

# New Rickstones Academy - Curriculum Intent Document

## Overarching Curriculum

### Vision:



## Our Key Drivers



Excellence  
is a habit



Aim high



Individuals  
matter



Culture



Worldwise



Community  
and family

### Ambition

Have the inner drive  
to learn and improve.

Stay focused and  
committed in the face  
of challenges.

Take charge of your  
learning.

Be **proud** of your  
achievements.

### Character

Be curious, confident  
and **resilient**.

Own your actions  
and be **kind** to others.

Do the right thing  
when no one is looking  
and get your  
reaction right.

### Opportunity

Take advantage  
of experiences to  
grow and develop  
your skills.

Discover new interests  
and paths.

Support your  
community to thrive.



We will provide an **excellent education**  
for **every child, in every classroom, every day.**

**Our New Rickstones Curriculum Intent is built upon the foundations of our 3 key drivers.**

**These 3 drivers are underpinned by our 6 curriculums**

- 1 The Personal Development Curriculum
- 2 The Academic Curriculum
- 3 The PSHEE Curriculum
- 4 The CEIAG Curriculum
- 5 The Pillars of Teaching and Learning and Wider School Activities
- 6 The Enrichment Curriculum

## **1 The Personal Development Curriculum**

*Develops the skills required to effectively handle challenges that are commonly encountered in everyday life. Through a combination of SMSC and a deep understanding of fundamental British values, this will give our students the tools to succeed globally in modern society.*

### **1.1 British Values**

- Students are informed about the fundamental British Values through assemblies and the Life Skills programme. These programmes teach our students about the importance of tolerance, mutual respect, the rule of law and individual liberty.

### **1.2 SMSC**

- Social, Moral, Spiritual and Cultural education is prevalent throughout New Rickstones Academy. From the classroom, to the playground, and to the themed cuisine days in the canteen, the Academy strives to enhance all students' SMSC experience.

### **1.3 Life Skills programme**

- Life Skills is a fundamental part of the curriculum at New Rickstones and this plays a huge role in educating students for life beyond the Academy. Themes such as healthy relationships, consent, drugs and alcohol, financial management, resilience, mental health, body image and more are tailored to each individual year group to enhance their knowledge on these key themes in modern society.

### **1.4 Wellbeing**

- Students are educated in the importance of improving wellbeing including emotional and physical health through assemblies, life skills and learning for life programme, so they can be successful and manage themselves during their time in the academy.

### **1.5 Learning for Life**

- Learning for Life is designed to support the Academy's Life Skills programme by equipping students with knowledge on a variety of prevalent topics in modern society. The themes are pre-determined at the beginning of each Academic year and match the assembly rota themes.

### **1.6 Tutor programme**

- There is a regular programme for each year group which includes discussions on aspects of national and local news, quizzes, learning for life topics, assemblies and Numeracy.

### **1.7 Assembly programme**

- The weekly assembly programme informs students of prevalent topics in modern society. The assembly themes match up with the Learning for Life themes. This aside there is potential for flexibility with the assembly programme so the Academy can address the needs of each year group when required.

### **1.8 Votes for schools**

- This programme provides tutors with subjects for topical conversation including politics, bullying, Black History Month to name a few, and includes powerpoint presentations and discussion points which students then vote on.

## **2 The Academic Curriculum**

*Ensures students leave with the best possible qualifications in a variety of disciplines allowing them to pursue the career of their choice and live a happy and successful life.*

### **2.1 Literacy, numeracy, oracy**

- Students in years 7 to 9 spend 1 hour a fortnight in the library reading for passion.
- Literacy skills are developed each day through 20 minutes of DEAR and students are encouraged to participate in Accelerated Reader through the academy library.
- Numeracy is practised in weekly tutor time sessions to keep the basic skills and techniques at the forefront of minds.
- Oracy is developed through class discussions, topical debates in tutor time, and through events such as “SpeakOut”, showcases, and Open Evenings.
- Developing these 3 communication skills allows students to be confident in demonstrating their abilities and fluent in applying them to real problems in the world around them.

### **2.2 The Mastery Model**

- All departments teach for mastery of their subject. This encourages students to develop confidence, deep understanding, metacognition and retention. Careful consideration is given to the sequencing of lessons to support the above.
- Students will leave being able to apply their knowledge, use their skills, and continue their passion for learning in their further studies or training.

### **2.3 Curriculum offer - KS3**

- All students in KS3 are provided with the opportunity to study a breadth of subjects which allows them to get a firm understanding of a wide range of subjects before potentially embarking on further specialised study in KS4 and KS5.
- Through careful curriculum design and sequencing, students develop a passion for a variety of disciplines.
- 45% of lessons are dedicated to English, maths, and science.
- A further 45% of lessons are then dedicated to a breadth of subjects including PE, Life Skills, Humanities, Languages, the Arts, and technologies.
- The final 10% of lesson time is for students to start to follow a passion or develop an interest in a variety of disciplines.
- In Year 7 and 8 these are in the form of “Extended Enterprise Learning” which vary for each cohort. The lessons can include “Ball Skills”, “Musical Theatre”, “Hair & Beauty”, “Health & Wellbeing”, “Crafts & Making”, and “The World Today”.
- In Year 9, students can choose 2 subjects to start deepening their knowledge and interest and to start experiencing what studying a subject to a higher level really entails.
- The KS3 curriculum not only prepares students to enter KS4, it empowers them to make bold choices, follow their own path, and develop their own character.

### **2.4 Curriculum offer - KS4**

- During the options process, students are able to choose from a wide range of 18 different subjects from different disciplines. English, maths, and science are studied 9 out of 10 days in order to secure the knowledge, skills, and understanding that will open doors into other subjects, education and employment.
- Appropriate pathways are identified and tailored for individual students.
- “Options” subjects are studied for 2 years in order to promote the greatest depth of interest, study and understanding.
- KS4 students will study 11 different subjects, providing great depth and breadth to their

learning and empowering their control of their futures.

## **2.5 Curriculum offer - KS5**

- During the enrolment process, students are able to choose a personalised post-16 pathway consisting of either Academic and / or Applied General qualifications.
- Those students who require a Grade 4 in English and / or maths have the opportunity to re-take these with an additional Level 2 qualification.

## **2.6 Assessment**

- Parental reports are sent home 3 times a year, with one of those containing written comments containing SMART targets on how to improve.
- Trust-wide assessments are carried out twice a year, in core subjects and Ebacc..
- These allow for accurate and precise interventions, gap analysis, and feedback to ensure that no student is left behind and that students are fluent with the requisite knowledge and skills.

## **2.7 Interventions**

- Selected KS3 students spend 1 hour a week with the librarian in order to make sure that they are reading at their age related level.
- Selected year 7 students enter the Rapid Progress Group. This allows students that have not met the expected standard at KS2 or that may require additional support to catch up with their peers. Their study of MFL is reduced to allow for increased literacy interventions. Once these students have benefited from the programme sufficiently, they successfully reintegrate with the main cohort.
- Selected KS4 students will be guided to study fewer subjects in order to ensure that their knowledge, skills, and understanding is deep in those subjects and remains undiluted.
- Selected KS4 students will study Entry Level English and maths alongside their study of GCSEs. Learning is supported and confidence built upon to ensure that the highest levels of achievement are obtained.
- Students are given access to lunchtime, holiday, and weekend sessions when required to ensure no student is left behind.

## **2.8 PPP- Peak Performance Programme**

- Key Stage 4 students attend a 6th period of the day in specific department areas each night of the week. The premise is that these are not another hour of lesson time, rather, that they help with revision techniques, are Q&A sessions, and empower the students to engage in their own self directed study.

## **2.9 Target Setting Day**

- Parents and students meet with tutors to set and review personal targets. These targets focus on the student as a whole: Mastery, Character, and Perspective. This allows the students to have achievable goals and knowledge on how to develop.

## **2.9 Giving and taking effective feedback**

- Students are taught how to effectively give and receive feedback in lessons through peer, self and teacher assessment so they can be a critical friend and are able to take on advice and improve.

### **3 The PSHEE Curriculum**

*Develops an understanding of personal responsibilities and provides students with the knowledge and skills necessary so they can make safe and informed decisions.*

#### **3.1 NRA Values (Mastery, Character, Perspective)**

- Regularly mentioned through the PSHEE programme, assemblies and tutor sessions. Our values underpin everything we do from an academic and curriculum perspective

#### **3.2 Diversity**

- Students are exposed to a variety of cultures and given experiences throughout their time at NRA that are different to their usual settings

#### **3.3 e-Safety**

- E-safety committee as part of our student leadership, regular assemblies and activities as part of the learning for life curriculum

#### **3.4 Relationships**

- Healthy relationships are key in personal development. This is covered through life skills, PSHEE and assemblies

#### **3.5 Careers**

- Independent careers advice given to all students, every year group engages in a variety of programmes that include external providers and trips/visits related to careers

#### **3.6 Crime (dangers of exploitation and substances)**

- External providers and life skills lessons give students the opportunity to learn about the health and social dangers of substance abuse

#### **3.7 Financial Education**

- Forms part of our learning for life curriculum as well as sessions throughout years 7-13 by external providers such as barclays bank

#### **3.8 First Aid**

- Students are given first aid training opportunities including defibrillator training in year 9&10

#### **3.9 Roadster (year 12)**

- 6th form students have the opportunity to try their hand at practical driving as well as learning the dangers new drivers face and useful tips to passing their test and getting the best insurance deals

## **4 The CEIAG Curriculum**

***Raising aspirations to ensure that students are fully-informed and familiar with the options available to them. They will have the confidence, skills, and ambition to be the best that they can be.***

### **4.1 Gatsby Benchmarks**

- New Rickstones Academy regularly tracks their progress against the Gatsby Benchmarks through the 'Compass Tool'. Opportunities through the CEIAG programme allows NRA to achieve all 8 benchmarks.

### **4.2 Careers Days**

- All students participate in an annual careers drop down day suitable for their current year and key stage;
  - Year 7: Employer engagement
  - Year 8: University visit
  - Year 9: Industry practice
  - Year 10: Mock interview day
  - Year 11: Recognising and building personal skills
  - Year 11: Careers fair visit

### **4.3 Make Happen**

- New Rickstones Academy works closely with Make Happen which is the National Collaboration Outreach Programme (NCOP) for Essex and is dedicated to inspire young people, raise their aspirations and promote interest in Higher Education (HE) as a route to achieving their ambitions.
- NCOP exists to widen participation to Higher Education (HE) by supporting the Government's goal to reduce the gap in higher education between the most and least represented groups.

### **4.4 University and College visits**

- Students visit local college and university providers in order to allow them to make fully informed decisions at post 16 and 18.
- KS5 students will visit a local university provider ensuring that they are informed and knowledgeable about university life, financial support and courses available. These visits ensure that students recognise their academic worth and acquire a genuine belief that the university route is possible for them.

### **4.5 Work Experience (year 12)**

- Students participate in work experience during year 12.

### **4.6 6th Form Taster Days**

- Students are provided with opportunities to take part in their own sixth form taster days.

### **4.7 Independent careers advice**

- In KS4 and 5 students receive impartial careers advice from a fully qualified Personal Advisor.

### **4.8 PSHEE**

- A detailed CEIAG scheme of learning is taught through the PSHEE curriculum.
- Students identify their personal career ambitions and plan how this will be achieved using KUDOS.

### **4.9 Brilliant Club**

- Our students take part in the Brilliant Club which aim to increase the number of pupils in underrepresented backgrounds progressing to highly selective universities.

## **5 The Pillars of Teaching and Learning and Wider School Experiences**

*Provides life-enriching opportunities for students to enjoy experiences outside of the Academic Curriculum which allows them to broaden their horizons, celebrate success, and contribute positively to the NRA, and wider, community.*

### **5.1 Trips and Visits**

- Trips are organised to reward students' successes and achievements.
- They are also organised by subject departments to enrich the curriculum and to give students first hand experience of new environments, to stimulate curiosity and broaden their understanding of the world.

### **5.2 Student Voice**

- Students are given a range of opportunities to discuss key topics through Jack Petchey Speak Out competitions, votes for schools, school councils and tutorials so they have the confidence to stand up for what is right and improve what is wrong in an appropriate manner.

### **5.3 Student Leadership**

- Students have the opportunity to take on leadership roles within the classroom, within the different school councils and later to become part of the student leadership team.
- Students are trained to be positive and professional role models in the Academy when being tour guides and supporting at academy events. This enables them to develop confidence and skills required beyond academy life.

### **5.4 Ethos & Values achievement points**

- A positive school ethos and culture is developed through good relationships and positive behaviour in the classroom, playground and wider community.
- Achievement points are given and rewarded through assemblies. This enables the students to successfully work alongside each other and be tolerant of others.

### **5.5 Honours Assemblies**

- Students are nominated by their teachers and peers to celebrate and reward academic and personal achievement.
- Each year group takes part in a special assembly each term when the headteacher and deputies present the awards and celebrate their achievements supported by tutors and heads of year.
- Entertainment pieces are provided by fellow students and both students and staff unite to honour students' success.

### **5.6 Showcases**

- At the end of the Autumn and Summer terms we give our students the opportunity to showcase their successes in the performing arts.
- Drama, Music and Dance performances involve students from all year groups and allow them to celebrate and demonstrate the skills they have learnt.
- Primary school pupils and elderly members of the community as well as parents, relatives and friends are invited to enjoy our students' performances.
- Fellow students always attend to support their friends' achievements.

### **5.7 Sports Day**

- Sports Day is always a significant event on our calendar. Parents, friends and past members of our academy are invited to witness our students' sporting prowess. Tutor groups in each year group enjoy the opportunity for friendly competition amongst each other as they vie to win the coveted sporting trophies. This encourages the values of teamwork and pride in their achievements we so value at New Rickstones Academy.

### **5.8 Jack Petchey Speak Out! Challenge**



- Each year students prepare and rehearse public speaking on issues important to them for the Jack Petchey Speak Out! Challenge.
- Students are encouraged to value their opinions and develop the ability to express them in a confident, engaging manner. In previous years our students have won both regional and national finals to the delight of not just the winners themselves but their fellow students and teachers.
- This gives our students the confidence to believe their voices are important and should be heard and listened to.

### **5.9 Guest Speakers**

- Guest speakers are invited to our academy for a variety of reasons. They advise students on effective revision techniques, discuss personal achievements and how they have overcome barriers to success.
- Guest speakers expose our students to real-world life experiences enabling them to make connections between what they are learning and the wider world around them.

### **5.10 Visits from theatre companies**

- Theatre companies are invited to our academy from a pastoral perspective to encourage students to reflect on the life choices they would make in a given circumstance and their personal safety.
- Theatre companies also work with students studying Performing Arts to extend their understanding and application of performing skills.

### **5.11 Star of the week**

- This enables tutors to celebrate those students who have had a particularly successful week for a variety of reasons. They are presented with a certificate in assembly as a reward. These students also receive 'positive' points towards their tutor total.

### **5.12 Tutor Competitions**

- Each year group has their own bespoke tutor competition programme. This may include attendance, positive points, inter-form competitions, quiz and numeracy ninja scores, Accelerated Reader quiz scores.

## **6 The Enrichment Curriculum**

*Allows students to enhance their physical, intellectual, social, and emotional development through competition, play, enjoyment and experiences so that they understand the importance of their own physical and mental well-being.*

### **6.1 EELs**

- “Extended Enterprise Learning” allows students to follow a passion or develop an interest in a variety of disciplines. These vary for each cohort but can include “Ball Skills”, “Musical Theatre”, “Hair & Beauty”, “Health & Wellbeing”, “Crafts & Making”, and “The World Today”.

### **6.2 Sport & Fixtures**

- Fixtures are seasonal and enable students to represent the school. The focus is on developing students team skills and physical well being.

### **6.3 Clubs**

- There are a breadth of clubs available for students to select from, all of which support the students intellectual development and enjoyment of school life.

### **6.4 Lunchtime activities**

- Students are encouraged to attend a variety of different activities including drama, keyboard, ukulele and sports clubs. The aim is to enable students to enhance their skills and develop their social maturity.

### **6.5 Charity Events**

- New Rickstones Academy is dedicated to supporting a range of Charities, be they community or global organisations. Fundraising events are a regular occurrence such as non uniform days and cake sales and students are most generous in giving their time to support this cause.

### **6.6 Competitions (AET debating, SpeakOut, AET Drama etc)**

- Part of the New Rickstones Academy ethos is to encourage students to become involved in both local and national competitions, including Jack Petchey SpeakOut and Glee. There are also many AET run competitions which are well represented by our students and which provide an excellent stage to showcase the talent of our students.