

## **Curriculum Policy**

### **The management and staff of Leicester Community Academy Leicester will aim:**

- To provide a broad, balanced, relevant and differentiated curriculum.
- To provide appropriate learning opportunities to include all pupils/students.
- To promote partnership between pupil/student, parent/carer, teacher and community.
- To ensure continuity and progression within the school and between phases of education.
- To foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- To encourage a respect for the school and its environment so that learning is a positive and pleasurable experience for all.
- To deal with all curriculum related complaints made by parents/carers in line with agreed procedures.

### **In particular, the management and staff of Leicester Community Academy Leicester believe the curriculum should aim:**

- To help pupils/students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- To help pupils/students acquire understanding, knowledge and key skills relevant to school, adult life and employment in a fast-changing world.
- To help pupils/students to use language and numbers effectively.
- To help pupils/students develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.

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- To help pupils/students understand the world in which they live and the inter-dependence of individuals, groups and nations.
- To help pupils/students to appreciate human achievements and aspirations.

## **THE SCHOOL CURRICULUM**

The following subjects are taught at the school:

- ❖ English
- ❖ Mathematics
- ❖ Science
- ❖ Information & Communication Technology
- ❖ History
- ❖ Religious Studies
- ❖ Arabic
- ❖ Urdu
- ❖ Physical Education
- ❖ Art & Crafts
- ❖ Citizenship
- ❖ Geography

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## **Aims**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the National Curriculum.

### **The school should:**

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally, aesthetically and creatively, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks he/she is asked to perform.
- Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.

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### **Children should:**

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- Be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Be developing non-sexist and non-racist attitudes.
- Be able to make use of the cross-curricular opportunities given, whenever possible, to enhance their knowledge and understanding.
- Be able to make use of information and communication technology across all areas of the curriculum and learning, and use multimedia resources to enhance the learning.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- To be able to apply mathematical knowledge and understanding related to numerical, spatial, scientific and practical aspects.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- To be able to acquire the areas of linguistic - four dimensions of language, listening, reading, speaking and writing.
- Be developing an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.

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- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Be able to express their knowledge and understanding of the Islamic faith.
- Have some knowledge of the beliefs of the major world religions.
- Have some knowledge and understanding of racial tolerance and respect for religious differences.
- Be developing agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety (PSHE).
- Know how to apply citizenship principles and practices, in relation to matters which are local, national and global.
- Have an understanding that our actions have an impact on others and on the environment.
- Know how to show an appreciation and respect for their own culture and the arts, and the culture and arts of other communities.

Reviewed: September 2016

Next Review: September 2017