



**Bader**  
**ACADEMY**

## Curriculum Policy Statement

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An academy within:



“Learning together, to be the best we can be”

# 1. Intent - What are we trying to achieve through our curriculum?

- 1.1. 'One of the first steps on the civic journey is the education system. Education should help young people become active citizens once they understand their role within society and how they can go about improving it.'

*The Ties that Bind – House of Lords Report on Citizenship 2018.*

- 1.2. Social, Moral, Spiritual and Cultural education underpins our curriculum and permeates throughout and together with equal opportunities is an integral feature of all aspects of the life of our school; of the formal curriculum, the informal curriculum and the 'hidden' curriculum; it is implicit in teaching strategies and approaches, the quality of relationships and the ethos of our school.

- 1.3. 'Tolerance' is a small-step on the road to a prejudice-free society and, as such, whilst it remains a term in government documentation, we help our pupils to learn and therefore have knowledge of how to positively embrace and celebrate diversity and equality.

- 1.4. At Bader Academy, we use restorative approaches to support our pupils to understand themselves better and be understanding of others, their opinions and their beliefs. We embrace and celebrate individuality so that our pupils are well-equipped to challenge stereotypes now and in the future.

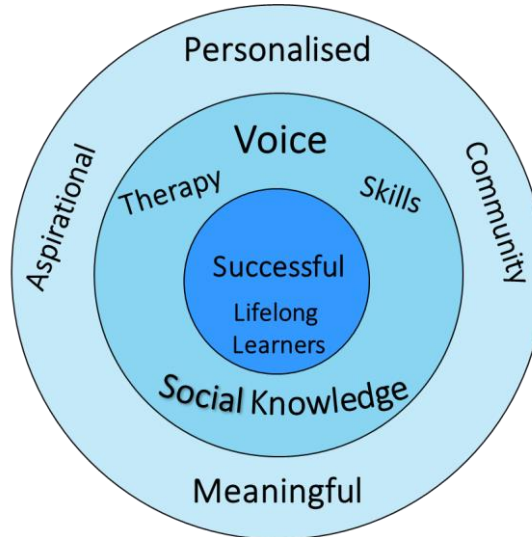
- 1.5. Our pupils learn how to make sure they and others feel safe, heard, valued and included.

- 1.6. We want our pupils to be recognised global citizens because they embrace, enrich and celebrate their own beliefs and those of others, accepting these may be different, within the context of their school community, their local area and far beyond.

- 1.7. Our curriculum design provides opportunity for pupils to learn these concepts, develop and grow their views and importantly learn how to positively and respectfully challenge others views. Ultimately, we want our pupils to be well-informed so that they can be positive role models to influence those around them as they transition into adulthood.

- 1.8. **We go beyond 'tolerance' at Bader; instead, we promote acceptance and celebration so that our pupils can embrace differences and be who they want to be.**

- 1.9. Together, we can and will empower our pupils to take on the world by providing our students with the skills they will need to be successful lifelong learners through providing them with personalised learning experiences.



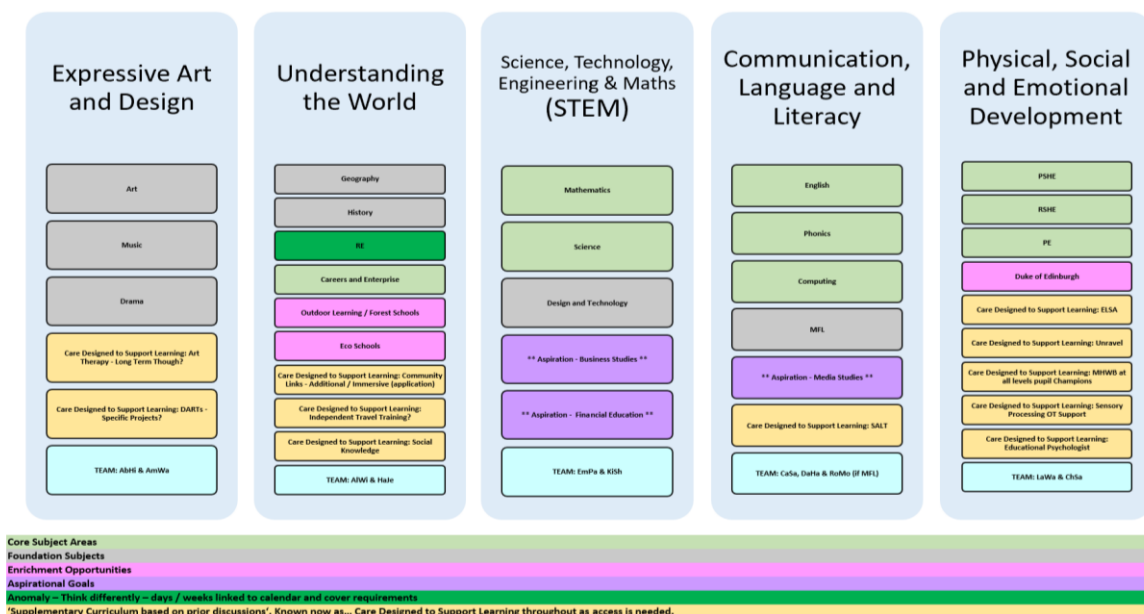
## 2. Implementation – How is our curriculum delivered?

- 2.1. Our curriculum is planned around themes and big questions which are appropriate and relevant to the ages and interests of our young people. These themes all incorporate key SMSC values that are relevant to life in the 21<sup>st</sup> century. Our curriculum will not only enable our young people to be successful in their school environment but also create a voice that is recognised within their own community.

- 2.2. Each subject area sits within a faculty for one of the following areas:

- Expressive Art and Design
- Understanding the World
- Science, Technology, Engineering and Maths (STEM)
- Communication, Language and Literacy
- Physical, Social and Emotional Development

Our faculties include curriculum subjects, aspirations for our young people our Care Designed to Support Learning. The faculties can be found below.



2.4. Our school curriculum is built around our whole school ethos, ensuring learners are prepared for and taught the skills to be kind, be safe and be ready.

2.5. Our 'Change Maker' principles, also underpins the Bader curriculum. These principles are: Positive, Brave, Share, Future, Adaptable and Love.

2.6. Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, within and beyond school. Oracy is a powerful tool for learning; it empowers pupils to have a better understanding of themselves, others and the world around them. Through the development of Oracy skills at Bader, we will support children to be able to develop healthy, positive relationships and make and keep friends. Pupils will express themselves confidently which will enable them to thrive and also navigate conflicts in their relationships in a positive and productive way.

2.7. Our curriculum focuses on providing our pupils with life skills and social knowledge so that they can live happy independent lives in the future.

2.8. Integral to our curriculum is pupil voice and our pupil interests. Our curriculum is planned around what our young people want to leave in order them to achieve their dreams and aspirations in the future. "Tell me and I forget, Teach me and I remember. Involve me and I learn."- Benjamin Franklin.

2.9. The Bader curriculum has 3 main Flight Paths and these are A Life-Skills pathway, a vocational pathway or an academic pathway. These pathways are

fluid for young people and will be regularly reviewed to ensure that these accurately meet the needs of the young people and are linked to their EHCP outcomes.

- 2.10. Each flight path consists of key skills and elements, many of which are interwoven and overlap across each path. This means that key skills are included in every young person's journey, whilst being tailored to their individual paths, needs, interests and aspirations.
- 2.11. The pathways cover all aspects of education, not only academic subjects. It is crucial that our curriculum support our pupils learning in the broadest possible sense to enable them to be life-long successful learners.
- 2.12. Teaching and learning is contextualised and current and therefore pupils are engaged and excited about their learning. Real life examples are used as a rich resource to stimulate thinking, questioning, communicating and learning.
- 2.13. Real-life/ world learning experiences are provided to our young people in order for them to broaden their social knowledge, experience a wide range of activities and enable them to apply their learning to real situations and purposes.
- 2.14. Curriculum maps which show coverage and content for each big question/ theme are communicated with parents each term via school communication systems.

### 3. Impact – What difference will our curriculum make?

- 3.1. Our pupils will develop their skills, confidence and self-esteem so that they can be successful in their next stages of education and in their adult life. Our pupils will develop healthy, positive relationships and know how to make and keep friends. Our pupils will be able to express themselves confidently which will enable them to thrive and also navigate conflicts in their relationships in a positive and productive way.
- 3.2. Our pupils will:
- Be able to keep themselves and others safe
  - Be kind
  - Be ready to be able to face challenges, and be ready to learn.
  - Be able to communicate with others

- Learn skills of team work and sharing
- Be inquisitive through the use of questioning
- Show resilience
- Learn from mistakes
- Be brave to try new things and have a go
- Be creative in their thinking
- Think through consequences before making decisions
- Be motivated and approach tasks in a positive way
- Have high aspirations
- Believe in themselves

3.3. Together, we can and will empower our pupils to take on the world.