Curriculum Policy

Reviewed: September 2025
Next review: September 2026

Bradford Diocesan Academies Trust

Immanuel College
Church of England Academy

The Christian Ethos of Immanuel College

Immanuel means ‘God with us’.

We believe at Immanuel that we are ‘All God’s Children’. This belief means that all students should be fully supported and encouraged to achieve their potential and be prepared for the next stages of their education through the provision of a broad and balanced curriculum.

We believe that God is with us here at Immanuel College.

At Immanuel, we encourage everyone:

- to think and talk about God
- to treat others with equal respect
- to fulfil their God-given potential
- to take seriously Christ’s life-style and teaching
- to be open to God’s spirit.

Policy Statement

Our school is committed to providing a broad and balanced curriculum that reflects our Christian vision and values of perseverance, character and hope. We believe in nurturing the whole child, providing them with academic excellence, personal growth, and spiritual development. This policy outlines our approach to curriculum design and delivery, ensuring that our students receive a well-rounded education that integrates our Christian vision and values to enable a high quality of learning throughout their educational journey.

The Governing Body recognises the valuable contribution that the wide range of activities, including clubs, out of school trips, residentials and experiences of other environments, can make towards students’ all round educational experiences and their personal and social development.

Educational Aims and Objectives:

- **Academic Excellence**: We strive for high academic standards, ensuring that our students receive a comprehensive education across all subject areas, including core subjects such as English, mathematics, science, humanities, MFL and PER as well as a range of arts, physical education, and vocational subjects.
- **Personal Growth**: We aim to foster the personal development of our students, encouraging them to become confident, resilient, and compassionate individuals who demonstrate Christian values in their interactions with others.
- **Spiritual Development**: We are committed to nurturing the spiritual growth of our students, helping them develop a deep understanding of the Christian faith, cultivating their personal relationship with God, and encouraging them to live out their faith through service and compassion towards others.
- **Enrichment:** We are passionate to enhance the quality of education by catering to individual needs, fostering intellectual growth, and preparing students for success in a rapidly evolving world.

Curriculum Design and Content:

- **Core Subjects and the curriculum**: The core curriculum will follow national or regional standards and guidelines, ensuring that students acquire the necessary knowledge and skills in key subject areas.

- **Collective Worship:** our provision gives opportunities for students to explore questions of meaning and purpose and time for stillness and reflection. This is done within a Christian context, in particular through Anglican expressions of worship.
- **Values Education**: We will incorporate values education across the curriculum, promoting qualities such as integrity, honesty, integrity, kindness, forgiveness, respect, and social responsibility, which align with our Christian visions of perseverance, character and hope.
- **Diversity and Inclusion**: Our curriculum will embrace diversity and promote inclusivity, acknowledging the value of all individuals, regardless of their backgrounds, and encouraging understanding and respect for different cultures and beliefs.
- **Cultural Capital**: Our curriculum will play a significant role in shaping an individual's social status, opportunities and success in various areas of life. For example, social mobility, educational achievement, professional success and social integration.

Curriculum Accessibility

To be read in conjunction with the Accessibility Policy and SEND Information Report:
Our curriculum is designed to adhere to statutory requirements, including those duties defined in the Equality Act 2010 and Special Educational Needs and Disability Regulations 2014. We will annually review our curriculum to ensure all students, including those with special educational needs and disabilities, are able to learn with purpose in all areas of the curriculum.

We will seek to ensure our curriculum is accessible to all, including through:
- **Curriculum review:** Keeping the curriculum under review to ensure it is broad, balanced, and able to cater to diverse needs and abilities.
- **Bespoke CPD:** Opportunities to develop knowledge and skills of specific areas of school provision.
- **Inclusivity and diversity:** Promoting a culture of inclusivity and diversity underpinned by our Christian vision.
- **Personalisation** Implementing strategic actions and individual plans to meet needs as required.
- **CEIAG:** Offering comprehensive careers advice to inform the next stages of education, employment or training for all students

Reading

We have adopted a whole school reading strategy to help develop lifelong opportunities for our students:
- **Acquiring Knowledge**: Reading is a primary means of acquiring information and knowledge across various subjects and disciplines. It allows students to access a wide range of resources, from textbooks to research papers, and stay updated with the latest developments in their fields.
- **Critical Thinking**: Reading encourages critical thinking and analytical skills. When students read, they engage with the material, analyse arguments, and develop their ability to evaluate and synthesize information.
- **Communication Skills**: Reading helps improve language and communication skills. Exposure to different writing styles and vocabulary enriches a student's own writing and speaking abilities.
- **Empathy and Understanding**: Literature and diverse reading materials expose students to different cultures, perspectives, and experiences, fostering empathy and a broader understanding of the world.

- **Problem Solving**: Reading often involves encountering and solving complex problems, which can transfer to other areas of education. It encourages problem-solving skills and cognitive development.
- **Lifelong Learning**: The habit of reading instils a love for learning and encourages lifelong learning. It empowers individuals to continue their education beyond formal schooling.
- **Research and Information Literacy**: Reading is fundamental to research. It equips students with the skills needed to find, evaluate, and cite sources, promoting information literacy.
- **Personal Growth**: Reading can inspire personal growth and development. It exposes individuals to different viewpoints, challenges their beliefs, and encourages personal reflection and growth.

Implementation

Teaching and Learning Approaches

- **Christian Vision**: Our teaching and learning approaches will be underpinned by our Christian vision, promoting an atmosphere of love, care, and respect within the school community.
- **Spiritual Reflection**: Opportunities for prayer, reflection, and worship will be integrated into daily school life, encouraging students to connect with God and develop their spiritual lives.
- **Pastoral Support**: Pastoral care will be provided to support students' holistic development, ensuring their emotional well-being and offering guidance through our Christian vision.
- **Community Engagement**: We will actively engage with the local community, providing opportunities for students to serve and make a positive difference, applying their Christian values to real-world situations.

We have adopted a two-week timetable of 50 x 1-hour lessons (25 lessons per week which equates to 5 x 1-hour lessons per day. Through our curriculum model we will increase learning time and improve the quality of education offering several benefits to students:

- **Improved Mastery**: Longer learning hours provide students with more time to practice and reinforce their understanding of concepts. This extended practice can lead to better mastery of skills and content, allowing students to develop a deeper understanding of the subject matter.
- **Enhanced Retention**: Increased learning time enables students to review and consolidate their learning over an extended period. This additional time for repetition and reinforcement can enhance long-term memory and improve retention of knowledge and skills.
- **Greater Depth of Learning**: A curriculum model that extends learning time allows for in-depth exploration of topics and encourages students to engage in more complex and critical thinking activities. Students can delve deeper into subjects, ask questions, and engage in meaningful discussions, resulting in a more comprehensive understanding of the material.
- **Adaptive teaching**: With more learning time available, teachers can adapt their teaching to meet the diverse needs of their students. They can provide additional support, further challenge and enrichment activities based on individual student requirements, fostering a more tailored and effective learning experience.
- **Improved Student Engagement**: Longer learning hours can lead to increased student engagement. When students have more time to explore topics they find interesting, engage in hands-on activities, and collaborate with peers, their motivation and enthusiasm for learning often increase.

We have implemented 3-part lesson structure in the classroom which will offer several benefits to our students:

- **Effective Learning**: The structure allows for gradual skill development or knowledge acquisition. It starts with building prior knowledge, followed by new content delivery, and concludes with reinforcement or assessment, leading to more effective learning.
- **Personalisation** Teachers can adapt each part to cater to diverse learning needs. The introductory phase can address prerequisite skills, the main part can provide different levels of content, and the concluding phase can offer opportunities for practice or extension.
- **Assessment and Feedback**: The concluding part often includes assessment or feedback techniques, enabling teachers to gauge student understanding and adjust their teaching accordingly.
- **Time Management**: It helps in effective time management within the classroom. Teachers can allocate specific timeframes to each part, ensuring that they cover the necessary content while maintaining a balanced pace.
- **Consistency**: The 3-part structure provides a consistent format for lessons, making it easier for students to understand and follow classroom routines.

Assessment and Evaluation

- **Assessment Methods**: Assessment strategies will be varied, including formative and summative assessments, projects, presentations, and practical demonstrations, allowing students to demonstrate their knowledge, skills, and values.
- **Progress Monitoring**: Student progress will be regularly monitored, providing feedback to support their academic development, character formation, and spiritual growth.
- **Continuous Improvement**: We will regularly review and evaluate the curriculum, ensuring that it aligns with our Christian vision, meets the needs of our students, and reflects best educational practices.

Impact

The impact of our taught curriculum is seen in the knowledge, skills, and understanding acquired by students through classroom teaching. It directly influences their academic performance, cognitive development, and readiness for future academic and real-life challenges. Our effective teaching of the curriculum will inspire a love for learning, promote critical thinking, and prepare students for success in various aspects of life.

In addition, our curriculum will:

- ensure students know more, remember more and can do more.
- lead to qualifications that are of worth for employers and for entry to further and higher education
- enable all students to fulfil their potential.
- meet the needs of students of all abilities at the college
- enable students to become IT literate
- prepare students to compete in the global economy
- prepare students to make informed choices at the end the end of each key stage
- allow students to confidently pursue their aspirations and future goals

Our broad and balanced curriculum, grounded by our Christian vision and values, seeks to provide our students with a rich educational experience that equips them academically, fosters personal growth, and nurtures their spiritual development. By integrating Christian values and teachings throughout the curriculum, we aim to inspire our students to live purposeful lives, guided by faith, wisdom, and a commitment to serving others.

Over the two-week timetable of 50 x 1-hour lessons (25 lessons per week) year groups from 7-11 will allocated the following number of lessons per subject:

Year 7:
English – 8 hours
Maths – 8 hours
Science – 6 hours
History – 3 hours
Geography – 3 hours
PER – 4 hours
MFL – 4 hours
IT – 2 hours
Technology – 2 hours
Art – 2 hours
Music – 2 hours
Drama – 2 hours
Physical Education – 4 hours

Year 8:
English – 8 hours
Maths – 8 hours
Science – 6 hours
History – 4 hours
Geography – 4 hours
PER – 3 hours
MFL – 4 hours
IT – 2 hours
Technology – 3 hours
Art – 3 hours
Music – 1 hour
Drama – 1 hour
Physical Education – 3 hours

Year 9:
English – 8 hours
Maths – 8 hours
Science – 8 hours
History – 3 hours
Geography – 3 hours
PER – 2 hours
MFL – 4 hours
IT – 2 hours
Technology – 3 hours
Art – 2 hours
Music – 2 hours
Drama – 2 hours
Physical Education – 3 hours

Year 10:
English – 8 hours
Maths – 8 hours
Science – 9 hours
PER – 2 hours
History or Geography – 5 hours

Physical Education – 3 hours
Option 1 – 5 hours
Option 2 - 5 hours
Option 3 – 5 hours

Year 11:

English – 9 hours
Maths – 8 hours
Science – 9 hours
PER – 2 hours
History or Geography – 5 hours
Physical Education – 2 hours
Option 1 – 5 hours
Option 2 - 5 hours
Option 3 – 5 hours

In year 10 and 11, option subjects include:

Modern Foreign Languages
Art
Business and enterprise
Child Care
Computer Science
Citizenship
Drama
Film Studies
IT
Health and Social Care
Media Studies
Music
Photography
Sport
Textiles
Travel and Tourism

Post 16:

Students will study a minimum of 24 hours over the 50-hour two-week timetable. Students will opt to study at least three different subjects.

We offer a variety of pathways in Post 16:

- Level 3 academic pathway
- Level 3 vocational pathway
- A hybrid level 3 pathway – combination of academic and vocational subjects
- level 2 pathway that includes GCSE English and/or maths

These study programmes satisfy the governments requirements of having a core aim and are tailored to the needs of the individual in preparation for further education, training, or employment. Study programmes also include non-qualification activities and opportunities for work experience to support student transition.

For more information, visit: 16 to 19 study programmes guidance: 2025 to 2026 academic year - GOV.UK (www.gov.uk)

For more information on our curriculum and Post 16 subject options, visit the Immanuel website – www.immanuelcollege.org

Curriculum Review

Curriculum implementation will be reviewed and quality assured through line management and the faculty review process :

- The curriculum model will be reviewed by senior leaders and governors on an annual basis.
- The curriculum delivered in each subject will be reviewed annually by the Head of Faculty to ensure the sequence of delivery allows pupils to build on their knowledge and skills
- The curriculum will be reviewed to ensure it caters for all our student's needs
- External review and quality assurance
- Parents and pupils will have the opportunity to review the curriculum content and delivery through parent and pupil surveys