

Sandhill View

Aspire Curriculum Policy

Achieve Aspire Enjoy

Academy Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers. Ultimately, we want students to '**Know More, Do More and Go Further**'

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Aspire curriculum is planned to allow students to think critically about the world they live in. By studying a range of Religious Education, students will have a greater understanding of a range of events and issues in order to become better functioning members of the local and global communities, as well as more understanding and empathetic towards those people who do not necessarily share their culture, beliefs or geographical factors. The RE section of the Aspire curriculum is planned to enable all students to cumulatively develop knowledge and skills in the following concepts:

- The nature of religion and belief
- Ultimate questions
- Religious concepts
- Importance of religion in people's lives
- Impact of religion on the world
- Challenges to religious people in their local communities
- Non-religious people
- Religious ceremonies and their symbolism
- Religious texts and their impact on the way people live their lives

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates. We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for careers and life after school.

Sequence and structure

Our curriculum is covered in into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (10 and 11).

Literacy

We know that students who read well achieve well. As such, all subject areas are committed to providing regular opportunities to read extensively. In Aspire we provide regular opportunities for students to read and debate within the classroom environment, from a range of genres and following the whole-school focus to improve reading skills and oracy. We aspire for our students to use ambitious vocabulary and are using Frayer models and 'PUSH words' to broaden the tier 2 and tier 3 vocabulary students use in written and verbal responses. Coherent and fluent writing skills are also imperative for student achievement; to this end, we support student writing skills by offering opportunities for extended writing, with modelling and sentence stems to support. All curriculum areas use literacy end point documents which detail yearly end points for reading, writing and oracy to ensure consistent literacy skills embedded across the curriculum.

KNOW MORE: Our Key Stage 3 Aspire Curriculum includes the following areas of study:

Three-year KS3 with 1 hour per fort night and two-year KS4 courses, with 1 hour per week allotted.

	Cross Curricular Knowledge: History – <i>Islam impact on medicine.</i>	Humanist ideas e.g. this life is all there is. Cross Curricular Knowledge: about paradise e History – <i>the importance of religion and how it impacts people's lives e.g. The Black Death belief in causes.</i>	
KS3			
9	1	2	3
	RE: Buddhism: what is the meaning of enlightenment? It is important to study this unit so pupils can gain an understanding of how Buddhist beliefs make a difference to how they live. This will develop pupils' spiritual, moral, social and cultural education, allowing pupils to consider the meanings behind Buddhist practices and the influence these have in today's world. Pupils will build on knowledge of differences across religions through developing their knowledge of Buddhist practicing in today's society and developing a deeper understanding of the connection between Buddha and the influence his teachings have on making moral decisions. To include: Who was Buddha and Buddhist key beliefs. Buddhism around the world and different branches of Buddhism e.g. Mahayana and Theravada Buddhists. The influence of the 4 sights on Buddhist practices. The teachings of Buddha and how Buddhism is celebrated around the world.	RE: What difference does it make to be non-religious? This unit will explore the reasons and examples people give to explain how and why they are non-religious but have beliefs and actions in different ways. They should understand the term humanist and how their beliefs and principles guide some non-religious people in making moral decisions. To include: Understanding the consensus and national statistics and see why people record themselves as non-religious. Understanding the Unbelief Report – understanding explanations of non-religious people. Understand the identity of people who are spiritual but non-religious Explore Humanist beliefs. Agnostic and atheists who seek to persuade people to look at the falsehood of beliefs. Cross Curricular Knowledge: Geography (<i>statistics, populations and area</i>)	RE: Right, wrong, good and bad. What are my responsibilities? This scheme explores the concept of responsibility through the lens of religion, ethics, and personal development. Students will grapple with the following key questions: What are the different types of responsibilities we have in life? How do religious views influence our sense of responsibility? How do morals and ethics inform our responsibilities? To include: Key terms such as, ethics, morality. Where people get moral values from e.g. society, family, conscience. Christianity – Teachings of Jesus Inc. biblical scripture Sikhism – service to others regardless of colour, class or creed. Islam – teachings of the Qur'an Non-religious – comparing between religious rules and non-religious, similarities/differences.

KNOW MORE: Our Key Stage 4 Curriculum

The KS4 Curriculum is taught over 2 years. Both Y10 and YR11 students receive 1 hour of Aspire per week. Lessons are taught in mixed ability groups.

10	RE: Peace & Conflict – “Is war the right answer?” Pupils will be able to investigate the issues surrounding war based on the study of Christianity and Islam. Pupils will understand the effects of the UN, why wars occur and Christian and Muslim responses to these problems. Pupils will understand why Christians and Muslims may react in	RE: Peace & Conflict Part 2 The second part of this theme will continue to focus on peace and conflict. It will begin to focus on the “Just War” theory and religious attitudes to nuclear war. It will also focus on religious attitudes to peace, including how individuals	RE: Relationships and families This theme will focus on personal relationship including, heterosexual and same sex relationship. It will focus on commitment, responsibility, contract and chastity. It will look at religious attitudes to the above including Muslim attitudes and Christian attitudes. To include:
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	certain ways towards bullying and the concepts of forgiveness and reconciliation. Pupils will also be able to give their opinion on these areas, using justified reasons. Pupils will be able to use keywords connected to the topic appropriately, have in-depth subject knowledge on Christian and Muslim beliefs and evaluate these beliefs. To include: What does religion teach people about peace and justice? Forgiveness, reconciliation and different forms of protest (violent & peaceful protests) Why people go to war and the difference between war and terrorism. Cross Curricular Knowledge: History – Conflict and tension Unit, possible look at protests Unit. Nazi use of terrorism in Hitler's Germany	have fought for peace and how religions support victims of war. To include: Religious war, holy war and just war – looking at and deciding what is morally right. The consequences of war on victims and how religions help victims of war. Weapons of mass destructions and their impact. Religious attitudes. The role of religion and beliefs in war including, peacekeeping in 21st Century conflicts. Cross Curricular Knowledge: History – The Atomic Bomb in how did WW2 end – the impact on people	Sex marriage and divorce. Opinions on whether sexuality is fixed or fluid. Sexual relationships before and outside of marriage and religious attitudes to these. Contraception and family planning. The purpose of marriage both non-religious and religious attitudes.
11	RE: Religion & life “Science Vs Religion?” In this theme you will be thinking about science and religion; how they compare and how they clash, especially on ideas about the origins of the universe and life. This leads logically to the other parts of the Theme as, secondly, you think about the value of the world, including environmental issues and animal rights. Then finally, you consider the value of human life, including the issues of euthanasia and abortion. To include: Different views of science and religious views on a varied number of topics including, The value of Human life, the importance of the world. Animal rights and climate change. Cross Curricular Knowledge: Science - looking at evolution and elements of the universe	RE: Religion & life “Science Vs Religion?” Part 2 This will be the second half of the unit on the theme of science vs religion. It will focus on ethics and moral views of abortion, euthanasia. Caring for the dying and religious attitudes to life including beliefs about the after life To include: Reasons for and against abortion and thinking about those who are involved. Religious attitudes to abortion Euthanasia and people's right to die. Including religious perspectives. Christians responses to hospices. Religious attitudes to death and the afterlife. Cross Curricular Knowledge: History – difference in beliefs about afterlife (Catholic Vs Protestant)	

DO MORE: Milestone assessment end points for Aspire (SMSC & RE)

Year Group	Basic: RE (Lower Ability End Points)	Clear: RE (Middle Ability End Points)	Detailed: RE (Higher Ability End Points)
7	- Pupils can understand the meaning of God and a belief. - Understand and explain the meaning of Atheism, Agnosticism and Theism. - Understand and explain the difference between Monotheism and Polytheism, with at least one example (e.g. Hinduism, Humanism)	- Pupils can understand the meaning of God, a belief and why some people do/ do not believe in a God. - Understand and explain the meaning of Atheism, Agnosticism and Theism with some reference to how this affects people's lives. - Understand and explain the difference between Monotheism and Polytheism, with examples of difference religions/ non-religions and how they compare.	- Pupils can understand and explain the meaning of God and belief and explain why some people choose/ choose not to believe, whilst providing examples. - Understand and explain the meaning of Atheism, Agnosticism and Theism with reference and comparison to how this affects the way people live their lives. - Understand and explain the difference between Monotheism and Polytheism, with examples of difference religions/ non-religions and how they compare. Whilst responding to how this provides challenges to people's lives.
8	- Pupils can understand the meaning of a belief and describing some Islamic key concepts such as, Tawhid, Akhirah and Risalah. - Define what the Five Pillars of Islam are - Explain what the Holy Book of Islam is (Qur'an) - Provide basic examples of religious different ways Muslims celebrate their religion and the challenges they face.	- Pupils can understand the meaning of a belief and describing some Islamic key concepts such as, Tawhid, Akhirah and Risalah and why they are important to Muslims. - Define the Five Pillars of Islam and explain their importance to Islamic practice. - Explain what the Holy Book of Islam is with reference to its origin and long-term significance to Muslims. - Provide basic examples with some explanation of Islamic festivals and the challenges they face in practicing their religion in Britain.	- Pupils can understand the meaning of a belief and describing some Islamic key concepts such as, Tawhid, Akhirah and Risalah and why they are important to Muslims with some comparison to other religions. - Define the Five Pillars of Islam, explain their significance and the challenges Muslims face in trying to abide by them. - Explain what the Holy Book of Islam is with reference to its origin and long-term significance to Muslims. Using comparison to other religious texts, e.g. Bible. - Provide in-depth examples with some explanation of Islamic festivals and the challenges they face in practicing their religion in Britain with reference to how they combat this.
9	- Explain the meaning of enlightenment with some reference to the Dharma. - Describe the two branches of Buddhism with some comparison between them. - Explain the Buddhist Four Noble Truths (Four Sights). - Explore the Eightfold Path with reference to the sections (suffering) - Read and explore the Pali Canon (Buddhist scriptures)	- Explain the meaning of enlightenment and why the path to enlightenment (Dharma) - Describe the two branches of Buddhism with multiple accounts of their differences and why. - Explain the Buddhist Four Noble Truths (Four Sights) and their influence on Buddhist teachings. - Explore the Eightfold Path with reference to the sections and their influence on Buddhists (suffering). - Read and explore the Pali Canon (Buddhists scriptures) explain their importance to Buddhists.	- Explain the meaning of enlightenment, the path to it and why it is important to Buddhist to achieve it. (Dharma). - Describe the two branches of Buddhism with in depth comparisons. With link to long-term importance. - Explain the Buddhist Four Noble Truths (Four Sights) and their influence on Buddhist teachings and significance to Buddhists today. - Explore the Eightfold Path with reference to the sections and their influence on Buddhists and how they live their lives in the modern world (suffering). - Read and explore the Pali Canon (Buddhists scriptures) and explain their importance to Buddhists and how they have influenced Buddhists today (long-term).
10	- Basic understanding of key terms such as, peace, conflict, justice, forgiveness and reconciliation. - Basic Knowledge of Religious Teachings on	Developed understanding of key terms such as, peace, conflict, justice, forgiveness and reconciliation with reference to examples through Christianity and Islam.	Developed understanding of key terms such as, peace, conflict, justice, forgiveness and reconciliation with reference to examples through Christianity and Islam. In addition, the impact of events.

	Peace and Conflict based on Christianity and Islam. • Being able to understand some real-world concepts and situations. • Being able to start to form opinions on whether situations are/are not justified with some examples.	• Developed Knowledge of Religious Teachings on Peace and Conflict based on Christianity and Islam with reference to some religious texts and quotes. • Being able to understand some real-world concepts and situations with examples of some specific case studies • Being able to start to form opinions on whether situations are/are not justified with some examples and coherent conclusions.	• Developed Knowledge of Religious Teachings on Peace and Conflict based on Christianity and Islam with reference to some religious texts and quotes with sustained comparison between meanings of texts. • Being able to understand some real-world concepts and situations with examples of some specific case studies, with comparison and long-term impact of events. • Being able to start to form coherent arguments and opinions on whether situations are/are not justified with some examples and impact of events whilst weighing pros and cons of situations.
11	• Basic understanding of key terms such as, science, religion, euthanasia and abortion. • Basic Knowledge of Religious Teachings on Religion and Life based on Christianity and Islam. • Being able to understand some real-world concepts and situations, such as climate change, pollution and responsibilities of 'Stewards'. • Being able to start to compare different religious interpretations on how they are similar and different. With some own judgement (PE).	• Developed understanding of key terms such as, science, religion, euthanasia and abortion. • Developed Knowledge of Religious Teachings on Religion and Life based on Christianity and Islam with reference to some religious texts and quotes. • Being able to understand some real-world concepts and situations with examples of some specific case studies, including climate change, pollution and stewards. Concerning religious texts stating their responsibilities. • Being able to start to compare different religious interpretations on how they are similar and different. Whilst agreeing and disagreeing with interpretations with some development of own judgement (PEE).	• Developed understanding of key terms such as, science, religion, euthanasia and abortion with reference to examples through Christianity and Islam. • Developed Knowledge of Religious Teachings on Religion and Life based on Christianity and Islam with reference to some religious texts and quotes with sustained comparison between meanings of texts. • Being able to understand some real-world concepts and situations with examples of some specific case studies, including climate change, pollution and stewards. With regards to religious texts stating their responsibilities and comparison and long-term impact of events. • Being able to start to form coherent arguments and opinions on different religious interpretations on how they are similar and different. Whilst agreeing and disagreeing with interpretations with development of own judgement and reference to religious texts (multiple PEE).

GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in History we will focus on **TEAMWORK** including group decision making and recognising the value of others. **PROBLEM SOLVING** by exploring complex problems by analysing cause and effect, and understanding through research. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- Seating to allow inclusion
- Differentiation activities to stretch and support in all lessons
- Resources are accessible yet challenging
- Displays and visual learning tools are used where necessary
- Where appropriate support from additional adults is planned to scaffold students learning
- Group work and discussion
- Clear teacher/student communication
- Feedback that allows students to make progress, whether written or verbal
- Independent study/homework.
- Intervention when required

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of History, we;

- work to identify barriers, interests and what might help each pupil make the next steps in learning using lead practitioner research and actions to support.
- provide targeted support for under-performing pupils during lesson time, such as targeted questioning, live marking and seating, in addition to revision lessons and intervention outside school hours.
- use strategies best suited to addressing individual needs
- ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time through the use of Teams
- provide students with revision materials to reduce financial burden on families

How do we make sure that our curriculum is implemented effectively?

- The History curriculum leader is responsible for designing the History curriculum and monitoring implementation.
- The subject leader's monitoring is validated by senior leaders.
- Staff have regular access to professional development/training to ensure that curriculum requirements are met and subject knowledge developed
- Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum.
- Curriculum resources are selected carefully and reviewed regularly.
- Assessments are designed thoughtfully to assess student progress, long term knowledge retrieval and also to shape future learning.
- Assessments are checked for reliability within departments and across the Trust.

We have staff who mark for exam boards and provide vital CPD to the rest of the department to ensure reliability of data. We also work closely with examination team leaders across trust to valid.

Gap analysis spreadsheets are used to identify areas of development for students at KS4 to identify areas of weakness

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation
- Termly assessments based upon prior learning for retrieval-analysis and evaluation meetings
- Lesson observations
- Learning walks for KS3 and KS4 based upon departmental priorities
- Work sample for each year group cross referenced against milestone assessment end points

- Regular feedback from teaching staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- Pupil Surveys
- Parental feedback