

BDAT Curriculum Approach – September 2023

Our mission is “to provide high quality education within the context of Christian belief and practice so that every child can fulfil their academic potential and accomplish their individual goals”.

We firmly believe that every child has only one chance to receive a good education and they deserve that education to be the best it possibly can be.

The Trust, our family of schools, staff and our pupils are driven by a set of shared **values (*Inclusion, Compassion, Aspiration, Resilience and Excellence*)** which guide how we operate, how we teach and how we support each other.

We believe our curriculum is the fundamental way to bring our values to life.

BDAT is committed to delivering a curriculum, which is:

INCLUSIVE

“understanding everyone is equal, without exception, valuing and encouraging diversity and difference and proactively seeking to learn from others.”

We believe our curriculum should reduce social inequalities by providing a wide range of curricular experiences and opportunities for all our students and young people which:

- addresses the wide range of needs of all our learners and captures the uniqueness of our academies.
- promotes and develops understanding of the importance of diversity, difference, tolerance and respect in our local, national and global society.
- offers a wide range of additional experiences and opportunities so that children and young people appreciate the relevance of education within the wider context of our multi-cultural and belief/faith society.
- Broad and balanced curriculum giving opportunities to learn and then specialise in diverse areas appropriate to children’s specialism.

COMPASSIONATE AND SUPPORTIVE TO THE NEEDS OF OUR LEARNERS

We believe our curriculum should deliver each school’s values and visions overtly in its day-to-day provision by:

- promoting a curriculum which recognises and understands the importance of positive relationships between staff and students and all aspects of communities.
- equipping the children and young people to become well-rounded, reflective, confident and responsible citizens.
- providing opportunities for teamwork and peer working so our children and young people become experienced in supporting each other.

ASPIRATIONAL

We believe our curriculum should help our children and young people to be ambitious and to realise their aspirational dreams by:

- broadening horizons, setting high expectations and ambitions so our students believe they can really achieve.
- developing self-esteem and self-belief so every child has the confidence to realise their highest potential and broaden their horizons.
- opening doors for the children and young people within our schools by providing them with a stimulating and engaging curriculum and opportunities which engender a love of learning.

RESILIENCE

Our curriculum will highlight difficulties life may bring and will give positive strategic support to empower our learners by:

- helping them to develop the work-related, social and life skills required to contribute positively to society.
- working with a range of stakeholders to help bring the curriculum to life so that our children and young people are inspired and believe that their aspirational goals can be realised.
- educating our children and young people about the importance of mental health and looking after their own wellbeing and that of others.
- promoting a curriculum to provide students with the skills and knowledge to guide their futures as lifelong learners.

EXCELLENCE

We are committed to educating the next generation for life by ensuring our curriculum:









- delivers a high quality, all-round, sequenced education which builds on the foundations and progress pupils have made through their earlier learning and prepares them for the future.
- is challenging and knowledge-rich, based on developing subject-specific and cross-curricular skills.
- is stimulating, broad and balanced to meet the diverse needs of our learners.
- encourages every child to fulfil their potential.












**Bradford Diocesan
Academies Trust**

*** Examples of the range of Opportunities and Experiences students may undertake**







Visits to:

-  art galleries, museums, and live theatre performances.
-  local and national geographical and historical places of interest;
-  places of worship of different religions.
-  political institutions.
-  foreign countries.
-  sporting and musical events.
-  a range of Secondary, FE and HE providers;
-  work related and business institutions.

Participate in:

-  charity event/s;
-  sporting event/s.
-  performing arts activities.
-  a democratic process/event/s;
-  public speaking activities;
-  an environmental project;
-  cross Trust activities.
-  school extra- curricular activities;
-  STEM activities.

Opportunity to have:

-  at least one overnight residential.
-  basic first aid training including CPR.
-  interaction with people from other cultures and beliefs;
-  work experience.
-  experience of different forms of transport;
-  experience of managing a budget.

Please note this list is designed to give ideas of the types of experience available and is not mandatory or exhaustive.

LOCAL ACADEMY CURRICULUM PLANNING

INTENT

Following the BDAT principle of standardised process, personalised practice each academy has developed their own curriculum intent statement aligned to the BDAT Curriculum Statement. The academy statement sets out what the curriculum will look like in their academy to meet the needs of their individual learners. This statement will be able to explain the rationale for the academy-curriculum offer and how it meets the needs of its children and young people within its unique context.

IMPLEMENTATION

Each academy will also decide:

- how it delivers its curriculum whilst addressing the Trust curriculum statement and overall academy statements.
- will develop detailed year-by-year and subject curriculum plans setting out what they teach and what they aspire for their students to learn.
- will ensure their curriculum offer is broad and balanced and promotes the arts, sport, physical and healthy lifestyles whilst meeting statutory requirements.
- how their curriculum work reflects the Church of England Statement of Requirement where appropriate for our Church of England academies.
- All primary schools use either Read Write Inc or Little Wandle to deliver its phonics strategy.
- All primary schools use White Rose Maths strategy to deliver its maths strategy.
- All secondary schools meet the requirements of the national curriculum at Key Stage 3.
- All secondary schools offer a broad and balanced curriculum offer within Key Stage 4.

IMPACT

A well thought thorough and high-quality curriculum 'offer', and delivery will result in:

- the very best outcomes, in the broadest sense, so that the children and young people realise their fullest potential.
- students access appropriate progression routes.
- well-rounded individuals who demonstrate BDAT values.

Impact will be monitored at school level through local governing bodies and at Trust level through cross-school moderation and BDAT Board educational sub-committees.

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