

Teenage Kicks

Curriculum Policy

Policy approved by	Colin Phillips
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1. Policy Statement

It is the firm commitment of the staff at Teenage Kicks, that all our pupils and students enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration, and social mobility. There is no ceiling on students' experiences or aspirations. Expectations are the same for all and all routes will lead to recognised qualifications. The curriculums of our school reflect their individual communities, identities, and histories.

Social, moral, spiritual, and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion, and integration. The curriculums of our school seeks to empower our young people.

Our primary curriculums are ambitious, designed to give all our children, and particularly those who are disadvantaged or who have special educational needs and/or disabilities (SEND), the knowledge, cultural capital, and enjoyment of and resilience in learning that enables them to progress successfully into secondary education and their lives as young people in our community. The breadth of curriculum provision in Years 7-9 will enable students to access a core curriculum focused on developing academic abilities whilst plugging gaps in their learning, in addition to experiencing in a range of vocational subjects to which they may gain accreditation at Key Stage 4.

At Key Stage 4 students have the opportunity to take and enjoy GCSE Maths, English, Science, Food Preparation and Nutrition, History, R.E (short), P.E (short) and a range of other vocational subject qualifications.

Our curriculum includes co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures pupils leave our schools as well rounded, informed, and resilient young people ready to take their place in the world.

2. Principles that underpin our curriculum design

- **Broad** – so that young people gain knowledge and understanding of the **range** of ways in which human beings have understood and found meaning in our world - the best that has been thought, said, and created.
- **Deep** – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- **Rich** – so that all children and young people can widen their horizons develop creativity, life experiences, and increase cultural capital.
- **Interconnected** – so that our pupils are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- **Progressive** – learning builds on prior experience, gradually deepening understanding, and mastery.
- **Relevant** – so that our young people are prepared for the next stage of their education, and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and excited by diversity, compassionate and generous of spirit, and able to lead, build community and do good as they go. Our primary curriculums are strongly linked to the context of the school and its locality, reaching out from there to the wider world, building strong general knowledge and cultural capital.

3. Principles for Learning

- A rigorous and academic curriculum requires high levels of literacy. A whole school cross-curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. In the early stages of learning to read, reading materials are closely mapped to pupils' phonics knowledge.
- **Engagement:** high quality learning environments where young people are given time to master and apply key disciplinary concepts.
- **Progress:** Formative and Summative assessment to measure academic progress: we check pupils' understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching, as necessary. Non-academic progress is monitored in a multitude of ways including EHCP outcomes and social and emotional progress etc.
- **Outcomes:** our pedagogy is adapted, and learning is structured to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy, and experience success in the same curriculum entitlement for all pupils. Specific challenges, barriers and issues are identified and addressed.
- An understanding of the cognitive science of how students learn – ensuring they can remember and do more, grow in self-motivation and self-management; aiming for fluency and automaticity in key concepts which feature in our curriculum
- Social development and fellowship - so that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally.

4. Curriculum Structures

- The school day at Teenage Kicks consists of four 40 minute lessons and 2 one hour lessons a day Monday to Friday.
- The extra-curricular offer runs during lunch time during the week or on a Thursday after school. A timetable of extracurricular activities is available termly.

4.2 Key Stage 3 Curriculum

During Key Stage 3, Years 7-9, all pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

KS3 Curriculum

	KS3 Learning hours per week
English	2
Maths	2
Science	1HR 20
RS	40 mins -1
Geography	40 mins-1
History	40 mins -1
PE	1hr 20 mins
Art	80 Mins
Hair and Beauty	2
Digital Art	2
Woodwork	2
Food	1hr 20 mins
ICT	40 mins-1
PSHE	40 mins
Personal Development	40 mins
Careers	40 mins

4.3 Central principles of the Key Stage 3 curriculum

4.3.1 Reading and Literacy

A rigorous and academic curriculum requires **high levels of literacy**. A whole school cross curricular pedagogy to supporting literacy and reading underpins both curriculum design and teaching and learning. The **strategies** we use draw extensively on those outlined in:

- Metacognition and Self-Regulated Learning (2018), EEF
- Improving Literacy in Secondary Schools (2018), EEF.
- Closing the Vocabulary Gap (2018). Alex Quigley.

All teachers and teaching assistants are trained in the literacy strategy and the components of **reading, oracy, and writing**, enabling all students to make maximum progress whatever their start point.

4.3.2 The integration of reading into the curriculum

All teachers are teachers of literacy. Disciplinary literacy is embedded across every curriculum area. Vocabulary is built through exposure to systematic and explicit teaching. Curriculums build in opportunities for vocabulary learning and consider The Three Pillars of Vocabulary Teaching:

- Explicit vocabulary teaching
- Incidental vocabulary learning
- Cultivating 'word consciousness'

Pupils also have access to rich texts whereby subject leads choose texts which both challenge and extend students' reading. Teaching specific comprehension strategies are explicitly taught and this includes an investment in a student's background knowledge since one of the strongest drivers of reading ability is prior knowledge. This is essential for drawing logical conclusions or picking up inferences. Our approach to reading in lessons means that all departments have a structured approach to teaching reading comprehension strategies and students are taught through teacher modelling.

Each form across all year groups have the opportunity to develop their reading fluency, comprehension and vocabulary skills through daily structured sessions led by their form tutor. The purpose of these is to provide children with a wealth of experience across a variety of texts, plug gaps in background knowledge and support the acquisition of tier 2 and tier 3 vocabulary. This has shown to support and consolidate learning in English and across the wider curriculum.

Pupil voice is given an integral role in text selection and a well-stocked and resourced library and classrooms in line with pupils' interests facilitate reading for pleasure.

Oracy: Staff model for and support students to speak clearly and convey ideas confidently using standard English, enabling students to clarify their thinking as well as organise their ideas for writing.

There are core and co-curricular opportunities for champion activities for oracy development such as debates.

Writing: Students are taught how to write as a subject discipline expert. They are taught how to write in different disciplines with staff modelling what good writing looks like in their subject through the 'I do, we do, you do' approach.

4.3.3 Targeted Support for Literacy

In addition to the comprehensive universal offer to support students' literacy, Teenage Kicks also provide a graduated response for pupils who might require extra support. Students' literacy levels on entry are evaluated through appropriate diagnostics and identified cohorts include:

- Students who have not achieved Age Related Expectations at Key Stage 2 in Reading and Writing.
- Students who score below their chronological age on reading diagnostic tests.
- Students identified by teachers as appearing to struggle with accessing texts, articulating ideas, writing.
- EAL students at proficiency levels C and D where there are gaps in inferring, comprehension of more complex curriculum material, structural accuracy, abstract vocabulary and refining English usage.

Interventions are evidenced-based for the relevant diagnostic. They will be bespoke, group based and where necessary, individual student based, dependent upon the child's needs. Staff delivering interventions are specialists in their subject areas.

4.3.4 Targeted support for Numeracy

For those below age related expectations in Maths we use targeted intervention based on assessment data.

4.3.5 (PSHRE)

The Wellbeing curriculum is taught by key staff. It incorporates all aspects of the DfE statutory framework for Relationships and Sex Education (2020) which outlines what students should know by the end of secondary school to keep them happy, healthy, and safe. The curriculum also delivers elements of the Careers Education, Information, Advice and Guidance provision. Good careers guidance is crucial if young people are to raise their aspirations and capitalise on the opportunities available to them and make informed decisions about their future. Statutory areas of learning include:

- different types of relationships including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships,
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance,
- boundaries and consent; how to manage conflict; and also, how to recognise unhealthy relationships,
- how relationships may affect health and wellbeing, including mental health,
- healthy relationships and safety online,
- factual knowledge around sex, sexual health, and sexuality,
- healthy bodies and lifestyles including keeping safe, puberty, drugs, and alcohol education, • healthy minds including emotional wellbeing, resilience, mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping students develop feelings of self-respect, confidence, and empathy.
- Equipping students who are members of distinct faith communities to take their place in a rapidly changing and challenging world.
- Providing a framework in which sensitive discussions can take place, preparing students for puberty and giving them an understanding of sexual development and the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching students the correct vocabulary to describe themselves and their bodies.

The curriculum is pro-active in teaching our students the core values that support healthy lifestyles and allow them to nurture respectful relationships. The nature of the subject content means that the subject is constantly evolving to ensure that we meet the specific needs of the individuals and groups of students within a given year group. Each scheme of work equips our young people with the skills, knowledge, and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2024) and Ofsted's Sexual Violence and Sexual Harassment between Children in Schools and Colleges (2021).

4.3.7 Religious Education

Teenage Kicks welcomes young people of all faiths and none. All students are expected to study Religious Studies in every year up to GCSE.

In KS3 pupils study the Diocesan-approved syllabus. This is not religious instruction in any faith. It involves learning about religions and world perspectives on the big moral and ethical challenges that human beings face – human rights, discrimination, persecution, war, our relationship with the natural world and the rights of animals. All major world faiths are equally respected and represented. – Christianity, Islam, Judaism, Hinduism, Sikhism, and through a developing understanding of faith and non-faith perspectives RS encourages students to explore and develop their own spirituality and search for meaning and direction in life.

The subject is enhanced by the contributions of representatives of different faith communities, and particularly the 5 main faiths in the Greater Manchester area – Christianity, Islam, Judaism, Hinduism and Sikhism, and non-religious world views of humanism, secularism, and agnosticism, so that students understand the range of thinking and philosophies by which different human beings seek to make meaning of the world. All students take a short course RS at GCSE. Should a parent/carers wish to withdraw their child from Religious Studies this must be made in writing and following a parental discussion with the Headteacher.

How the RS/RE curriculum is organised:

All students at Teenage Kicks Study Religious Studies.

Religious education does not seek to influence pupils' views in support of any particular religion or worldview – it is a subject which educates pupils to understand their own beliefs and those of others.

Students' work in Religious Studies will be exhibited prominently and we are very happy to discuss the curriculum and the materials we use with parents.

4.4 The Curriculum at Key Stage 4

All pupils' study English Language, Mathematics, Science, RS and Food to GCSE. In addition, pupils will be able to select from a range of other vocational subjects to gain accreditation including, ICT, Art, Digital Art, PE, Woodwork, Hairdressing and Barbering.

The KS4 curriculum also includes core PSHRE.

The outline of KS4:

	KS4 Learning hours per Week
English	2 hours 40mins
Maths	2 hours 40mins
Science	1 hour 20 mins
PSHRE	40mins
RS	40mins
Core PE	2
Food	2 hours
Art	40 mins
ICT	1 hour 20mins
Careers	40 mins
Choice 1	2
Choice 2	2

4.6 The Co-Curricular/enrichment offer

Enrichment and co-curricular are integral to Teenage Kicks and departments have a mapped out extra and co-curricular offer which they remain committed to. We want all our students to enjoy the opportunities provided so that they are able to develop their whole self.

Trips and extracurricular clubs are developed to complement academic curriculums and are delivered during lunch times, after school or on calendared days.

4.8 Social, Moral, Spiritual and Cultural Development (SMSC)

Character education and SMSC are the golden thread running through all aspects of curriculum provision. Grouping arrangements, seating plans, learning strategies, co-curricular opportunities and Teenage Kicks ensure that students from all backgrounds work together authentically to build mutual understanding and respect, and foster social cohesion and integration.

Spiritual development is at the heart of Religious Education/Studies. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths. The taught curriculum aims to build a love of learning and develop awe and wonder in learning about the world and how humanity has sought to understand and make meaning.

Students' moral education is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, mutual respect, and active citizenship, all modelled by staff, by the ethos of the school and by the emphasis we place on community at a local, national, and international level. We commit to charitable endeavour and doing good as we go.

Students' social education comes through the emphasis on active and collaborative learning; the centrality of oracy and communication; the investment in a wide co-curricular provision and ensuring that students take part, try new things, meet new people; student representation through a Student Council, who contribute to formal terms providing opportunities to be involved with consultations on school development. All these behaviours embed British values of democracy, mutual respect, and the rule of law.

Students' cultural education comes through the breadth and richness of the curriculum and extra-curricular provision; the exposure to resources in school, both in the library and on-line; living and learning in a well ordered, light, vibrant environment, which celebrates the arts and creativity; the diversity of the school population and how that is celebrated in school; the opportunities and encouragement and (where necessary) the financial support provided by the school to enable all students to visit museums, galleries, cities, the theatre, universities, different places.

4.9 Careers Education, Information, Advice and Guidance (CEIAG)

An ambitious curriculum is supported by an effective and responsive CEIAG curriculum to ensure that all young people have the knowledge they need to make informed choices about their future. Teenage Kicks is committed to providing a well-planned and resourced programme of CEIAG that endeavours to reflect the Department for Education (2017) 'Careers strategy: making the most of everyone's skills and talents' which placed the eight Gatsby Career Benchmarks at its heart.

A progressive CEIAG is mapped throughout the five years' students are with us and embedded across all curriculum areas. When sequencing curriculums, subjects will plan for and signpost opportunities that link to careers. Tutor time, Wellbeing lessons and assemblies will support CEIAG provision at key points in the academic year.

Our intention is to normalise the language of college/university and advanced apprenticeships from Year 7, building links with local universities and companies in the Greater Manchester region to ensure our young people are inspired and encouraged to make aspirational choices which are right for them. Our Key Stage 4 offer will build on students' broad and deep learning in Key Stage 3 and enable our young people to start to prepare for progression routes at Technical/Applied/Apprentice level, as well as traditional A-Levels extra-curricular and enrichment provision will involve adults from the wider community who will reinforce aspiration and provide positive role models.

All students in Years 10-11 will have 1:1 discussions and bespoke careers advice on progression through 16-18 and beyond.

An independent careers adviser will be contracted through Positive Steps to support the school's careers strategy and guidance interviews. Links with external agencies such as the Careers and Enterprise Company will be utilised to provide targeted opportunities (particularly SEN) for our students.

5. The Quality of Education:

The monitoring of the quality of education is constantly reviewed by our Leadership Team. Senior Leaders will review progress against school improvement priorities, which are identified by the Headteacher with the advice and support of the Executive Headteacher, Proprietor and the School Improvement Partner, hearing from leaders and where possible seeing, in practice, how the design and delivery of the curriculum is developed and improved and how this is helping all pupils and students, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.