



SARUM ACADEMY

“WORKING *HARD*, ACHIEVING *MORE*”

‘A life in all its fullness’

The Curriculum

11-19 Study Programme(s)

including careers education, information and guidance

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The Curriculum: A statement of intent

'A curriculum should be a feast of learning'

Prof Mick Waters'

'.....not the filling of a pail, but the lighting of a fire'

WB Yeates

The curriculum for each school or college is rooted in the core values of MLP and founded on the principle of knowledge acquisition underpinning the application of skill. Both are explicitly developed, resulting in a curriculum in each institution with breadth, depth and balance.

The curriculum will:

- Secure achievement in the world's major branches of learning
- Ensure learning takes place in meaningful contexts
- Secure key competencies for learning and life

The purpose of the curriculum is to

- Meet the needs of every young person in an MLP school, firing curiosity and making learning real, exciting and inspirational
- Reflect both national requirements and international expectations but be rooted in its own locality and context
- Raise aspirations and widen horizons,
- Enable every young person to leave an MLP school or college with the confidence and ability to make a positive impact on the world around them.

Each school or college in Magna Learning Partnership states its specific curriculum **intent**, which reflects the MLP principles and sets out the knowledge and understanding to be gained at each stage of a curriculum programme. The structures and narrative for the curriculum are clear through **implementation** and the curriculum **impact** is assessed through an evaluation of the knowledge and understanding students have gained against expectations.

The curriculum for each school will be fluid and flexible, responsive to student need and informed by the assessment of progress in mastery of knowledge and skill acquisition, as well as the local context. The curriculum will reflect the need for intellectual, artistic, spiritual; emotional, social and physical nourishment, focussing on cognitive demand and developing the whole person.

1. Equality Statement - Inclusion

At Sarum Academy, we are committed to ensuring equality of opportunity for all students, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At Sarum Academy, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

Equality and the curriculum

We provide all our students with the opportunity to succeed and to reach the highest level of personal achievement. We do this by:

- Providing breadth and balance in the curriculum.
- Responding to the context of the school and the child and those most vulnerable.
- Ensuring equality of access for all students and preparing them for life in a diverse society.
- Using materials that reflect the diversity of the school, population and local community without stereotyping.
- Promoting attitudes and values that challenge any discriminatory behaviour or prejudice.
- Providing opportunities for students to appreciate their own culture and celebrate the diversity of other cultures.
- Utilising teaching approaches appropriate for the whole school population which are inclusive, engaging and stimulating.

For more information see our Curriculum Pledge on Page 6

2. Curriculum Statement

"As teachers and leaders we are; experts of, champions of, and guardians of the curriculum"

Intent – 'Life in all its fullness'

The curriculum at Sarum Academy will enable students to **acquire knowledge and skills** and **apply what they have learnt**. It will be ambitious in its breadth and depth in countering **social disadvantage** and embrace the **awe and wonder of the world**. Our curriculum will develop a student's **sense of self**, a **sense of others** and a **sense of place**.

Implementation – Teaching and Learning Policy Statement

The **core knowledge** (or 'stuff') in the curriculum will be delivered through **overarching concepts**.

- THE UNIVERSE
- STEWARDSHIP
- CITIZENSHIP
- JOY

Knowledge will be delivered sequentially, routed in the practice of **thinking deeply about 'stuff'**. Approaches to pedagogy will endeavour to **make 'things' matter** through our passionate delivery, relevance, contextualisation, questioning, provocation, challenge and experimentation. Students will demonstrate what they have learnt through independent application and **'seek meaning'** in what they have learnt or do not fully understand.



Impact – 'Well rounded Individuals'

By the time they leave Sarum Academy our students will be able to **communicate effectively**; students will be able to **solve mathematical and scientific problems**. We expect them to be able to **express themselves imaginatively**. Students will **be reflective, adaptive and positive** in their mind-set. They will **make informed choices** that effect positively on their own wellbeing. We expect our students to **understand what is right and what is wrong**, and to **appreciate other cultures and traditions**. Our students will **make a difference to their community and society**.

Curriculum Pledge:

- Our curriculum will exceed the standards within the national curriculum.
- Our curriculum will be delivered by subjects specialists.
- Our curriculum will be inclusive and support children to do more than they thought possible.
- Our curriculum will be rich in knowledge and skills, secured through application, developing understanding.
- Our curriculum will be progressive so that it logically builds
- Our curriculum will be relevant and contextual.
- Our curriculum will be rooted in truth and challenge inequality and injustice.
- Our curriculum will allow children to seek meaning.
- Our curriculum will develop a sense of awe and wonder.
- Our curriculum will develop children's talents.
- Our curriculum will allow children to discover new interests.
- Our curriculum will open children's minds.
- Our curriculum will build resilience.
- Our curriculum will empower children to make informed decisions.

3. Language of the Sarum Academy Curriculum

Definitions

What we mean by 'curriculum'

The curriculum is the knowledge¹ and skills that students are expected to learn as they progress through our school. The curriculum includes every learning experience a student has throughout their time at the Academy. This is provided through lessons as well as through our wider curriculum which includes: a programme of collective worship, extended learning days, visits and journeys, sports, competitions, visiting speakers, careers programme, leadership opportunities and tutor time.

What we mean by 'learning'

Learning is the alteration in the long-term memory. If a student has committed subject content to their long-term memory and this can then be used both in the subject and in other areas of life then this has been learned.

What we mean by 'knowledge'

Knowledge is the sum of everything a student knows. It is the facts and information acquired from the curriculum and life-experience. This is embedded in the long term memory as a network of accessible memories.

- Knowledge makes learning easier; it allows links and associations to be made and deepens knowledge further
- Knowledge allows us to bring concepts together
- Knowledge learned across the curriculum facilitates understanding
- Knowledge is highly transferable between contexts
- Knowledge allows comprehension/understanding
- Knowledge is generative, the more knowledge you have the more you will learn because new learning 'hooks' onto old learning
- Knowledge empowers students
- Knowledge frees up 'working memory'

What we mean by 'subject knowledge'

Subject knowledge is the subject content or information gained from a specific subject, such as maths, which is committed to long-term memory. *For example a student might learn how to calculate the perimeter of a square. This would contribute to a student's overall knowledge which could be used to calculate how much it would cost to carpet a room in a house.*

¹ Set out in, but not exclusive to, the National Curriculum and examination syllabuses

What we mean by 'skill'

Skill is the ability to do something well which is acquired through direct experiences and practice. *For example communication skills and problem-solving skills.*

What we mean by 'understanding'

Understanding is the combination of knowledge and skills. Understanding deepens as structures of knowledge in the long-term memory become increasingly complex.

What we mean by 'wider curriculum'

Our wider curriculum contributes significantly to a student's knowledge. It includes learning experiences which take place outside of traditional one hour subject specific lessons. This could be learning new vocabulary from a news bulletin in tutor time, taking part in a performance during an extended learning day or gaining knowledge from a visiting speaker.

What we mean by 'progress'

Progress means *knowing more, remembering more and applying more*. It is the increase in layering of knowledge acquired.

What we mean by 'key concept'

Key concepts are the important ideas and principles of a subject. *For example energy in science, proportion in art and healthy living in food technology.* They often underpin other areas of subject learning.

What we mean by 'overarching concepts'

A concept is an area of study which can then be particularly stressed across the curriculum in many subject areas. The four concepts that we advance cross-curricular our set out in our Curriculum Statement on Page 5.

What we mean by 'components'

The components are the building blocks of prior knowledge needed in order to achieve a desired outcome- *for example to 'paint effectively with colour' would involve several components e.g. learning to use colour.*

What we mean by 'assessment'

The way in which we evaluate the knowledge and understanding students have at any time. This can be a written or verbal task and feedback is provided for students next steps in learning.

What we mean by 'deficits in knowledge'

A deficit in knowledge is where there is a gap in knowledge and understanding. Research shows this is often linked to the extent a child is exposed to a rich variety of words.

Our curriculum is designed to overcome any deficits in knowledge students may have. This is through a planned focus on vocabulary both within subject areas and within the wider curriculum..

4. A balance of skills and knowledge – getting the balance right

We believe that academic progress means **knowing more, remembering more, applying more**. We believe this is best achieved through the acquisition of knowledge and the development of the skills necessary to apply what has been learnt in achieving a desired outcome. This could be answering a question at GCSE, solving a problem or creating a musical composition.

KNOWLEDGE + SKILLS = UNDERSTANDING

Knowledge

At Sarum Academy the National Curriculum Programmes of Study 2014 detail the subject content (or subject knowledge) that is taught at Key Stage 3. The examination specifications detail what needs be covered at Key Stage 4 and 5 although this should never remain exclusive to.

Skills

Critical thinking	In all lessons students will be given opportunities to analyse information and make judgements.
Problem solving	Students will be given opportunities to solve problems to help embed understanding.
Creativity	Building on problem solving students will be taught through Art, Music and Technology how to be creative, inventive and come up with new ideas.
Languages learning	All students in Key Stage 3 will have the opportunity to study a language.
Computer skills	See ICT across the curriculum on Pg. 13
Communication	In all subjects communication skills will be developed. These will include traditional face to face interactions, being a good listener, an understanding of verbal and non-verbal communication, addressing and engaging with people in social media. Teachers will engage in a high level of spoken English in the classroom and expect students to respond in full sentences.
Mathematical thinking	In Mathematics, and where appropriate and necessary across the curriculum, students fluency with numbers will be developed. They will be taught to reason mathematically and solve problems.
Reading fluency	Reading regularly will be a feature of all lessons and 'The Big Read'. Students will be expected to have a reading book on them at all times. In all lessons students will be afforded the opportunity to read texts that challenge them. The 'Big Read' allows all students the opportunity to

	read (along with the teacher) a number of set texts covering a breadth of topics. Texts will be chosen on their merit.
Vocabulary	We will ensure we use a wide range of vocabulary in lessons and expect students to answer in full sentences.
Presentation skills	In all subjects students will be given opportunities to present their ideas either as prepared presentations or impromptu exposition.
Interpersonal skills	Through PSHCE, Student Leadership and the wider Pastoral Programme students will be taught how to relate and interact with others, how to work in a team, how to negotiate, how to influence others and how to solve conflicts.
Goal setting	Students will set themselves personal goals and targets and reflect on their progress in meeting their goals. Students will be encouraged to be ambitious, mediocrity will be challenged. Students will be taught to be relentless in achieving their aim. This will be done through PSHCE, the tutor programme and the wider pastoral system.
Resilience	Students will be set challenging tasks that test their resolve and resilience. They will rehearse long periods of sustained concentration. For example through sustained writing in English.
Positive mind-set	Through our THRIVE programme and the wider work of the pastoral programme students will be taught how to take value from a situation, to seize the moment, acquire the necessary knowledge to keep going and how to react when something negative happens.
Adaptability	Students will be encouraged not to specialise too early. They will be taught to embrace a diverse range of interests and skills. Students will be taught to be change agents, effecting change not simply moving with the times.
Study strategies	In all lessons students will be taught skills needed for revision and exam technique.
Active citizenship and collaboration	In PSHCE students will be taught how to be active citizens. They will be taught about the law, democracy and British Values and how to express their views effectively. Citizenship is one of our overarching concepts taught cross curricular.
Financial skills	In PSHCE, Maths and through Extended Learning students will be taught basic finance and money management. In Maths they will be taught financial methods for example: interest, percentages, exchange rates.
Living Healthy	In Food Technology, PE and Science students will be taught about Healthy Living and lifestyle choices.

5. The Wider Curriculum – Learning beyond the classroom

Tutor Programme

Intent

Our tutor programme aim is to contribute to student knowledge through a variety of learning opportunities. Being a tutor is a significant responsibility as they are with their tutees twice a day, every day and build positive relationships.

Implementation

The tutor programme includes a chance for reflection as well as an opportunity to engage in wider reading through a number of set texts.

Collective Worship

See Collective Worship Policy

Extended Learning Days

Intent

Our aim for these days is to provide memorable experiences which contribute to a student's overall knowledge through visiting local and national cultural sites, work place environments, further education establishments and to encourage the development of cross-curricular activities.

Implementation

Extended Learning Days provide students with an opportunity to extend their learning in a different setting or in blocks of greater than one hour. There are four extended learning days across the academic year.

Educational visits

Intent

Visits and journeys will either provide students with opportunities to try an activity that they would probably not experience otherwise or have an opportunity to visit somewhere such as Salisbury Cathedral which has historical and local significance. Many visits will enhance subject knowledge for example History students visiting the site of the GCSE Case Study.

Implementation

Visits and journeys take place mainly on Extended Learning Days but there is also an annual international visit (subject to interest) to a place such as Prague, Berlin or Paris. Younger students have the opportunity to experience a residential visit in the UK which is great for team building and developing social skills. Students can also complete their Duke of Edinburgh qualification which provides a wide variety of additional skills. All Year 8s will take part in the Big Camp.

The Enrichment Programme

Intent

Enrichment gives students the opportunity to take part in activities they are interested in and may not have opportunity to otherwise take part in. Students will gain knowledge and develop a range of skills by taking part including communication and interpersonal skills.

Implementation

The Academy delivers enrichment opportunities every day for all students. These are wide ranging and include activities such as sport, yoga, games, debating as well as private study. Many students experience an enrichment activity who wouldn't ordinarily do so. More extensive enrichment opportunities include the Duke of Edinburgh Award.

Student Wellbeing

Intent

The aim of the Student Wellbeing provision is to ensure that the curriculum supports students to be physically, mentally and spiritually healthy. It also aims to remove barriers to learning which could be due to external factors.

Implementation

The overall wellbeing of our students is supported fully through physical, mental and spiritual aspects of the curriculum, often in PSHCE and Religious Studies lessons. In addition we have an optional 'drop-in' at lunchtimes every day and have achieved the Silver Healthy Schools status. More information can be found in the Academy's Wellbeing guide for Parents.

6. Study Programmes

Study programmes are reviewed annually in order to provide the most broad, balanced and effective provision for all students.

All study programmes:

- are individualised and provide progression to a higher level of study than learners' prior attainment to meet clear educational and career aspirations;
- include qualification(s) that stretch the learner and link clearly to progression routes to training, employment or higher education;



At Post 16:

- include continued teaching, to enable learners to work towards achieving English and mathematics GCSE grades 4 to 9, for those who do not already hold these, or other interim/stepping stone qualifications towards achieving these GCSEs;
- allow for meaningful work experience (related to the vocational area) or other non-qualification activity to develop learners' personal skills and/or prepare them for employment, training or higher/further education.

7. Curriculum Map 2020/21 – Broad and balanced

Year groups	Key Stage 3		Key Stage 4	Key Stage 5
	7-8	9	9-11	12-13
Art and Design	✓	✓	✓	✓
Business Studies	-	✓*	✓	✓
Computing	✓	✓	-	-
Design and Technology	✓	✓	✓	✓
DofE	-	Bronze	Silver	Gold
English	✓	✓	✓	✓ (Literature)
Extended Project	-	-	-	✓
Food Technology	✓	-	✓	✓
Professional Cookery	-	-	-	✓
Geography	✓	✓	✓	
Travel & Tourism	-	-	-	✓
Hairdressing	-	-	-	✓
Health & Social Care	-	✓*	✓	✓
History	✓	✓	✓	✓
Languages (French)	✓	✓	From 2021/22	-
Law	-	-	-	✓
Mathematics	✓	✓	✓	✓ ²
Media Studies	-	✓*	✓	✓
Music	✓	✓	✓	✓
Personal, Social, Health & Citizenship Education	✓	✓	✓	✓
Photography	-	✓*	✓	✓
Physical education	✓	✓	✓	✓
Psychology	-	-	-	✓
Public Services	-	-	-	tbc
Religious Studies	✓	✓	✓	-
Science	✓	✓	✓	✓ (Applied)
Sex and relationship education	✓	✓	✓	✓

*Carousel

² AS

8. Curriculum thinking - Choosing the right courses

The Key Stage 3 curriculum operates throughout Years 7, 8 and 9 and prepares students so they are confident to start their GCSE courses in Year 10. Students choose a bespoke curriculum pathway at the end of Year 9 which is tailored to their strengths and interests. They are supported by teaching staff, and in the information they receive through PSHCE lessons and the Careers Advisor, in making the most informed choices and are encouraged to study a broad range of subjects in both EBACC subjects and the arts.

The Key Stage 4 curriculum is planned with a clear progression onto Post 16 studies and beyond. Key Stage 4 is a two year programme. Whilst students work towards qualifications in their chosen subjects, additional time is given to offer enhanced subject depth and enrichment beyond the examination syllabus. During Year 9 all students have discussions with staff to ensure that their breadth of curriculum pathway is maintained and due to the strength of foundation subjects all students continue to study a humanity subject and almost all at least one art/technology based subject.

Post 16 - Many of our students choose to stay at the Academy for their Sixth Form studies. The Academy offers a broad Level 3 study programme including both Academic and Applied General qualifications that are suited to prepare them for the next steps in their career plans.

All qualifications offered are recognised by Higher Education institutions as fulfilling entry requirements to a range of courses, either in their own right or alongside other Level 3 qualifications. All of our qualifications have been recognised by employers and professional/trade bodies.

A curriculum information booklet and information evening for parents are part of the provision to support students in making choices pre and Post 16. All Year 11 students are provided with a careers consultation to discuss their choices and future plans. The Academy employs an independent careers advisor who provides information and impartial advice about the full range of available provision locally to inform their choices about the most suitable provider for them. Information provided by the Academy includes information on where the qualification may lead.

All students are expected to study at least three subjects Post 16 totalling 540 guided learning hours.

Entry requirements Post 16

For entry into the Sixth Form students are expected to achieve a minimum of four '4-9' grades at GCSE or at BTEC Level 2. Those students not gaining Maths or English GCSEs are

required to continue their studies as part of their study programme. For entry onto Level 3 courses students will have typically studied similar courses at Level 2 and secured a '4 or 5' grade or equivalent. This is however subject dependant.

Post 16 – Preparation for work and life

In addition to the core curriculum Sixth Form students are provided with a number of Extended Learning Days and Assemblies. These days are designed to develop their personal skills and employability and provide information for social, health and citizenship development. There are also Year 12&13 parental engagement evenings where we help parents to assist their child in discussing progression pathways after Sixth Form.

Year 12 Extended Learning Days

DAY 1 Curriculum Vitae

DAY 2 Mock Interviews – Preparing for Work Experience and the world of work

DAY 3 Positive relationships and sexual health

DAY 4 PSHCE/CEAIG

Year 13 Extended Learning Days

DAY 1 Personal statements and UCAS applications

DAY 2 Personal Finance

DAY 3 Directed Study

9. ICT Across the Curriculum

There is a growing need for members of a workforce to have basic digital skills. In addition to standalone lessons in computing at Key Stage 3, ICT across the curriculum allows students to develop ICT skills throughout their time at the Academy.

Each term, at least one lesson with each class will be taught in a computer room with a focus on a particular software/use as shown below. When integrating ICT into lessons there must be clear and valid reasons for its integration. Appropriate use of ICT will:

- enhance creativity;
- give access to information;
- engage students in information selection and interpretation of information;
- enable patterns to be observed more readily;
- increase accuracy;
- enhance the quality of presentations and media;
- save time, for example, spent on recording writing or editing information.

Term	Subject	Year 7	Year 8	Year 9	Key Stage 4
1 – Internet Explorer Finding things out	<i>Any</i>	Internet Safety Netiquette Search Engines Using email	Reliability of information Social Media	Publishing online	Referencing information
2 – Content Management	<i>Any</i>	Saving information Information retrieval Folder structure Nomenclature	File types Attachments		
3 – Word Sharing information	<i>English</i>	Entering information Formatting	Adding images Report writing	Referencing Glossary Tracked changes Hyperlinking	-
4 – Excel Data Handling Using data	<i>Maths Business Science</i>	Entering data Simple Formulas (AutoSUM, Average)	Formatting tables Producing Graphs	Conditional formatting Formulas (<i>If Statements</i>) Data security	Complex formula (<i>Lookup tables</i>) Report writing
5 – Publisher/ Photoshop	<i>Photography Art & Design</i>	Assembling elements Simple formatting	Formatting fit for purpose	Publications	Image manipulation
6 –	<i>Any</i>	Assembling	Formatting	Embedding	-

PowerPoint Sharing information		elements Simple formatting Animations	fit for purpose Hyperlinking Using notes	audio and video	
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10. Personal, Social, Health & Citizenship Education (PSHCE)

PSHCE education helps students to develop the knowledge, skills and attributes they need to manage many of the opportunities, challenges and responsibilities they will face as they mature into adulthood. Students are taught how to stay safe, be healthy, and build self-esteem, resilience and empathy. Life skills that are covered at Sarum Academy can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations, and improve the life chances for all.

The overarching concepts for PSHCE at the Academy are:

- 1. Physical health and mental wellbeing**
- 2. Relationships and sex education**
- 3. Living in the Wider world**

The very nature of PSHCE is that it is not an exam subject. Topics covered in PSHCE lessons do not have formal GCSE qualifications; however, students can acquire certification in certain elements of the programme. For example, many students receive First-Aid and British Red Cross certificates. Lessons are focussed on developing the knowledge and skills for everyday life. Therefore, lessons include many group, pair and class debates, in which students explicit aim is to learn the importance of collaboration and how to work with others. Ipsative assessment is used to monitor progress of these skills and evidence can be seen directly via the green pen on their topic bubbles (their knowledge trackers).

Evidence suggests that effective PSHCE programmes address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and improved emotional and mental health. The skills and attributes developed throughout PSHCE education are also shown to increase academic attainment and attendance rates, particularly among students from disadvantaged socio-economic backgrounds. This in turn improves employability and boosts social mobility.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	HEALTH & WELLBEING <ul style="list-style-type: none"> • New beginnings • Transition to secondary school • Diet • Exercise • Healthy choices 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Enterprise skills • Challenging career stereotypes • Raising aspirations • British Values 	RELATIONSHIPS <ul style="list-style-type: none"> • Self-esteem • Romance & commitment • Marriage • Exploring family life 	HEALTH & WELLBEING <ul style="list-style-type: none"> • Puberty • Unwanted contact • FGM • First-aid CPR & defibrillator skills 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Saving, spending and budgeting our money skills • Anti-social behaviour community project 	RELATIONSHIPS <ul style="list-style-type: none"> • Diversity • Prejudice • Bullying • Cyber bullying • On and off-line friendships
Year 8	HEALTH & WELLBEING <ul style="list-style-type: none"> • Alcohol and drug misuse • Peer influence 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Careers and future aspirations • START profile • GCSE Option pathways 	RELATIONSHIPS <ul style="list-style-type: none"> • Tackling racism • Diversity & prejudice • Religious discrimination & promoting human rights • Online safety and digital literacy 	HEALTH & WELLBEING <ul style="list-style-type: none"> • Mental health • Emotional wellbeing • Body image • Managing change and loss 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Value for money in services • Banking • Money management • Financial risks and consequences 	RELATIONSHIPS <ul style="list-style-type: none"> • Sexuality • Consent • Contraception (condom & pill) • Disrespect Nobody
Year 9	HEALTH & WELLBEING <ul style="list-style-type: none"> • Peer pressure • Assertiveness & risk • Gang crime • Dieting, lifestyle balance • Unhealthy coping strategies 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Rights and responsibilities in the community • Age and disability discrimination • Prejudice 	RELATIONSHIPS <ul style="list-style-type: none"> • Managing conflict • Homophobia, transphobia & sexism. 	HEALTH & WELLBEING <ul style="list-style-type: none"> • Peer pressure • Drug and alcohol abuse • Addiction • Cancer awareness: skin, breast and testicular • Self-harming 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Learning skills • Enterprise project 	RELATIONSHIPS <ul style="list-style-type: none"> • Sex education – STI's • Consent • Sexting • Pornography
Year 10	HEALTH & WELLBEING <ul style="list-style-type: none"> • Ill Health • Tackling stigma • Self-esteem and coping with stress 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Preparation for work experience – online applications • Personal Statements • CV writing • Mock Interview 	RELATIONSHIPS <ul style="list-style-type: none"> • Relationship challenges • Forced marriage • Personal values • Extremism & radicalisation 	HEALTH & WELLBEING <ul style="list-style-type: none"> • Role models • Social and emotional risks of drug use 	LIVING IN THE WIDER WORLD <ul style="list-style-type: none"> • Debt • Gambling 	RELATIONSHIPS <ul style="list-style-type: none"> • Relationship myth • Different families • Parenting skills • Domestic abuse • Managing grief & bereavement

11. British Values

To prevent extremism and the religious radicalisation of young people, the Government in the 'Prevent Strategy' (2011) set out its definition of 'British values'. These values are:

- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those of Different Faiths and Beliefs
- Democracy

The promotion of 'British values' is central to education at Sarum Academy as British values have their origin in the Christian values of our nation. They form a core aspect of our delivery of Social, Moral, Spiritual and Cultural Education.

At Sarum Academy we recognise the importance of helping students to flourish academically but also spiritually, morally, socially and culturally, so they are fully prepared for life in British society and for their role as citizens, able to make the strongest possible contribution to the 'Common Good' of all.

We teach the importance of British values by going much deeper into the meaning of what it means to live a good life. We place a significant emphasis on the celebration of individuality and difference within our communities and our calling to work together for the 'Common Good', in the service of others. Our school ethos, which includes explicit reference to Christian and British values, makes a tangible difference to the way we work together and with our wider communities. The examples that follow are an indication of some of the many ways we seek to embed British values at Sarum Academy and should be seen as an indication of our approach rather than an exhaustive list.

The Rule of Law: The importance of laws, whether they be those that govern the class, the school, or the country (civil or criminal), are consistently reinforced throughout every day, as well as when dealing with behaviour and through Collective Worship. The curriculum is designed to ensure students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our learning programmes in PSHCE and help reinforce this message, as does the development of students' knowledge and respect for public institutions and services.

Individual Liberty: Within Sarum Academy students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. We encourage students to accept responsibility for their own behaviour and see themselves as individuals able to make a contribution to building community. Students are encouraged to know, understand

and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in PSHCE.

Mutual Respect: Respect is one of our core values and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments as well as extra-curricular activities such as sport. Our emphasis on ethics, fairness and justice means that we ask our students to ensure that they look out for those who might be marginalised and disadvantaged. Our approach to teaching and learning across the school fosters mutual respect throughout the curriculum and our Student Code of Conduct promotes the values both of respect and responsibility. The school has taken a very strong stance on social inclusion and anti-bullying through an explicit focus on strategies to enable respect for difference by, for example, reflections on bullying.

Tolerance of those of different faiths and beliefs: This is achieved through equipping students with the ability to develop positive values, understand their own beliefs and their place in a culturally diverse society. We give our students opportunities to experience such diversity within the school community and within the wider community. All students experience a connection with other cultures and beliefs through our Religious Education and PSHCE programmes, Extended Learning Days and local, regional and international links. Our Religious Studies curriculum provides a broad and balanced education, which includes an understanding of and respect for people of other faiths or none and other religions, cultures and lifestyles.

Democracy: In line with our commitment to democracy, students are always able to voice their opinions as we foster an environment where students can debate ideas and are encouraged to disagree with each other. We also encourage students to substantiate opinions and to realise the value of co-operation and consensus as well as decision making through voting. The Student School Council is an effective mechanism for participation in the democratic process, as are regular student voice questionnaires on a range of topics such as teaching and learning and behaviour and safety. Students are also given opportunities to see democracy in action. This could be meeting with the local MP, an annual visit to the House of Parliament or attending the Mayor making ceremony.

12. The Teaching of Religious Education

Teaching and Learning about Christianity

At Sarum Academy Religious Studies is a compulsory subject for all students in Key Stage 3 and Key Stage 4. Christianity is the majority study in Religious Studies. Understanding Christianity as a living religion is the foundation of students' Religious Education in schools. It is important that this draws on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in the variety of worldwide forms. The encounter is an open one which stems from and instils respect for different views and interpretations and in which real dialogue and education takes place. Students will be enabled to deepen their understanding of God as encountered and taught by Christians.

Teaching and learning about other faiths and world views

Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. As a result, students will gain greater insight into the world in which they are growing up. They will also be able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice. At GCSE, students study Buddhism in depth in addition to Christianity.

Dedicated curriculum time

In Key Stage 3 6% of teaching time is dedicated to Religious Studies. In Key Stage 4 10% of teaching time is dedicated to Religious Studies. All students in Key Stage 4 work towards a qualification in Religious Studies.

Staffing

The lead teacher of Religious Studies (RS) has specialist qualifications in Religious Education (RE). All teachers teaching RS have good access to appropriate professional development. RE has equal status with other core subjects in staffing and resourcing.

The right to withdraw from Religious Education

Any parent has a right to withdraw their children from Religious Education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE at the school the school must comply unless the request is withdrawn. The school remains responsible for the supervision of any child withdrawn from RE, unless the child is lawfully receiving Religious Education elsewhere. Parents do not need to explain their reasons for seeking withdrawal.

If a parent is wishing to withdraw their child from RE it is kindly requested that they contact the Headteacher directly. It is helpful to know the religious issues leading to the request and the practical implications of withdrawal.

13. Careers Programme

Careers education, advice, information and guidance (CEIAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations.

A planned progressive programme of activities supports students in choosing 14–19 pathways that suit their interests and abilities, and help them to follow a career path, and sustain employability, throughout their working lives.

Implementation

Careers education is supported by an independent and impartial careers consultant employed by the Academy. In addition, the Academy provides:

- Information Evenings and Parents Evenings
- A broad and balanced curriculum, including vocational & academic qualifications
- Timetable slots for Personal, Social, Health and Citizenship Education in KS3 and KS4
- Four Enrichment days per year
- Student leadership roles and responsibilities
- Access to events coordinated by a local education business partnership and sponsors
- Visits to skills and employment fairs
- Visits to Universities
- Formal work experience for all students in Year 10 and Year 12
- Targeted CEAIG
- Transition planning for students with Special Educational Needs
- Voluntary Reading Support of Y7 students by Y12 & Y13 students
- Independent careers interviews in Year 10/11 and another in Year 12/13

Equality and Diversity

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Work Experience

All Year 10 and Year 12 students undertake a work experience placement. The Academy works with a local education business partnership in delivering this provision. This includes a mock interview, preparation for work experience, including CV writing and an opportunity for reflection and evaluation on return.

The stable programme of careers provision (Gatsby Benchmarks) is mapped on page 28.

Year Group	Gatsby Benchmarks							
	1. A Stable Careers Programme	2. Career and Labour Market Information	3. Address Needs of Each Pupil	4. Link Curriculum to Careers	5. Meet Employers & Employees	6. Experience of Workplace	7. Encounters with Higher Education	8. Personal Guidance
	✓ Programme that is known and understood by the pupils, parents, teachers and employers	✓ Access to good quality information about future study options and labour market opportunities	✓ Bespoke tailoring to the needs of individual pupils	✓ Teachers should link their subject learning to possible careers	✓ All pupils to have multiple opportunities to learn about work and employment from employers	✓ All pupils to have first-hand work experience	✓ All pupils to have opportunities to understand academic and vocational pathways post GCSE	✓ All pupils to have 1-1 guidance interviews with a trained careers adviser
7	<p>This document shares the stable careers programme at Sarum Academy.</p> <p>The leadership team publishes this document on the school website annually for parents so that they all parents can know and understand their child's entitlement.</p> <p>Tutors share a hard copy of this document with pupils annually so that they can know and understand their own entitlement.</p> <p>The career lead shares this document with teachers during whole staff meetings annually so that teachers can know and understand their responsibilities.</p> <p>The career lead shares this document with employers during key events so that they can know and understand the schools' need for collaboration with them.</p>	*See Aspiration Day PSHCE lesson focus: enterprise skills; challenging career stereotypes; raising aspirations <i>AUTUMN TERM</i>	*ALL YEARS, Record-tracker is kept for all career events so that pupils can monitor, recall, and identify gaps in their specific provision <i>ONGOING</i>		Aspirations Day Year 7, Year 8, Year 9, Year 10			
8		*See Aspiration Day PSHCE lesson focus: careers and future aspirations; START profiles; GCSE option pathways		Option evening – displays make the links between subjects and careers explicit for pupils <i>SPRING TERM</i>	24 employers run workshops within the Academy for the entire day. All pupils participated in six 45minute sessions where they learn about work directly from that employer		All to visit Southampton University on a school trip <i>SUMMER TERM</i>	All have a 1-1 interview regarding their option choices with WIN advisor <i>SPRING – SUMMER</i>
9		*See Aspiration Day	1-1 Head of Year appointments to discuss option choices available upon request <i>ONGOING</i>	Option carousel structured into the timetable so that all pupils can understand core option subjects & their career links (HSC, Business, Media, Photo) <i>ONGOING</i>	This runs each year, with the 6 workshops alternating each year so that all pupils experience 24 workshops by the end of Year 10			
10		WON Assembly – all Higher Education Options WON 1hr workshop – all University; Nuts and Bolts Career Pilot 1hr workshop – all, Exploring Future options <i>SPRING TERM</i>	All have 1-1 Mock interviews with employers where CVs and interview skills are evaluated <i>SPRING TERM</i>		<i>SUMMER TERM</i>	All pupils have a one-week work experience placement <i>SUMMER TERM</i>	All to visit Bath Spa University on a school trip <i>SUMMER TERM</i>	
11		All visit further & higher education stalls, which set up in the academy during lunch & afterschool <i>AUTUMN TERM</i>	WIN Managing Stress workshops for groups of 14 WIN Revision Techniques workshops for groups of 14 Oxbridge Seminar Brilliance club members <i>ONGOING</i>	Option evening – displays make the links between subjects and careers explicit for pupils <i>AUTUMN TERM</i>				All have at least one 20 minute careers appointment with trained careers adviser. Pupils can self-refer if they would like additional appointments. <i>ONGOING</i>
12		WIN workshops available for all upon request & some pupils will be targeted for compulsory sessions:	All courses to make careers links explicit in subject prospectus, displays, & handbooks		All have a one-week work experience placement <i>SUMMER TERM</i>	All to visit at least on University	All have a 1-1 appointment for UCAS application with WIN advisor <i>SPRING – SUMMER</i>	
13		Managing Personal Finance Preparing for work experience Building a personal profile UCAS personal statements Explore post-18 Options <i>ONGOING</i>	<i>N/A</i>			All to submit a UCAS application form <i>AUTUMN TERM</i>		