

Curriculum Statement

September 2025

The Bishop of Winchester Academy Trust



Sapere Aude

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* The Curriculum Statement will be reviewed and agreed in principle by the Committee in the Pentecost Term. The curriculum offer tabled within the Statement may be subsequently amended to reflect the availability of subjects, which is dependent upon any operational decision by school leaders reviewing student uptake, following examination results in August. The Statement will be published on the Academy's website in Michaelmas.

A review or ratification/approval date is not a sunset clause.

The policy remains in place until such time as it has been reviewed, re-ratified/approved or superseded by updated relevant statutory guidance.

Policy History			
V	Date	Author	Revision Summary
2	Pentecost 2025		Addition of a control table.
3	Michaelmas 2025	RRU	Reviewed and updated.

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1. Overall Statement

- 1.1. The curriculum at The Bishop of Winchester Academy ('The Bishop') has been designed with the key aim of enabling students to **live life to the full**. Through the acquisition of knowledge and the practiced application of skill, students can **have the courage to be wise** and make intelligent, informed decisions.
- 1.2. Our knowledge-based curriculum is ambitious in its breadth and depth and has the English Baccalaureate (EBacc) at its heart, offering challenge to all learners irrespective of their background. Through setting **high expectations** and accepting **no excuses** for all, we counter social disadvantage and bolster aspirations. Students are nurtured and supported throughout their journey at The Bishop, and explore ways to develop their **awareness, collaboration, creativity, empathy, independence** and **resilience**, collectively referred to as the "Qualities of a Bishop Student" and our LApps (Learning Applications).
- 1.3. Our curriculum will:
 - **Secure understanding** in the world's major disciplines of learning, including English, mathematics, science, humanities and modern foreign languages
 - Ensure learning takes place in **meaningful contexts**
 - Allow all our students to flourish in **key skills** and **competencies** for learning both now and in later life
- 1.4. The purpose of our curriculum is to:
 - **Meet the needs of every learner at The Bishop, making learning inspirational and igniting awe and wonder in the students**
 - **Be rooted in the needs of our community, whilst being mindful of national and international expectations for learner's preparedness**
 - **Raise students' aspirations and expectations of themselves**
 - **Prepare students for the challenges they will face in life and equip them with the support techniques required to be successful.**
- 1.5. We will provide all our students the opportunity and support they need to reach the highest level of their **God-given potential**. We will do this by:
 - **Providing a broad and balanced curriculum**
 - **Ensure our curriculum is rooted in the context of our school and the needs of the local community**
 - **Ensure equality of access for all students, tailoring our curriculum offer to the needs of individuals where necessary**
 - **Promoting attitudes and values that challenge any discriminatory behaviour or prejudice**
 - **Using teaching practices for the whole school population which are inclusive, engaging and stimulating**

2. Language of the Curriculum

2.1. What we mean by 'Curriculum'

- 2.1.1. The curriculum is the knowledge and skills that students will learn which will help them make sense of the world, their place in the world, the place of others in the world and allow them to go on to 'live life to the full' (John 10:10). The curriculum defines the journey needed for that.
- 2.1.2. The idea of mastery, making the students as proficient as possible in knowing and remembering the disciplinary skills and knowledge of each subject, defines our approach to the curriculum. We plan forwards to mastery not backwards from an exam specification.

- 2.1.3. 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, academic and creative enrichment, visits and journeys, sports, competitions, visiting speakers, careers programme, leadership opportunities and mentor time.

2.2. What we mean by Learning Journeys

- 2.2.1. The curriculum in each subject area is carefully constructed to achieve progressive development throughout the student's seven-year journey from Year 7 through to our Sixth Form. Concepts and skills are sequenced coherently so that they are developed over time. This supports students of all abilities to flourish, especially SEN students.
- 2.2.2. Cross-curricular links are explicitly referenced and exploited to deepen understanding.
- 2.2.3. Students reflect upon the destination and purpose of their Learning Journey, focusing on the knowledge gained and skills developed, instead of terminal examinations and tests.
- 2.2.4. Each half term students engage in the why, how and what of each subject – why they are entitled to study that subject, how their lives are enriched by the new knowledge and skills they encounter, and what that new knowledge and skills looks like in each subject area.

2.3. What we mean by 'Wider Curriculum'

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

2.4. What we mean by 'Mastery'

- 2.4.1. Mastery is the idea that you learn best incrementally, with one skill building on the next. Mastering a subject means acquiring a deep, long-term, secure and adaptable understanding of the subject. The curriculum is precisely sequenced to give students the best chances of mastering each subject.
- 2.4.2. Traditional teaching keeps time spent on a topic constant. Mastery learning keeps learning outcomes constant but varies the time needed for students to become proficient or competent at these learning objectives. All students are encouraged by the belief that by working hard at a subject all can master, with extra support and intervention, each key learning point. Instead of aiming for a certain grade, students aim to reach mastery learning goals.
- 2.4.3. Deep understanding is rigorously checked and those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. Although it may take longer in the early stages, learners will need less time to master more advanced material because of improved levels of basic competence.

2.5. What we mean by 'Map to Mastery'

- 2.5.1. Every lesson at the Bishop is based around our Map to Mastery lesson proforma. These are based off the research into cognitive science of educational researcher and theorist Barak Rosenshine, and his 'principles of instruction', which brought together sound understandings of how students can learn new knowledge and skills in small steps.
- 2.5.2. The steps of our lesson are as follows:

- A “**Do Now**” starter activity where students recall information learned in previous lessons, activating prior knowledge which will ensure new knowledge is encoded more successfully in their long-term memory
- The introduction of the “**Learning Question**”, the title of the lesson which is always written as an enquiry question, where the teacher explains what the students will learn and how it will fit into the larger Learning Journey
- Vocabulary instruction through the **Framer model**, where new words, definitions, examples and non-examples are explored as a class. This is supported with a chance for oracy and with the students’ glossaries of key terms
- **Guided Practice** where teachers offer scaffolds and models to introduce new knowledge and skills in small steps
- **Independent Practice** where students attempt to apply the new knowledge and skills they have learned independently
- **Success checks** where a teacher can assess the learning before moving forward in the curriculum.

2.6. What we mean by ‘Key Concept’

- 2.6.1. Key concepts are the important ideas and principles of a subject. Subjects provide bridges for learners to move from their ‘everyday concepts’ to the ‘theoretical concepts’ associated with each subject. For example, ‘energy’ in science, ‘proportion’ in art, and ‘invasion’ in history.
- 2.6.2. The mind best understands facts when they are woven into a conceptual fabric. This material can then sit ‘comfortably’ in the long-term memory as sorted and meaningful schemata or concepts and can be more easily recalled with precision when needed.

2.7. What we mean by ‘Components’

- 2.7.1. The components are the building blocks of knowledge needed to achieve a desired outcome or composite. For example, to ‘paint effectively with colour’ (a desired outcome) would involve several components e.g. understanding basic colour theory, awareness of the effects/properties of different paints media (oil, watercolour, acrylic), the ability to understand and use resources (paper, canvas, brushes, easel). If any one of the components was missing that would jeopardize the desired outcome. However, if all components were taught simultaneously this might result in cognitive overload. The right attention needs to be paid at the right time to each component.

2.8. What we mean by ‘Knowledge’

- 2.8.1. 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 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’

2.9. What we mean by ‘Subject Knowledge’

- 2.9.1. 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.

2.10. What we mean by ‘Skill’

- 2.10.1. Skills have a very important place in the curriculum, and it is important that appropriate time is allocated so that students can become competent in these.
- 2.10.2. Skill is the ability to do something well. These are acquired through direct experiences and practice. For example, communication skills, problem-solving skills and practical skills. In many subjects, you must be able to produce something practical as a result of acquiring knowledge.

2.11. What we mean by ‘Learning Apps’ (Lapps)

- 2.11.1. At Bishop we have six Lapps: Resilience, Empathy, Awareness, Collaboration, Creativity and Independence. At their heart lies our Christian Ethos, and they represent all the qualities that all at Bishop – both staff and students – strive to achieve to ensure our community flourishes.
- 2.11.2. Our Learning Applications equip our students with the skills needed to become life-long learners and to cultivate the habits and mindset needed to ensure that they can face difficulties and uncertainties calmly and with confidence. They are seen and used consistently in classrooms and across the Academy and form the basis for our worship themes.

2.12. What we mean by ‘Understanding’

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

2.13. What we mean by ‘Deficits in Knowledge’

- 2.13.1. A deficit in knowledge is where there is a gap in knowledge and understanding. Research shows this is often linked to the extent to which a child is exposed to a rich variety of words.
- 2.13.2. 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, as well as feedback given to students following assessments.

2.14. What we mean by ‘Adaptive Teaching’

- 2.14.1. Adaptive teaching is the approach to teaching where teachers adjust their instruction, materials, and pace to respond to students’ learning in real time. We recognise there are six main pillars to adaptive teaching:

- providing high quality instruction for all students
- basing teaching on a firm understanding of students’ needs including data and their discrete categories (e.g. PP, SEND)
- using formative assessment to diagnose what has been remembered and learned and responding accordingly
- scaffolding and fading support so that students grow more independent
- Using flexible grouping and task design
- Maintaining high expectations of all students

2.15. What we mean by 'Cultural Capital'

- 2.15.1. 'Cultural capital is the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement' (Ofsted, 2019) and 'to thrive in the modern world (Ed Hirsch)

2.16. What we mean by 'British Values'

- 2.16.1. The five British values are Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of those of Different Faiths and Beliefs.
- 2.16.2. Teaching British Values strengthens the spiritual, moral, social and cultural development of our students to ensure that they leave school prepared for life in modern Britain. The values underpin what it is to be a British citizen in a modern and diverse Britain and promotes moral and cultural understanding to celebrate the diversity of the UK and the world.

2.17. What we mean by 'Learning'

- 2.17.1. Learning is the alteration of 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.

2.18. What we mean by 'Progress'

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

2.19. What we mean by 'Memory' and 'Encoding'

- 2.19.1. Memory is essential to all our lives. Without a memory of the past, we cannot operate in the present or think about the future. We would not be able to remember what we did yesterday, what we have done today or what we plan to do tomorrow. Without memory, we could not learn anything.
- 2.19.2. Memory is involved in processing vast amounts of information. This information takes many different forms, e.g. images, sounds or meaning. The term memory covers three important aspects of information processing: encoding, storage and retrieval. Memory Encoding is the crucial first step to creating a new memory.
- 2.19.3. When information comes into our memory system (from sensory input), it needs to be changed into a form that the system can cope with, so that it can be stored. There are three main ways in which information can be encoded (changed): Visual (picture), Acoustic (sound) and Semantic (meaning). For example, a word which is seen (in a book) may be stored if it is changed (encoded) into a sound or a meaning (i.e. semantic processing).
- 2.19.4. Encoding is the act of getting information into our memory system through automatic or effortful processing and then recalled later.

2.20. What we mean by 'Short-term' and 'Long term' memory

- 2.20.1. When we encounter new material, the information is stored for a very brief time in our short-term memory – ranging from a matter of a few seconds to a matter of a few minutes. Almost all information stored in short-term memory that is not rehearsed is lost in less than 30 seconds. Most students can store between 4 and 9 items in their short-term memory.
- 2.20.2. Repeated exposure to content, concepts, vocabulary and skills enables this information to be stored in long-term memory. The capacity of long-term memory is thought to be unlimited.

But it is not enough to store that information in our long-term memory. We need to be able to retrieve it from there too.

2.21. What we mean by ‘Retrieval Storage’ and ‘Retrieval Strength’

- 2.21.1. Retrieval storage refers to how well information is stored in our long-term memory. Retrieval strength refers to how easily a piece of information can be recalled when required.

2.22. What we mean by ‘Retrieval Practice’ (RP)

- 2.22.1. Retrieval practice is an essential learning strategy and study habit where we focus on getting information out. Retrieval practice refers to the act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it stronger. Through the act of retrieval, or calling information to mind, our long-term memory for that information is strengthened and forgetting is less likely to occur.
- 2.22.2. Retrieval practice is a powerful tool for improving learning and is a crucial part of daily teaching practice, forming the basis of our “Do Now” starter activities in every lesson and forming part of our Homework activities in every subject.

2.23. What we mean by ‘Spaced Practice’

- 2.23.1. Spaced practice is one of the most effective revision strategies. Instead of cramming at the end, it is better to start planning early for exams and set aside time every day. Instead of mass practice such as spending five hours studying one topic or subject, it is better to spread out the studying of that topic over two weeks. Using spaced practice for recalling, for example, keywords, facts or formulae can result in massive gains in learning. By repeatedly retuning to content students’ knowledge has had time to ‘rest and be refreshed’.

2.24. What we mean by ‘Interleaving’ and ‘Blocked Practice’

- 2.24.1. Interleaving is a process where students mix and combine multiple subjects and topics while they study in order to improve their learning. Blocked practice, on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice, leading to better long-term retention.
- 2.24.2. Retrieval, spaced practice and interleaving is a winning combination when it comes to long-term learning.

2.25. What we mean by ‘Dual Coding’

- 2.25.1. Dual coding is the process of combining verbal or written materials with visual materials, so that they can be more easily encoded and recalled by the brain. Visual links such as a timeline, a diagram, a graph or a picture help to deepen understanding. The reference to visuals supporting learning is not a reference to people learning better because they are ‘visual learners’ (the theory of “learning styles” has been disproved as unreliable).
- 2.25.2. What has been proven is that individuals learn better when they have two different ways of processing information – and working memory, despite its limitations, does not struggle with this. The use of visuals is therefore an effective teaching and learning strategy.

2.26. What we mean by ‘Cognitive Load Theory’

- 2.26.1. Cognitive load theory is the concept that information should be presented at a pace and level of difficulty that corresponds to how the human brain processes information. The human brain

can only process a certain amount of information at once, and this can be harnessed to help our students learn.

- 2.26.2. There are three types of cognitive load: Intrinsic load such as the difficulty of a task and its novel elements; extraneous load such as the external distractions experienced during an activity such as the unnecessary information about a topic or unclear ways that the information is presented; and the germane load such as the powerful ways that the brain encodes new information and builds on existing schema. Having too much intrinsic or extraneous cognitive load will limit the ability of the brain to encode germane load – this situation is described as cognitive overload.
- 2.26.3. At Bishop we harness cognitive load theory by reducing intrinsic load (by making sure tasks are pitched at the correct ability for each student) and removing as much extraneous load (by simplifying lesson resources for example), to allow for as much capacity for germane load as possible.

2.27. What we mean by ‘Assessment’

- 2.27.1. The word ‘assessment’ comes from the Latin ‘to sit alongside’. The etymology of this word tells us how we might think about assessment. Assessment allows us to gain insight into what our students know, understand, and can do because of what we have taught them – as if we were sitting alongside them. Assessment gives us greater insight into mastery - what appears to have been learned, what needs to be consolidated or revisited, and where the deficits in knowledge are.
- 2.27.2. Assessment opportunities are built into the curriculum, are formative and summative, verbal, written or practical, and high, low or no stakes.

2.28. What we mean by ‘Literacy’

- 2.28.1. Literacy constitutes speaking, listening, reading and writing and each are important for gaining academic knowledge.
- 2.28.2. Speaking, the development of talk and dialogue, underpins everything else: all learning, including reading and writing. Many children are disadvantaged by a lack of talk and encouraging talk is particularly beneficial for accelerating the progress of low attaining students. Quality of talk is more important than quantity.
- 2.28.3. Listening is more than good manners; it is a building block through which knowledge and understanding grows.
- 2.28.4. Vocabulary development is fundamental to successful reading and writing. Ensuring that students understand the subject-specific connotations of specialist vocabulary is key to success. For example, in English Literature, ‘evaluate’ questions demand students justify their answers with reference to a personal judgement or argument, whereas in Physical Education ‘evaluate’ questions require students to refer to the likely consequences, strengths and weaknesses of choices without requiring a final judgement.
- 2.28.5. Reading enhances cognitive function by stimulating the brain, improving memory, focus, and comprehension – in all cases it expands our students’ minds and knowledge of the world. For our students’ academic progress, providing students with the opportunity to read high-quality texts also enables them to observe the discipline-specific aspects of texts that relate to each subject and helps them understand how each discipline functions.
- 2.28.6. Writing is cognitively very challenging. Focusing on the micro-elements of writing until students are fluent in each of these processes will support students to write longer, high-quality

responses. For example, teachers can help students break down writing tasks by providing word level, sentence level, and whole text level instruction.

- 2.28.7. Spelling and grammar can hamper communication and credibility and need to be actively taught, so that teachers teach students to write like specialists of each subject.

2.29. What we mean by ‘Disciplinary Literacy’

- 2.29.1. The term disciplinary literacy stresses the idea of subjects as disciplines and that each subject discipline has its own ways of communicating like a subject specialist that students can learn. Within each subject there are nuanced differences in the vocabulary and the skills needed to think, read, write, and talk as a historian, a scientist, or a mathematician. This will support students to master the nuances of the curriculum, and at an increasingly challenging level as they move through the key stages.

2.30. What we mean by Tier 1, Tier 2, and Tier 3 vocabulary

“Good words are worth much but cost little”

George Herbert, 1651

- 2.30.1. Tier 1: These are the common, everyday words that most children enter school knowing already, that they collect through talking with others.
- 2.30.2. Tier 2: This tier consists of words that are used across numerous subject areas and are important for students to know and understand. Included here are command words like ‘analyse’ and ‘evaluate’ that students will run into in everyday life, in many careers, and in assessments.
- 2.30.3. Tier 3: This tier consists of subject-specific vocabulary—the words that are often defined in textbooks or glossaries. These words are important for imparting ideas during lessons and helping to build students' background knowledge.

2.31. What we mean by ‘Disciplinary Numeracy’

- 2.31.1. Disciplinary numeracy can be described as the mathematical knowledge and skills required to understand a certain discipline. It includes ‘mathematical thinking’ within the subject area.
- 2.31.2. These are some of the ways mathematical thinking might naturally occur across the curriculum:
- Thinking logically
 - Being systematic
 - Breaking down problems into smaller parts
 - Searching for patterns
 - Predicting and checking
 - Interpreting solutions in the context of problem
 - Estimating to check likelihood of answers
 - Identifying structures and relevant data
- 2.31.3. Many, if not most, subject areas can find space to expand students’ thinking by asking them to express their understanding using the tools of mathematics. Below are some key words to help with this:
- specialising – trying particular cases, looking at examples
 - generalising – looking for patterns and relationships

- conjecturing – predicting relationships and results
- convincing – finding and communicating reasons why something is true.

2.31.4. All teachers and support staff play a role in supporting students' progress with disciplinary numeracy and in equipping them with the necessary language knowledge, understanding and skills to master each discipline.

2.32. What we mean by 'Application of Maths'

2.32.1. The phrase 'Application of Maths' is the Key Stage 5 equivalent to the phrase 'Disciplinary Numeracy'. We recognise that, within each KS5 discipline, there is often mathematical curriculum content that needs to be understood and applied to master the depth of that discipline. Explicitly highlighting where students will need to be able to apply mathematics effectively within each discipline will support that depth of mastery.

2.33. What we mean by 'Interdisciplinary Approach'

2.33.1. Advanced study is fundamentally inter-disciplinary - to understand the depth of any one discipline it is vital to explore the organic connection to other disciplines. This approach to study is described as 'interdisciplinary.'

2.34. What we mean by 'Intellectual Autonomy'

2.34.1. Intellectual autonomy is the willingness and ability to think for oneself. For example, the ability to independently comprehend challenging texts, think critically and apply the right strategies.

3. Programmes of Study

3.1. Key Stage Three

- 3.1.1. The Key Stage Three curriculum operates throughout Years 7, 8 and 9, and focuses on the **pursuit of mastery**. Students benefit from a **comprehensive** range of subjects, enabling them to develop a **broad understanding** of the world, and the links between academic disciplines.
- 3.1.2. The KS3 curriculum reaches beyond the National Curriculum, with students studying additional subjects that we identify as needs for our learners. In recognising the requirement for comprehensive education on **health and wellbeing** needed to combat increasing child obesity and mental health concerns, students study Healthy Living (practical and theoretical Physical Education combined with teaching on personal health and hygiene) and Food Technology lessons where students study healthy diets as well as practice preparing healthy meals.
- 3.1.3. The depth of learning within the curriculum is **intentionally challenging**, introducing and expanding on the key concepts required for each subject. **Essential knowledge** is taught and developed throughout the course, interleaved to ensure that long term learning and **vocabulary** is reinforced to ensure students can access discipline-specific texts and communicate with peers at advance levels.
- 3.1.4. In tandem with ambitious academic content, teaching is delivered in ways that also encourage students to reflect upon the “Qualities of a Bishop Student” required to be successful, namely: **awareness, collaboration, creativity, empathy, independence, and resilience**. Students are given opportunities in lessons and mentor time, as well as around the Academy, to explore the necessity for these skills, and the positive impact honing these skills can have on both **academic performance** and **personal development**. PSHE lessons are also given dedicated curriculum time and students follow a curriculum throughout their seven-year journey with us.
- 3.1.5. Our broad KS3 curriculum, along with comprehensive support from our **careers** team, serves to aid our students in making **informed decisions** regarding their future pathways at Key Stage Four. When students reach year 9, their curriculum is further expanded to allow students to explore **new contexts and subjects**. This is in the form of a series of extended learning ‘taster’ days, where students sample subjects that they could select to study further at Key Stage Four. Students are then guided to selecting the correct options through our **Pathways Process**. This process analyses each students’ strengths and identifies the appropriate pathway to ensure all are supported to make wise choices about which subjects to study at Key Stage Four to ensure they live life to the full.

3.2. Key Stage Four

- 3.2.1. The Key Stage Four curriculum is a two-year programme with the intent of preparing all students for **post-16** studies and **beyond**. The **English Baccalaureate** lies at the heart of our Curriculum at Key Stage Four because it plays a crucial role in shaping well-rounded individuals who are intellectually curious, adaptable, and equipped to contribute meaningfully to society.
- 3.2.2. By emphasising core subjects such as English, mathematics, sciences, humanities, and languages, the curriculum ensures that students acquire a **broad range of knowledge and skills**. This approach equips them with a solid foundation across various disciplines, fostering **critical thinking, problem-solving, and communication abilities**. Our Key Stage Four Curriculum, with the EBacc at its heart, also promotes **cultural awareness** and **global citizenship**, as it encourages the study of languages and the exploration of different cultures. Furthermore, it prepares students for higher education and future career prospects, as they develop transferable skills that are highly valued in today's dynamic and interconnected world.

- 3.2.3. At ‘the Bishop’ we aspire for most of our students to study for the EBacc. All students study English Language, English Literature, Mathematics, Statistics, and Sciences, and specialise further in at least one Humanities option (History or Geography). All students also study towards a GCSE qualification in Religious Studies, with significant resources dedicated to developing students understanding of major world faiths. All students in Key Stage 3 study Spanish as part of their curriculum offer, with a large proportion continuing to study Spanish at GCSE.
- 3.2.4. Our curriculum then offers a variety of academic and vocational subjects (GCSE and BTEC Qualifications – see the full list below) from which students will choose before starting in Year 10, and our **Pathways Process** ensures students make strong choices that will help their future career aspirations, such as offering a Modern Foreign Language, and offering additional intervention in Literacy and Numeracy where needed. While students are working towards qualification in their subjects, the subject depth goes **beyond the examination syllabus** to ensure **mastery** and **successful progression** to their future studies.
- 3.2.5. Students continue to develop their learning skills by honing the “Qualities of a Bishop Student” in lessons, in mentor time and around the Academy. During these two years students are given real experiences in business and the working world, including **mock job applications, CV writing, interview skills, and work experience placements**. Combined with comprehensive independent advice from our careers team, these programmes ensure that students are prepared for post-16 and beyond.

3.3. Key Stage 5

- 3.3.1. Many of our students choose to stay at the Academy for their 6th Form studies. The Academy offers a **diverse curriculum** tailored to individual students' needs. Students can choose a variety of Level 3 academic and **vocational** courses which demonstrate the **breadth of skills** that are increasingly required by the world of work and higher education (see the full list below).
- 3.3.2. A 6th Form prospectus 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 **1:1 career 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. Careers advice and guidance is on-going throughout the 6th Form.
- 3.3.3. All students are expected to study at least three subjects post-16, equating to 646 guided learning hours per year as a minimum. Students may also choose to take an Extended Project Qualification (EPQ) or Core Mathematics as an additional qualification.

3.4. Entry requirements Post 16

- 3.4.1. For all advanced level (Level 3) courses, the entry requirement will be 5 GCSEs at grade 4 or above (including mathematics and English). For most subjects, a GCSE grade 9—6 is required in the chosen or related subject or a merit at a BTEC Level 2. Individual courses may have additional specific entry criteria.

3.5. Post-16 Engagement

- 3.5.1. To complement their studies, 6th Form students will also engage in a range of **super-curricular activities** to extend their learning and academic interest beyond the classroom. Students are encouraged to take an **active leadership** role and **keen interest** in the wider life of the Academy, leading others and making decisions which will influence Academy life.

- 3.5.2. There is a wide range of enrichment opportunities available to 6th Formers, enabling students to develop leadership skills, support projects in the local community, partake in fundraising and develop their own talents. In addition to the core curriculum, 6th Form students have a regular guest speaker programme 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 6th Form.
- 3.5.3. Please see our 6th Form website for further details on our Key Stage 5 provision.

4. Curriculum Offer (2025-2026)

	KS3	KS4 [†]	KS5 [†]
	7-9	10-11	12-13
Art & Design	✓	✓	✓
Biology			✓
Business Studies		✓	✓
Catering and Hospitality	✓	✓	
Chemistry			✓
Child Development		✓	
Computing		✓	✓
Core Maths			✓
Digital Learning	✓		
Drama	✓	✓	
English	✓		
English Language		✓	✓
English Literature		✓	✓
EPQ			✓
Further Mathematics			✓
Geography	✓	✓	✓
Health & Social Care		✓	✓
Healthy Living	✓	✓	
History	✓	✓	✓
Mathematics	✓	✓	✓
Media Studies		✓	
Music	✓	✓	
PSHE inc. SRE	✓	✓	✓
Physical Education		✓	
Physics			✓
Psychology			✓
Religious Studies	✓	✓	✓
Science	✓	✓	✓*
Spanish	✓	✓	
Sociology			✓
Sport Science		✓	✓
Statistics		✓	
Travel and Tourism		✓	

* Applied science

[†] Subject to student numbers

5. Alternative Learning Provision (ALP) Curriculum Statement

- 5.1. Our internal ALP supports our students with complex needs, dependent on their primary need.
- The Reset Room supports students who have been temporarily removed from their regular classrooms according to our academy's behaviour policy.
 - The Phoenix Centre supports students with behaviour needs, poor attendance and those on alternative packages as well as those at risk of exclusion.
 - Our SEND Base, including our Wellbeing room supports students with SEMH needs, physical, sensory or communication and interaction needs, offering a safe space to refocus if they are emotionally heightened.
 - The Emmaus Centre supports students with an EHCP who have a diagnosis of autism and have this provision named on their EHCP.
- 5.2. The curriculum in ALP has been designed to maintain the **pace** and **precision** of our curriculum intent, supporting students to 'keep up' rather than 'catch up'. At all times, students in ALP – as in all classrooms - are expected to **learn and allow others to learn.**"
- 5.3. While in the ALP:
- Key Stage 3 students will follow the same learning journey as their peers in English, Maths, Science, History, Geography and Spanish, and receive 1-1 English or maths tuition if scheduled to do so.
 - Key Stage 4 students will follow the same learning journey as their peers in all subjects, and receive 1-1 English or maths tuition if scheduled to do so.

6. Student work in Reset

- 6.1. Students in our **Reset Room** will follow the subjects on their curriculum timetable, and will practise retrieval of key terms and information listed in each subject's **mastery booklet** (containing glossaries and other key knowledge). They will use the 'look, cover, write, check' system to practise accurate retrieval.

7. Student work in other areas of our ALP

- 7.1. Students in other areas of our ALP will access resources through a central 'ALP spreadsheet' which are prepared regularly by Heads of Department and Subject Leads, and will allow students to follow the ideas, knowledge and concepts outlined in learning journeys. This will often involve the use of online platforms.
- 7.2. The platforms used:
- encourage independent learning
 - provide students with immediate diagnostic feedback
 - allow students to revisit previously misunderstood content to improve and reach mastery

English

Students will complete work that aligns with the English curriculum. Each session of English is linked to a learning question that reflects the work identified in the English learning journey.

Students will develop their English knowledge, comprehension and communication skills by using two online learning platforms: Seneca Learning and MyOn (Accelerated Reader).

Seneca Learning tasks support students in learning new knowledge and concepts and developing their skills. The tasks set are aligned to the texts being studied in class. Students will continue to study the plot, characters and the context essential to understanding each text as a whole.

MyOn is an online reading service, which provides students with access to a range of reading books. Through this service students can exercise the skills of inference, comprehension, synthesis and analysis.

Both Seneca Learning and MyOn allow students to complete quizzes based on work completed or books they have recently read independently or together in class, checking their reading comprehension and vocabulary knowledge. These quizzes support long term memory retention as students recall information they have learned from each book. This supports them in overcoming the Ebbinghaus Forgetting Curve.

Maths

Students will complete work that aligns with the Maths curriculum. Each session of Maths learning is mapped to a learning question that reflects the work that forms their learning journey for the given half-term and is in line with the whole school Maths Learning Journey.

Students will learn Maths through the **Sparx** platform which is built upon high-quality videos and activities targeting specific Mathematical skills. Sparx allows bespoke questions to be set differentiated to the student's own ability, ensuring they are learning with pace and rigour to reach mastery.

Students will know that they are making progress towards their learning objectives as the tasks are automatically marked and students are given instant feedback. Correct answers are shown to help students to close their own skills gaps.

Use of the Sparx platform in this manner will help students to return to mainstream lessons in step with their peers mathematically.

Science

Students will complete work that aligns with the Science curriculum. Each session of Science learning is mapped to a learning question that reflects the work that forms their learning journey for the given half-term and is in line with their Science Learning Journey.

Students will learn using the **Seneca** platform or **Sparx Science** which is built upon high-quality resources and videos targeting specific scientific knowledge and skills. The videos have built-in guided practice and students can pause, play and repeat at their own pace, until they reach mastery. All the activities foster independent practice and success checking.

Regular use of the built-in diagnostic features to close skills gaps will ensure that students get plenty of daily retrieval practice.

Students will know that they are making progress towards their learning objectives as the tasks are automatically marked and students are given instant feedback. Correct answers are shown to help students to close their own skills gaps.

Use of the Seneca and Sparx Science platforms in this manner will help students to return to mainstream Science lessons in step with the learning of their peers.

History and Geography

The learning questions for History and Geography align with the learning questions students are completing within mainstream lessons.

Students will use online resources to follow, as closely as possible, the subject matter and skills being taught in class without needing a specialist teacher. Seneca is mostly used. Seneca modules allow students to be guided through the content using text, videos or animations. Students then complete independent practice on that topic before completing a low stakes assessment on what they have learnt. Should the students have failed to master a particular area of study they are directed back to guided practice to address gaps in understanding or misconceptions.

Students will know if they are completing the work successfully as their work will be automatically marked and diagnostic feedback given. They will then be guided through content they may have struggled so that they are able to reach mastery.

On return to lessons, students will have kept up with the History and Geography knowledge and skills needed and will return confident that they are in step with their peers.

All other subjects

Students will complete work that aligns with the curriculum. Each session of learning is mapped to a learning question that reflects the work that forms their learning journey for the given half-term and is in line with the whole school Learning Journey.

8. Teaching Beyond the National Curriculum

8.1. Spanish

- 8.1.1. Learning another language has **immense value** of its own but it also improves our students' ability in English. Learning a new language and focusing on the constructions of that new language then makes students think about language constructions in English and this supports better progress in English.
- 8.1.2. In learning another language our students' brains learn to **absorb** and **makes sense** of new patterns. This develops key skills such as **cognitive thinking** and **problem solving** – skills needed to digest and remember fresh information. This has been shown to improve performance in other academic areas.
- 8.1.3. In the process of learning a new language, students are being constantly tested in their ability to remember and think quickly and improve the processes in the brain used for **planning, solving problems**, and performing other **cognitively demanding** tasks.
- 8.1.4. The academy is growing its expectation that a **significante portion** of each cohort achieve a certification at GCSE level at the end of Key Stage 4. Students will also be encouraged to continue to study languages in their mother tongue and sit a GCSE in that language.
- 8.1.5. Learning a new language also entails learning about a new **culture** and **worldview** and this broadens our **perspective of the world** and its people. This, in turn, helps our students grow as people, appreciate things that they would not have noticed before and experience life more fully.

8.2. Computing - IT, Digital Literacy and Computer Science

- 8.2.1. We are living in an increasingly digital age, and our learners approach a future where being **computer literate** is essential to live life to the full. Furthermore, the expansion of digital industries as well as the use of IT in other sectors mean that being able to **communicate clearly** and **accurately** with the aid of software packages is an essential quality for many employers when recruiting.
- 8.2.2. In order that our learners are best prepared for this digital future, all year 7 students study a programme that covers both an introduction to the **effective use of IT, the impact of technology, computing systems, creating media, networks, programming, e-safety & security**. Through our year 9 pathways programme, all students are introduced to more advanced **computational methods** and text-based **programming and develop their computational thinking** as they study key concepts from computer science alongside developing increasingly advanced IT and digital literacy skills.
- 8.2.3. **Digital Learning:** Furthermore, we support students' academic progress by integrating online learning platforms directly into curriculum time to ensure consistent, structured access to high-quality resources. These platforms – such as Accelerated Reader and Sparx - offer adaptive learning, instant feedback, and personalised pathways that help address individual needs and close deficits of knowledge. Embedding them into the school day enhances engagement, accountability, and long-term academic outcomes by making **digital learning** a seamless part of everyday education.

8.3. Healthy Living

- 8.3.1. We want to equip students with the skills and knowledge needed to be able to make **healthy** choices and look after themselves. This is especially pertinent considering the child obesity epidemic and the increasing strain on mental health and wellbeing in our young people. This is

being achieved through an increased focus on **Food Technology** in Key Stage Three, and **Health Living** lessons in Key Stages Three and Four.

- 8.3.2. In Food Technology students are taught, mostly, how to prepare **nutritious** and **healthy** savoury meals. In Healthy Living lessons students undertake a combination of **practical** and **theory** lessons, equipping them with the skills and knowledge needed to make **informed decisions** regarding their health.

8.4. Statistics

- 8.4.1. Whilst students are taught basic **statistical analysis** and **graphical representations** of data in Key Stage 3 and Key Stage 4 Mathematics, we recognise the increased need for students to be **data-literate**. With the increase in use of inappropriate and misleading data in the media it is essential that our students are 'data savvy,' equipped to be able to recognise where data is being misused.
- 8.4.2. Therefore, we have increased the prominence of Statistics within the curriculum at all years, including **project work** and **practical applications** of data handling. This allows students to learn not just how to **calculate summary statistics** (for example, the mean) but, critically, how to **apply** it, and ways in which it could be **manipulated** for various means. Students are also introduced to additional statistical methods which are beyond the scope of GCSE Mathematics and our Maths Curriculum, such as **standard deviations** and **measures of correlation**. In order that students receive recognition for this learning all are entered for a GCSE in Statistics. This also supports our students in being successful in a wide range of post-16 subjects.

8.5. Native Language Certification

- 8.5.1. We have developed a comprehensive program to support students for whom **English is an additional language (EAL)** to be able to access our curriculum and be able to succeed from the day they first step foot into the Academy. Whilst these students may begin their studies at the Bishop further disadvantaged compared with their English-speaking peers, we recognise they have **additional skills in communication** beyond those taught within our curriculum.
- 8.5.2. So that these students' additional language skills and further celebrated and certified, students are given a programme to help prepare to take a GCSE examination in their native language. This course is offered to all EAL students in year 10 where a GCSE course is offered, regardless whether that qualification counts towards performance tables.

9. Homework

9.1. Great learning happens when great teaching is reinforced with great homework. At 'the Bishop' curriculum-aligned homework helps to consolidate and extend the knowledge that students learn in lessons, helping them to know more and remember more, and encourage students to build good habits to study outside of school independently.

9.2. Knowledge Organiser (KO) Homework (KS3 only)

9.2.1. In KS3, to assist our students in building long-term memory and learn successful revision habits, key facts, dates and formulae are learned and revisited each night in most subjects through Knowledge Organisers which students' access through the online learning platform Seneca.

9.2.2. KO homework is set according to students' homework timetables. Students will need to try to achieve 80% on each 'Test' – multiple attempts may be needed. Teachers check KO self-quizzing homework for their own classes following a checking timetable for their subject area.

9.2.3. Some subject areas will achieve the same aims using alternative learning platforms. They are:

- Maths: Sparx
- Science: Sparx Science
- English: Accelerated Reader, Extended Writing and Spelling Tests
- Spanish: Languagenut (KS3) and ActiveLearn (KS4)
- Art and Design: Booklet

9.3. Additional weekly homework (KS3)

9.3.1. As well as Knowledge Organiser homework, some subjects have elected to set additional homework, such as revision activities for assessments. Staff will set this through SIMS App so that students and parents can access full instructions and any resources to complete the homework successfully.

9.4. Class Homework for KS4 and KS5

9.4.1. Students should record their class Homework in their planners and teachers should set class homework on SIMS. Homework can take various forms. All subjects will set homework on a weekly basis. Students will be given a homework timetable which will determine which piece of homework they are completing each night.

10. Literacy

- 10.1. Literacy has rightly been described, by Kofi Annan, as ‘the road to human progress and the means through which every man, woman and child can realise his or her full potential’. As such, we are all committed to developing the literacy skills of our students so that they can live life to the full.
- 10.2. Literacy is fundamental in enabling our students to access our curriculum. We hold high expectations of student Literacy within the classroom. We believe Literacy skills are both general and subject specific.
- 10.3. Disciplinary Literacy – the ability to read, write and communicate according to the conventions of specific subjects – offers schools an effective strategy for developing students’ literacy skills within and across all disciplines. Disciplinary Literacy is explicitly taught within each subject area so that all students can master the subject-specific academic language and conventions that will enable them to demonstrate mastery in each subject and access greater social, professional and academic opportunities in their future. For example, in Maths we explicitly teach mathematical vocabulary and specific reading strategies for written problems, to enable students to read like mathematicians. In English, students are taught the discipline of structuring analytical writing so they are able to speak and write like literary critics.
- 10.4. We prioritise providing our students with a wealth of vocabulary knowledge and nurture this through our consistent approach to delivering explicit vocabulary instruction in all subject areas and in mentor time.
- 10.5. We provide experiences of reading different text types, in all subjects and in our wider school community; empowering our students to broaden their vocabulary and foster reading strategies to enable them to understand texts better. We believe the power of literature will have a long-lasting impact on the lives of our students, developing their empathy and supporting their spiritual and moral development. Our bespoke 9:9 “Reading for Pleasure and Purpose” programme delivered during mentor time is fundamentally aimed at consolidating strategies for reading and furthermore improving the cultural capital of our students (Proverbs 9:9). Our mentors are trained in reciprocal comprehension reading strategies, including questioning, clarifying, summarising and predicting, to further support general comprehension skills.
- 10.6. We understand that the science of reading is complex and difficult for students; consequently we assess, track, and monitor the reading level of our students to identify and support students who find reading challenging. We have implemented a range of targeted Literacy interventions for our students, including one to one tuition and after-school Literacy support.
- 10.7. We believe that students learn through the medium of talk. Students experience different opportunities to speak and listen in all subjects. The history and art of articulation is taught in English to support students in developing their confidence and oracy skills. In English, students apply oracy skills frequently by contributing regularly where oracy is emphasised, in which they speak in formal contexts by participating in formal **presentations, debates and discussion**.

11. Numeracy

- 11.1. Numeracy has an increasingly vital role in enabling and sustaining cultural, social, economic, and technological advances. Improved numeracy skills lead to better paid jobs, greater well-being and a less stressful life.
- 11.2. We believe that students' numeracy skills (the ability to talk, listen, read, and communicate effectively as Mathematicians) are the key to educational progress, social integration and personal development. Numeracy will be consolidated and enhanced through opportunities to apply and develop numeracy skills across the curriculum. All teachers and support staff will have a role to play in supporting students' progress in numeracy and in equipping them with the necessary language knowledge, understanding and skills.

12. Literacy and Numeracy Strategies

12.1. Latest versions of our Literacy and Numeracy Strategies can be found on our website.

13. Religious Studies

13.1. Religious Studies (RS) is taught to all students as a core classroom subject in Key Stage 3 and in Key Stage 4. The development of each student's **religious literacy** is a fundamental aim of the teaching of RS, and our school's Christian vision that all our students '**live life to the full**' (John 10:10) drives the high expectations that we have for learning in this subject.

13.2. Students learn about:

- Christianity as a **global living faith**, its **diverse traditions**, and the **continuing influence** it has on Britain's cultural heritage and society today (Our curriculum draws attention to the academy's liturgical calendar and the acts of collective worship students observe during their time at the academy; 50% of our time is spent studying Christianity)
- A wide range of non-Christian religious beliefs and practices and non-religious worldviews including **Islam, Judaism, Sikhism, Buddhism, Hinduism, and Humanism**
- **Ethical and social issues** and how these relate to them, others, and the world in which we live.

13.3. Because RS is not a subject with a single academic lineage, students experience the subject from the perspective of **theology, anthropology, ethics, philosophy, and social history** as well as religion. This means our students have the chance to embody disciplinary knowledge across our **broad curriculum** to deepen their understanding. Inter-disciplinary links reinforce **key concepts** and **aid retention**.

Dedicated Curriculum Time

13.4. Students in Key Stage 3 have one lesson per week and in Key Stage 4 two lessons per week. Study is enriched by extra-curricular guest speakers, trips and through links with our pastoral curriculum and Acts of Collective Worship. All students in Key Stage 4 work towards a qualification in Religious Studies.

SIAMS

13.5. The Statutory Inspection of Anglican and Methodist Schools (SIAMS) note that "Religious Education enables students to ask and reflect on difficult questions of the meaning and purpose of faith and belief" (2014) and a recent visit of the SIAMS team highlighted that "The Religious Education (RE) team is teaching well. There are good resources for learning and much support from school leaders. The current team are all specialists and there are suitable courses at GCSE and A-level. Students are thoughtfully engaged in lessons, discuss well and are aware of the role of religions as living faiths" (2019)

14. Personal Development

British Values

14.1. 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:

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

- 14.2. The promotion of 'British values' is **central to education** at 'The Bishop' 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.
- 14.3. At 'The Bishop' 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.
- 14.4. We teach the importance of British values by going much deeper into the meaning of what it means to **live a good life**. We highlight and focus 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 'The Bishop' and should be seen as an indication of our approach rather than an exhaustive list.
- 14.5. 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 'Culture for Learning' 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 PSHE and help reinforce this message, as does the development of students' knowledge and respect for public institutions and services.
- 14.6. Individual **Liberty**: Within 'The Bishop' 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 contribute 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 PSHE.
- 14.7. **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 'Culture for Learning' policy, alongside 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 "Home – School Agreement" promotes the values both of respect and responsibility. 'The Bishop' takes a very strong stance on social inclusion and anti-bullying focusing on strategies to enable respect for difference by, for example, reflections on bullying.
- 14.8. **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 PSHE programmes. 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.
- 14.9. **Democracy**: In line with our commitment to democracy, students are always able to **voice their opinions** as we develop 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. Student voice questionnaires on a range of topics such as teaching and learning and behaviour and safety are an effective mechanism for students

to have a voice and become agents of change. Students are also given opportunities to see **democracy in action**. This could be meeting with the local MP, a visit to the House of Parliament or participating in 'General Elections'.

15. Personal, Social, Health & Economic (PSHE) Education

- 15.1. 'The Bishop's PSHE education aims to help 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. It intends that students are taught how to stay safe, be healthy and build **self-esteem, resilience, empathy** and become **confident** members of their community. Life skills that are covered at 'The Bishop' can support students understanding and knowledge of how to tackle barriers to learning, raise aspirations and the life chances for all.
- 15.2. The overarching concepts for PSHE at 'The Bishop' are:
1. Physical health and mental wellbeing
 2. Relationships and sex education
 3. Living in the wider world
- 15.3. The very nature of PSHE is that it is not an exam subject. Topics covered in PSHE lessons do not have formal GCSE qualifications; however, assessment for learning opportunities are built in and are also enhanced with self-evaluation and chances for students to be reflective. All students at 'The Bishop' have a dedicated PSHE lesson each week.
- 15.4. Evidence suggests that effective PSHE programmes address teenage pregnancy, avoiding substance misuse, promoting healthy eating, increasing physical activity, and improved emotional and mental health. The skills and attributes developed throughout PSHE education are also shown to increase academic attainment and attendance rates, particularly among students from disadvantaged backgrounds. This in turn improves employability and boosts social mobility.
- 15.5. The PSHE curriculum at 'The Bishop' will positively impact **wellbeing, safeguarding** and **SMSC outcomes**; ensuring that all students are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

16. Careers & Work Experience

- 16.1. All Bishop of Winchester Academy students are entitled to access to **high quality** Careers Education, Information, Advice and Guidance (CEIAG) to ensure they can live life to the full.
- 16.2. The Careers team continues to develop a wide range of **innovative strategies** to encourage every student within our school community to **take ownership** of their own individual **career plan**. The focus is upon **career** and **option choice, raising aspirations** and **achievement** of individual students and equipping them with **skills, attitudes, knowledge** and **understanding** as a foundation for managing their lifelong career and learning. We strive to help our students and their parents to make **informed decisions** about subject choices and future career pathways.
- 16.3. The Careers Plan is delivered across all year groups during mentor time and with additional calendared **careers enrichment opportunities**, often supported by the strong links we have forged with **local employers, colleges** and **universities**. We believe that by providing regular, impartial information about a variety of careers and pathways, students can make informed choices and take ownership of their own individual career plan.
- 16.4. The Academy will provide 1 weeks' worth of work experience activities for students in years 7 to 9, which may include **virtual employer talks** in the workplace or employer set tasks or projects. All Year 10 students participate in a work experience programme, where students are given time in term to go on **placements**. Support and guidance is given to enable students to identify and apply for work experience

positions themselves. This includes **job search activities, CV and covering letter design, interview skills** and preparation for work **briefings**. Students are visited or contacted by staff at their placement and complete **Logbooks** to encourage the development and recognition of skills gained.

- 16.5. Students in the 6th Form are encouraged to undertake **work experience** to support their future career aspirations. All work experience and community service is monitored by tutors and recorded by students in students' Unifrog accounts, for use with their university applications.
- 16.6. The Academy is committed to meeting the requirements of the **Gatsby Benchmarks** of Good Career Guidance.
- 16.7. Please see our **Careers Policy, Careers Plan** and **External Provider Access** documentation for further details.

17. Wider Curriculum

17.1. Acts of Collective Worship

17.1.1. At 'The Bishop', Collective Worship plays a significant part in the **spiritual, moral, social and cultural** education of students, which in turn reinforces their readiness to **learn and achieve**. We therefore provide an education that gives students with opportunities to explore and develop their **own values and beliefs, spiritual awareness**, high standards of **personal behaviour**, a positive and **caring attitude** towards other people, an understanding of **social and cultural traditions** and an appreciation of the **diversity and richness** of other cultures.

17.2. Spiritual Development and the Map to Worship

17.2.1. At the Bishop, we define Spiritual Development as the process of discovering more fully who you are as a unique person and understanding your connection to our community, the world and God. This equips us to use our talents courageously, enabling us all to live life to the full. As such we see it as a vital part of our students' experience and education.

17.2.2. Spiritual development is embedded throughout our curriculum (for example with moments to appreciate awe and wonder in science and mathematics, or exploring religious and moral themes in English and History). Furthermore, a specific Learning Journey records the additional events in our students' Spiritual Development on their seven-year journey with us, including the year 7 candle welcome ACW, visits to local churches (St Francis) and Winchester Cathedral, and other commemorative and charitable events such as marking Armistice Day.

17.2.3. Our Map to Worship helps support students on their spiritual development, while also fostering their social and cultural capital in regular mentor-time collective worship.

17.3. Mentoring

17.3.1. Every school day begins with a mentor session during which students participate in a diverse and reflective range of activities designed to broaden their world view and equip them with the strategies needed to be successful. Students engage in teacher- and student-led acts of daily worship aligned to our Academy worship themes, including "Hope, Life and Growth", "Sacrifice" and "Joy and Celebration". Students cooperatively discuss current events, considering environmental and social issues promoting courageous advocacy. Students' cultural capital is broadened through engagement in the 9:9 "Reading for Purpose and Pleasure" program with tasks aimed at developing reading comprehension, oracy and contextual awareness. Numeracy skills and historical understanding of the development of Mathematics are honed through the mentor numeracy program.

17.3.2. Throughout every activity, students develop a positive professional relationship with their mentor who acts as their ambassador and their first point of contact for any queries or concerns.

17.4. The "Qualities of a Bishop Student", and the Bishop Base Camp

17.4.1. At our Academy, we recognise that **proper preparation** is essential for our students' success on any extensive journey. With this in mind, students are trained to prepare for their journey ahead through the "Bishop Base Camp". These sessions, which run in our **ACWs** (acts of collective worship) and through **workshop activities in mentor time**, are designed to help students **hone the soft skills, habits and mindset** that they will need to succeed in the academic year and beyond.

17.4.2. The sessions begin by exploring the **characteristics** that Bishop students are proud to hold and which will set them up for **success**, considering how each student can hold the qualities in our **Learning Applications (Lapps): Awareness, Independence, Collaboration, Empathy, Creativity,**

and Resilience. Additional sessions run throughout the year covering vital topics such as **study skills**, understanding how our **brains and memory** work, and how best to **look after ourselves** and each other on the journey. The programme lets students reflect on the progress that they have already made in previous years of their education, and plan to **face the new challenges** that lie ahead, helping students gain skills that lead to success and which employers and universities desire in their candidates.

17.4.3. In all, this exciting programme has been tailored to support our students and help them thrive so that they can **live life to the full**.

17.5. Social Capital

17.5.1. As well as the Base Camp sessions and honing the Bishop Qualities, our curriculum gives our young people chances to hone the social capital that will help them thrive in the 21st century. This includes opportunities to work and socialise with students in pairs, small groups and large group activities in class, taking turns and joining whole-class discussions, learning how to communicate effectively and clearly, and understanding broader social cues and expectations.

17.6. Cultural Capital

17.6.1. ‘Cultural capital is the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’ (Ofsted, 2019) and ‘to thrive in the modern world’ (Ed Hirsch).

17.6.2. At ‘the Bishop’ we understand that giving our students a rich education in cultural capital will help all students live life to the full as they will leave school with a far-reaching knowledge and wisdom that will counter the social disadvantages that many of our young people face.

17.6.3. First and foremost, cultural capital is delivered **through our curriculum**, where examples are embedded in the knowledge-rich disciplinary content that we deliver in each learning journey. Departments also host and organise specific **events** to broaden the cultural capital of our students, such as arranging visiting **theatre group** performances, offering **Spanish food** in the canteen to coincide with Cinco de Mayo, and the “**War Maths**” week where Maths explore the importance of numeracy through the lens of past and present conflicts and reconciliation.

17.6.4. We also deliver cultural capital through sharing details of our **Bishop Characters**. The **Bishop Characters** are key figures from all areas of history, society and culture, identified as figures of note and **importance**, and who might not already be covered in our learning journeys. Staff and students gain an understanding of **why they are important**, how they made or are still making **an impact on the world today** and how they can learn from their example (both in emulating their qualities, and eschewing the misdeeds of any figures who did not live life in accordance with our Academy mantra) so that all students can live life to the full. These important figures are introduced during Mentor time and Acts of Collective Worship. During our Acts of Collective Worship, we also explore music linked to our key figures.

17.7. 10:10 Programme

17.7.1. Our after-school enrichment programme is called the **10:10 programme** in line with John 10:10 ‘I came to give life – life in all its fullness.’ Enrichment gives students the opportunity to take part in activities they are interested in and may not have opportunity to otherwise take part in. Most of the activities are free of charge but a few have a small charge to cover costs.

17.7.2. We currently have over 100 groups and clubs, and this continues to grow as groups of student show interest in a new club or activity.

- 17.7.3. Activities fall into three categories: **Academic, Sports, and Creative and Arts**. Through attending these sessions' students can further develop their **academic, physical, creative** and **social skills** including **communication** and **interpersonal skills**. Students can also complete the Duke of Edinburgh Award.
- 17.7.4. A full timetable of the enrichment activities is made available at the beginning of each term. Students get the chance to choose their enrichment activities and, if they manage to secure a place in that activity, we expect them to attend all the sessions for that term.

17.8. Educational Trips and Activities Week

- 17.8.1. We offer a wide range of **super-curricular** opportunities for our students that helps to facilitate a **love of learning** and a **hunger to learn more**. These opportunities include off-site trips to access locations or provisions designed to extend our students' learning **beyond the classroom** and into the real-world. These provide students with **invaluable experiences** of speaking with people at the heart of the issue, such as meeting Franciscan Monks when studying theology, to seeing the **real-life impact** of urban sprawl of residents in Hampshire.
- 17.8.2. While some of these enriching opportunities are scattered throughout the students' journey at the Academy, our activities week in Pentecost Term offers students a full series of enrichment opportunities in a school week.

18. The Grammar Stream

18.1. All students at The Bishop benefit from **high academic standards** and our philosophy of ‘high expectations – no excuses’, regardless of their background. However, we recognise that some high ability students may face unique challenges. These could include:

- Access to career path information for selective universities
- Local grammar schools offering only single-sex learning environments
- Opportunities to develop a well-rounded nature through extracurricular interests
- Further developing their confidence in oracy

18.2. At the Bishop, students recognised as having additional academic potential are placed in a **dedicated academic mentor group** within a **co-educational setting**. This group seeks to prepare students for life after school and support them to develop the **social** and **communication** skills they will need to form effective relationships in the workplace and their social lives.

18.3. The Grammar Stream mentor group aims to give students high aspirations for their future lives, providing students with the opportunity to pursue A-level studies at our Sixth Form with **seamless consistency** between GCSE and post-16 education. Students on the Grammar Stream will be prepared to go on to university studies, equipped with the skills to succeed in higher education.

18.4. In addition to the high-quality teaching and learning and the access to outstanding facilities provided to all students, our Grammar Stream offers the following tailored experience:

- **Opportunities to develop a growth mindset to overcome challenges and reach potential**
 - Guidance to overcome academic barriers
 - Support in identifying problems and generating solutions
 - Development of metacognitive and research skills through the Grammar Stream Project
- **Aspirational careers advice**
 - Guided access to the Unifrog careers library
 - Direction in setting concrete goals and aspirations
 - Support in recognising and developing the specific skills and personal attributes they require to be successful in their chosen careers
- **Personalised mentoring**
 - Liaison between mentors and subject teachers to discuss progress and next steps
 - Support for the students’ emotional, social, and mental wellbeing
- **Access to specialised academic and personal enrichment**
 - Opportunities to access a versatile and challenging enrichment programme
 - Tailored enrichment activities including research skills and oracy
 - Encouragement to learn to play a musical instrument
 - Opportunity for students to attend guest speaker events tailored to their interests and goals