



**SAPIENCE**  
GIRLS ACADEMY

# **CURRICULUM POLICY**

**2022/23**

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## CURRICULUM POLICY

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# 1. Introduction

As an independent school, at Sapience Girls Academy, we intend to have some flexibility with our curriculum, the subjects, learning methods, levels of study and qualifications that pupils pursue. We will use the National Curriculum as a foundation to provide pupils with a rich and multi-faceted education. We have a broadly academic curriculum, emphasising the importance of intellectual study and focusing on traditional learning. We believe that this is the best way to equip our pupils for university, further training and success in whatever career they eventually choose. We are determined that our pupils will compete on equal terms with pupils coming from the most privileged backgrounds, in an ever-competitive global community. We have provided a curriculum that allows pupils to study a range of subjects giving them the best possible chance to succeed.

The four elements of our curriculum are as follows-

<b>Core</b>	English, Mathematics and Science
<b>Broad</b>	Humanities, Modern Foreign Language (MFL), I.T./Business, PE and RE
<b>In-depth</b>	Intervention / Homework Club
<b>Enrichment</b>	PSHCE, TED-Ed club, The Daily Mile initiative, UNESCO associated Schools project activities, Sports, Gardening, Kick Boxing, Archery, cooking classes, Drama, Enterprise Projects, Debating, Mental Health awareness, Careers, Community work and touch type.

Our guiding ‘three C’ principles for transition between phases are:

- **Continuity**: all pupils will have met and become familiar with staff members that are due to teach them in the following stage. This is to ensure that pupils will feel more comfortable and at ease in their new Key Stage setting.
- **Clarity**: at the end of each Key Stage, each pupil will know exactly which subjects they will study and what their options are.
- **Confidence**: we want the pupils to have confidence in their own ability to progress, and to have trust in staff members who will enable them to grow as individuals.

## 2. Sapience Girls Academy Curriculum Rationale

The curriculum has been designed around the following principles:

### **Expectations**

To enable all students to achieve their true potential and to pass all their GCSEs including English and Mathematics, which will enable them to follow the career path of their choice. Some students will achieve higher grades, which will enable them to go onto further education, potentially leading them to university.

### **Depth before breadth**

An emphasis on achievement in the core subjects with significant time allocated for the study of English, Mathematics and Science.

### **More time for learning**

Based on the assumption that more time for learning increases a student's chance of being successful and allows for rigorous academic focus as well as enrichment opportunities. A longer school day is accommodated within the overall curriculum model allowing for targeted catch up where needed as well as wider enrichment and physical activities.

## 3. Ethos and Values

Our aim is to provide an education underpinned by Islamic faith. We aim to facilitate positive change in individuals and encourage them to achieve their full potential. We aim to foster outstanding personal development skills, including confidence, resilience, exceptional behaviour, respect, and the love for learning.

Our school's vision is to provide a well-rounded education of the highest standard within a safe, respectful, and supportive environment. We have high expectations for all our students and aim to produce students excelling in confidence, self-esteem, brilliant conduct, positivity, and resilience. Our objective is to ensure our students uphold the Islamic values, have their internal flame of intrigue and knowledge continually remain, and that they make positive contributions to the school and to the community, and go on to become responsible and inspiring young women.

In order to achieve our vision and ethos, we aim to produce young adults who are:

- Confident and active ambassadors of education and faith.
- To be upstanding members of society who enrich life for themselves and the communities they will serve.
- Exemplary in character and manners, and proud of their identity as British Muslims.
- Future leaders of communities, and the educators of future generations.
- Able to demonstrate Islam in Britain as a welcome part of the diverse and multi-cultural society that we live in, and to communicate British values through the practice of our faith.

## 4. Sapience Girls Academy Curriculum - Secondary

### Our curriculum content for Key Stage 3

At Sapience Girls Academy the National Curriculum will be the foundation for the delivery of our curriculum for key stage 3. All pupils in the secondary school will follow a broad and balanced curriculum which builds on prior knowledge from key stage 1 and 2. In addition we will support pupils' spiritual, moral, cultural, mental and physical development to successfully prepare them for the opportunities, responsibilities and experiences of later life. At Sapience Girls Academy we will ensure that the transition and progression between key stages are smooth, and we aim to prepare pupils for the demands of key stage 4 by placing great emphasis on the skills and knowledge needed to succeed at an early stage. We aim to provide an exciting curriculum designed not only to develop the knowledge and understanding of pupils in a range of subjects but also to enable them to develop the skills required to become independent learners throughout the rest of their time in school and beyond. The curriculum will be organised in a way that enables pupils to see links across a range of different subject areas and further develop key competencies and skills.

### Our curriculum content for Key Stage 4

**English:** We aim to provide a strong English curriculum allowing pupils to develop crucial skills in reading, writing, speaking and listening, and also provide further additional support to those who might have EAL. This will enable all pupils to access other subjects and be successful in other areas of school life. It will also improve employment and career prospects. Pupils will also learn to express themselves creatively and imaginatively, and to communicate with others confidently to participate effectively in society. Our focus on English is in compliance with our commitment to academic excellence. At key stage 4, it will be compulsory for all pupils to take both English Language and Literature. We will be aiming to prepare our pupils for English Language and Literature with AQA (codes 8700 and 8702 respectively).

**Mathematics:** We aim to provide a challenging yet enjoyable maths curriculum at Sapience Girls Academy and hope to inspire pupils to develop a passion for this subject. We aim to highlight the importance of mastering many mathematical skills and making such areas of the subject relevant to pupils by showing how they are used and can be implemented in everyday life situations. At key stage 4, pupils will be given the opportunity to develop the ability to acquire and use problem-solving strategies, as well as to select and apply mathematical techniques and methods. We are aiming to enter our pupils for either the Foundation Tier or Higher Tier of the Maths International GCSE by Edexcel, dependent upon ability (code 4MA1/F or 4MA1/H respectively).

**Science:** We aim to engage and motivate learners of all abilities by providing an exciting course containing practical elements in order to support understanding of theoretical aspects. Pupils will have the opportunity to study a wide range of topics such as health and

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fitness, the negative effects of smoking and alcohol on the body and issues related to the environment.

At key stage 4, most pupils will undertake either the Foundation Tier or Higher Tier of the AQA Combined Science (Trilogy) GCSE that will cover the three sciences (Biology, Chemistry and Physics) but count for only 2 GCSEs upon completion (code 8464/F or 8464/H respectively).

**History:** We aim to deliver a history curriculum which develops the curiosity and imagination of pupils, inspiring them with the events and lives of people from the past. At key stage 4, we will opt for a GCSE course that includes relevant local history community projects.

Our pupils will become strong in chronological understanding, become aware of culture and religious diversity and consider the significance of events, people and developments in History. Pupils will be taught basic historical concepts such as historical interpretations and become equipped at using a range of historical sources. Our History Department will provide a rich array of historical sources for the pupils to work with at each key stage so that they are able to form their own lines of historical enquiry.

At Sapience Girls Academy we have a **strong focus on British history**, and we intend to educate pupils on a range of local British history topics. Our pupils will undertake projects related to local British history under the guidance. We also have an exciting strategy which introduces Genealogy concepts as a means to develop research skills. This will be achieved through oral history projects, building family trees using specialised ICT software such as MyFamilyTree and other tools.

We intend to make our pupils sit for the Edexcel GCSE History, because of the British history and World history components which match our ambitions of developing a strong focus on British history and of becoming a UNESCO Associated school. There is also a very interesting Local history project component to the GCSE, which we believe will enthuse our pupils for scientific historical research.

**Modern Foreign Languages (MFL):** We will hope to encourage pupils to develop an appreciation of different cultures, communities, and people through the learning of a variety of languages. By making comparisons between languages, pupils will gain insight into their own culture and society. At key stage 3 and 4, pupils will study the language of Urdu and intend to sit for GCSE examination.

**Religious Education (RE):** We intend to show to pupils the relevance of this subject matter in their current life and surroundings. We aim to use resources to help our children develop their character, appreciate and explore their own faith and investigate other faith systems. We intend to deliver the teachings compatible with Edexcel International GCSE Religious Studies (Code 4RS1) where there are eight religions to choose from when answering questions, with a marking scheme that is encouraging the pupils to demonstrate knowledge and understanding of people of other faiths or of no faith, on a variety of topics including euthanasia, abortion, living in a multi-ethnic society, childlessness, equal rights topics, etc.

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Pupils will also receive a more in-depth study of 'Islam' covering core beliefs, practices and morals and manners so as to ensure that all of our children can be conscientious and productive future members of British society.

**Physical Education (PE):** A high-quality PE curriculum enables all pupils to enjoy and succeed in many types of physical activity. As a result, they develop the confidence to take part in different physical activities and learn the value of a healthy, active lifestyle. PE helps pupils develop personally and socially. Pupils will work as individuals and in teams, developing concepts of fairness and social responsibility. Through the range of experiences that PE offers, pupils will learn how to handle competitive and challenging situations. We will make healthy living a key priority in the delivery of our holistic curriculum in line with our Rays of Success programme.

We aim to educate pupils and their families about the link between healthy eating and academic attainment. We will implement realistic and measurable targets for pupils to achieve in partnership with families.

We will make healthy living a key priority in the delivery of our holistic curriculum. We aim to educate pupils and their families **about the link between healthy eating and academic attainment**. We will implement realistic and measurable targets for pupils to achieve in partnership with families. The prevalence of obesity will be monitored through programmes similar to the Children Health Monitoring Programme (CHAMP in Manchester <https://champ.mft.nhs.uk> ) in consultation with parents.

**ICT and Business:** Sapience Girls Academy recognises the increasing importance of these two areas within the changes times with are currently living in.

As well as developing both work and life skills through a myriad of opportunities presented to them, our students will begin to progress to create their own business plan whereby they will complete a presentation, further allowing them to develop their communication skills. Alongside this, they will participate in enterprise, allowing them to express creativity and teamwork as well as developing numeracy skills. Moreover, our students will further develop both their written analytical and judgement skills to be reflective learners.

Business Enterprise is the past, the present and the future. Business Studies and Enterprise, prepares the students for the competitive world of employment. By introducing them to the concepts of business and enterprise, as well as logistics and ICT coding and software programming skills, our students will be better positioned for dealing with career opportunities or further studies as well as the new National Curriculum requirements.

At key stage 4, pupils will undertake Business Studies and we are aiming to enter our pupils for the Edexcel GCSE examination. The studies will push our students to consider the wider world around them, and think about the impact developments have on each other. This will aid in any career path, and can allow quick progression within businesses. Pupils with a qualification in Business can expect managerial positions, and will have a better idea of how self-employment works. Many pupils also go on to study Business Studies at Key Stage 5 and University.



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We aim to create the very best Business studies students. The aim of the Business studies curriculum is to equip students with the appropriate knowledge and skills needed to develop their employability and identify business problems and opportunities. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance in Business studies lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind. As a knowledge-based curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

**Art:** Gives us a rich picture of the world, from which we are then able to make moral and cultural judgements. This supports us in becoming articulate, confident and opinionated with everything we see in an artistic and visual world. The Arts are important to build a passionate and reflective student, in order to have a brave approach when developing skills with media and their techniques, using the physical act of art as a tool for looking, experiencing and learning.

Understanding and applying the formal elements of art across all disciplines: line, shape, form, tone, texture, pattern, colour and composition are vital in underpinning creative work. A commitment to nurture; resilient, ambitious and curious people who will embed creativity in their own futures, careers and everyday life.

By the end of Key Stage 3 pupils will be able to show a range of skills using various media, demonstrating technical skills including drawing painting, printing and mixed media. They will be able to understand the colour wheel and the formal elements within Art demonstrating an understanding of line, shape, tone, etc. They will be able to talk about and describe the work of historical and contemporary artists. Pupils will be able to make informed choice about the media, techniques and processes of their own work, showing an independent and reflective journey. To leave Key Stage 3 with a deeper understanding of the relationship between Art and Culture. As pupils move through the course, they will become familiar with a range of artists and genres important and relevant in today's society.

By the end of Key Stage 4 pupils will demonstrate a deeper understanding of the work of others and their own artworks. Pupils will be able to independently plan, prepare, present and evaluate a greater range of media and techniques. They will be able to understand a brief as a creative process, presenting work in a public setting. Currently, the students will not be sitting for a GCSE examination.

**Geography:** The curriculum has been designed based on a thematic approach, where knowledge is acquired, developed over time, and applied via understanding through independent practice. All units include examples of real-life places to secure the concepts, issues and content being delivered throughout. There are also detailed case study

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experiences at the end of units which allow pupils to apply their knowledge and understanding with place meaning, giving them a place specific view of geography. In-depth place studies conclude a series of units, allowing pupils to apply their geographical knowledge, understanding, and skills to continents or regions of the world including Africa, The Middle East, and Russia. Throughout the units there are opportunities for pupils to make geographical decisions, assess and evaluate different geographical issues and to think like geographers.

The curriculum follows the National Curriculum guidance in terms of scope. A balance has been struck between human and physical geography. Lessons within a unit follow the broad format of 1) exposure to new concepts and ideas 2) consolidation of the concepts and ideas 3) exploring geographical issues related to the theme 4) application of the concepts and ideas (to place).

Geography is a diverse subject that covers a range of issues, concepts, and processes. This curriculum is ambitious because it is knowledge-rich and it is designed to ensure that all pupils, regardless of background or ability, will succeed in geography. The curriculum promotes deep thinking and allows pupils to apply their knowledge and understanding and to think critically like geographers. From this base, pupils will be able to challenge and engage with future/alternative geographies beyond the curriculum. This ensures that pupils acquire new knowledge beyond their everyday experiences, allowing them to make sense of the issues, processes and interrelationships that take place at a local, regional, national, and global scale.

Within the curriculum a range of examples will ensure that pupils have opportunities to pin their knowledge and understanding to a diverse range of places on a global level. As well as this, a much more thorough and meaningful engagement with places comes with the inclusion of the main case studies. Here, pupils get to explore specific places in far greater detail which provides opportunities to develop a deeper understanding and identify synoptic links within the subject.

The inclusion of real-world examples allows our students to make sense of contemporary geographical issues and develop their own opinions which are based on a balanced understanding of different stakeholders. This encourages pupils to think like geographers and continue with this thinking beyond the curriculum.

Currently, the students will not be sitting for a GCSE examination, hence they will not be taking part in formal geography lessons from year 9 to year 11. However, students in Key Stage 4 will take part in frequent Geography 'Theme Days' as part of the enrichment programme, to ensure they are able to further develop a deeper understanding of human and physical geography.

**Personal, Social, Health and Economic Education (PSHE):** Key emphasis will be placed on pupils achieving a sense of personal wellbeing at SGA Lights. As pupils learn to recognise and develop their skills and attitudes, they will build confidence and self-esteem making the most of their abilities. As they explore similarities and differences between

people and discuss social and moral dilemmas, they will learn to deal with challenges more effectively. This will be done consistently across key stages.

As part of our commitment to healthy living, we will establish partnerships with organisations dealing with young people affected by substance abuse and invite them to deliver presentations and workshops highlighting the harms of drug and alcohol abuse. Additionally, we will use the services of Barnado's Calderdale Positive Identities to provide the best prevention service to our pupils. We also intend to make use of the Wellbeing guides for Schools to inform our PSHE programme with locally relevant help (available here <https://calderdalecamhs.org.uk/school-wellbeing-guides/> )

**Living Islam:** As a faith school we will also be providing our students with the Islamic curriculum. Our Islamic Curriculum which is called 'Living Islam', has been designed with great deliberation and consideration of the needs of our learners. Whilst providing the basic fundamental teachings of Islam to students. Living Islam will provide a unique but active approach to explore the role of Islam in the lives of our students as British citizens. We aim for our curriculum to strengthen and develop the spiritual and cultural understanding of our students by exploring their identity as British Muslims, to develop outstanding citizens. Who are proud of their Islamic faith, British values, and culture, and are able to integrate within society as active members, to prevent social segregation and promote community cohesion.

## 5. Equality Impact Statement

We will do all we can to ensure that this policy does not unlawfully discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity. We will use an appropriate Equality Impact Assessment to monitor the impact of all our policies and the policy may be amended as a result of this assessment.