;

The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood;

The physical and psychological consequences of addiction, including alcohol dependency;

Awareness of the dangers of drugs which are prescribed but still present serious health risks;

The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so;

About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics;

About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist;

(Late secondary) the benefits of regular self-examination and screening;

The facts and science relating to immunisation and vaccination;

The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn;

Basic first aid treatment for common injuries;

life-saving skills, including how to administer CPR.15;

The purpose of defibrillators and when one might be needed;

Key facts about puberty, the changing adolescent body and menstrual wellbeing;



The main changes which take place in males and females, and the implications for emotional and physical health

## EMOTIONAL HEALTH AND TECHNOLOGICAL AWARENESS (incorporating RSE)

(Emotional Health) Pupils should know:

Awareness of different types of committed, stable relationships;

How different relationships might contribute to human happiness and their importance for bringing up children;

What marriage is, including the legal status (i.e. marriage carries legal rights and protections not available to couples who are cohabiting or who have married in an unregistered religious ceremony);

Why marriage must be freely entered into;

The characteristics of successful parenting;

How to determine whether friends, family members or reliable sources of information;

How to seek help and advice, including reporting concerns about others;

The characteristics of healthy relationships, including online relationships;

The concepts of trust, respect, honesty, kindness, generosity, boundaries, privacy, consent, the management of conflict, reconciliation, ending relationships;

practical steps they can take in a range of different contexts to improve or support respectful relationships;

How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice);

That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs;

Knowledge about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help;

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control;

What constitutes sexual harassment and sexual violence and why these are always unacceptable;

The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal;

How to talk about their emotions accurately and sensitively, using appropriate vocabulary

That happiness is linked to being connected to others;

How to recognise the early signs of mental wellbeing concerns;

Common types of mental ill health (e.g. anxiety and depression);

How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health;

The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Physical health and fitness Pupils should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.
- about the science relating to blood, organ and stem cell donation.

(Online and media) Pupils should know:

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;

About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;

Not to provide material to others that they would not want shared further and not to share personal material which is sent to them;

What to do and where to get support to report material or manage issues online.;

The impact of viewing harmful content;

That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;

That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail;

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and Eating disorders and extreme weight loss are a specialised area and schools should use qualified support or advice as needed. Schools may consider accessing support from the NHS or local specialist services who may be able to provide advice and CPD for teachers;

How information is targeted at them and how to be a discerning consumer of information online;

How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

## CULTURAL DIVERSITY AND IDENTITY

Pupils should know:

How to develop their own sense of belonging and self-esteem;

recognise the value of diversity within and between identities, groups and communities;

understand the multiple and shared identities, beliefs, cultures, traditions and histories of the people of the UK, and recognise that these have shaped and continue to shape life here;

understand the importance of human rights and the consequences of intolerance and discrimination, and know how to challenge these;

understand the need for everyone living in a democracy to participate in decision-making;

understand the factors that influence and change places, communities and wider society, such as migration, economic inequality and conflicts;

recognise the UK's changing relationship and interconnections with the rest of the world;

critically reflect on the shared and diverse values in society;

Appreciate and tolerate religious differences, and for those with no faith;  
The development gender equality;  
The development of sexual equality, including LGBTQ rights;  
The development of the civil rights movement;  
The customs, traditions, and cultures of groups of people around the world.

## FINANCIAL HEALTH AND CAREERS

(Financial Health) Pupils should know:

Budgeting;  
debt;  
credit;  
credit cards;  
loans;  
mortgages;  
rent;  
gambling;  
National Insurance;  
agents' fees;  
tax;  
self-assessment;  
self-employment;  
credit score;  
retirement;  
pensions;  
council tax;  
how the economy works;  
sound financial planning;  
being aware of cyber theft;  
online payments;

currencies and conversion rates

investments and bonds;

consumer price index;

savings;

ISAs;

cost of living index;

unemployment and benefits;

interest rates;

insurance;

bankruptcy;

the stock market;

recessions.

(Impartial careers advice) Pupils should know:

the role of colleges of universities;

UCAS;

the functions of an undergraduate degree and a post graduate degree;

student debt and student financial planning;

the world of work;

exploring different careers;

CVs and letters of application;

interview technique;

email etiquette;

life skills;

National Careers Service;

Agents and careers in the entertainment industry.

## DEMOCRACY, CITIZENSHIP, AND BRITISH VALUES

Pupils should know:

What democracy means;

how voting and elections work in the UK;

exploration of political systems in different countries;

differences between PR and FPP voting;

the differences between the main political parties;

the role of devolved governments;

how the UK political system is similar and different to the US political system;

the history and the role of the EU;

Brexit;

what it means to be a responsible citizen;

the 5 fundamental British Values and how we can actively promote them;

how to hold a successful debate;

  

how the British legal system works;

the difference between a magistrate and a crown court;

the roles of individuals in the legal system;

differences between civil and criminal law;

reasons why people may be sent to prison;

the law regarding up skirting;

how the British justice system differs to other justice systems;

British rules and laws;

rights and responsibilities;

parliamentary democracy;

the role of the Queen (Head of State);

the differences between the House of Commons and the House of Lords;

how a law is enacted.

## COMMUNITY COHESION

Pupils should know:

What a community is;

Why communities are important; how and why communities differ;

Our role in our local community; the role of charities and other volunteer organisations;

What role we have/ can play in the local community;

How the local community differs/ and is similar to the national community;

How to spot signs of elderly loneliness;

how to support vulnerable people in the local community;

what anti-social behaviour is;

why is it important to be a positive member of the community;

what vandalism is and how to prevent it;

how to stay safe when out in the local community;

what projects the school could be part of to support the community.

## RSE

The aims of relationships and sex education (RSE) at NDSOPA are to ensure pupils learn about:

different types of relationships, including friendships, family relationships, intimate relationships, dealing with strangers

how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;

how relationships may affect health and well-being, including mental health;

healthy relationships and safety on-line; and

factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships.

### Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able students

Students with low prior attainment

Students from disadvantaged backgrounds

Students with SEN

Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

## Curriculum Documentation

The following documentation is published each year:

The curriculum policy

Curriculum schemes for each year group with specific subject-by-subject information for parents on what is taught and when

The assessment frameworks for Key Stage 3 & Key Stage 4 which detail how each subject assesses progress against their curriculum aims

A progression map for each subject which shows how students' prior knowledge and skills is built on across the year groups



## Assessment and Reporting

Students are formally assessed 3 times a year. The assessments are recorded on our school drive and this system is available for all teaching staff to use to further a students' progress. Assessments are compiled to provide a report after each assessment. End of year exams and assessments are compiled and evaluated in the end of year report. Teachers are expected to regularly carry out AfL to ensure that all students progress sufficiently.

## Monitoring arrangements

The proprietor monitors coverage of Curriculum subjects and compliance with other statutory requirements through:

Meetings of the Curriculum and Standards Committee

'Fact finding' visits in which they meet with staff and students, and observe the school in action

Link visits to departments or covering specific areas of the School Development Plan

Heads of Department monitor the way their subject is taught throughout the school by:

Learning walks

Lesson observations

Book monitoring

Student voice exercises

Link meetings with Leadership Group

Raising Standards Meetings

<b>Date of authorisation:</b>	January 2021
<b>Reviewed by:</b>	Nazene Langfield
<b>Last amended:</b>	August 2024
<b>Date of next review:</b>	August 2025