



# Curriculum Policy

Bright Centres

Policy Date: January 2020

To be reviewed: December 2020

## 1. Context

The curriculum of Bright Centres recognises that all knowledge is sacred and worthy of pursuit and that learning is a lifelong.

Bright Centres curriculum is designed to foster thought, curiosity and a desire for learning in all students, regardless of their backgrounds, strengths and needs. The curriculum should be a gateway to opportunity and a knowledge-based vibrant community in the UK and beyond.

The curriculum of BC will serve the aims of the Centre and its community. This is defined through the Centre mission statement:

As well as serving the broad aims of the mission statement, the centre curriculum aims to:

Shape students into good citizens, with a sense of responsibility for their actions;

- To encourage social participation within their community;
- To promote the welfare of young leaders;
- To give students a practical and more successful understanding of the social rights and responsibilities in society;
- To empower students with the necessary skills and abilities to play a full and inclusive role within society.

## 2. Communication, Mathematical and Scientific Skills

Communication skills at BC will be enhanced by **English Language** and **Literature** courses up to GCSE. All subjects will support learners to have excellent writing, reading, speaking and listening skills.

Numerical and mathematical skills are a critical aspect of the curriculum. This will be provided through **Mathematics** up to and beyond GCSE level. Higher ability students will also study **Additional Math's** to prepare them for A Level studies. Mathematical skills will also have a focus on the application of Mathematics in everyday life and functional skills as part of revisions to the new curriculum. **Numeracy** will also be developed across the curriculum as a core skill that enhances employability and supports attainment.

**Science** will be taught up to GCSE level, including **Biology, Physics and Chemistry**. At GCSE level, all three sciences will be taught separately as well as through the Core Science and Additional Science courses. There will be an emphasis placed on greater depth of knowledge and understanding in Science, the History of Scientific thought and how everyday science is applied. Aspects of the **sex and relationship education** will be offered through the **Science**

### 3. Technological and Creative Education

Learners will experience a “Digital Life” through the teaching of **ICT** and the new **Computer Science** curriculum. This will include developing a sound knowledge of: Technical aspects of ICT and computing, core applications and how to use them effectively, safety, security and the law, business aspects of ICT, digital literacy and personal use of ICT.

At KS3 & KS4, **Art** and **Design and Technology** has been introduced to accommodate the aesthetic and creative part of the curriculum. This will include project work and have links to the STEM.

### 4. Physical Development

The physical well-being of pupils will be encouraged through the provision of **Physical Education** for all students. Pupils will also develop an understanding of issues such as drugs, exercise and good nutrition.

- Participation in ‘National Maths Challenge’ and other online competitions
- Contribution of mathematical puzzles and conundrums for the centre magazine
- Contribution of e-safety and e-advice section for the centre magazine

In **Scientific subjects**, enrichment can include:

- Celebration of National Science and Engineering Week
- Science Clubs
- Identifying external facilitators such as for ‘Forensic Science Day’
- Faculty-trips to Science museums, power stations etc.

In **Aesthetic areas**, enrichment can include:

- Celebration of the centre annual ‘Art Days’
- Visiting Museums and galleries
- Identifying external facilitators to lead learning on different cultures
- An ‘Art and Design Tech Club’ to prepare material for display across the centre buildings
- An ‘BC Got Talent’ Day where learners rehearse and exhibit artistic performances on a chosen theme.

In the **Humanities** curricula, enrichment can include:

- Celebration of ‘World Environment Day’, Fair Trade Day’, ‘Citizenship Day’ and other related events
- ‘Humanities Club’ ‘Green Club’ or related clubs
- Development of inter-faith forums
- Faculty Trips to war museums, orienteering locations and other venues related to Humanities subjects
- Linking students to other young people in poverty, marking the ‘Global Week of Action Against Poverty’
- Developing a student ‘Debating Society’ or ‘Student Parliament’

In the **Sports** curriculum, enrichment can include:

- Celebration of ‘World Health Day’ etc.
- ‘Sports Club’ for learners i.e Judo, Football etc
- termly ‘Sports Days’

## **5. Careers Guidance and Work-Related Learning**

**Careers guidance** will be provided in two areas: Students will receive advice and guidance on career progression at regular intervals throughout. The centre will provide the provision of careers guidance and development of work-related skills in the PSHE curriculum.

The second strand of BC careers guidance comes from the provision of community service opportunities for students at Key stage 4.

## **6. Enrichment through the Curriculum**

The Centre has a firm commitment that learning in each curriculum area should not just be about delivering a scheme of work or programme of study to achieve outstanding examination results, but should also be about students enjoying learning and developing creativity within that subject.

## **7. Each curriculum area will be expected to develop enrichment activities for learners and to signpost these activities.**

Enrichment within curriculum areas should be aimed at:

- Increasing enjoyment within that curriculum area
- Providing challenge and developing independent learning in higher achiever's students in the curriculum area
- Developing the profile of the curriculum area or particular skills and themes within that area

Each curriculum area will develop their enrichment activity in the coming academic year.

Enrichment will include:

- Development of clubs linked to one or more curriculum areas
- Development of faculty-based trips and outdoor learning opportunities
- Identifying external facilitators to engage learners at BAP
- Celebrating a particular 'National Day' or 'World Week' related to an issue of relevance to the curriculum area

Some ideas for enrichment include:

In **English and communications**, enrichment can include:

- Poetry, Drama or Book Clubs
- Publication of the centre newsletter on a termly basis
- Celebration of 'World Book Day' or 'Poetry Week' etc
- Faculty trips to venues related to study in English and the languages e.g. a world war museum when learning about war poetry

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