



CURRICULUM POLICY

Purpose of this statement	To detail the curriculum of Buttershaw Business & Enterprise College
Dated	April 2025
Review Date	June 2026
Contact	Catherine Cooper – Deputy Headteacher

At Buttershaw Business and Enterprise our values are:

- **Ambition** – We set ourselves challenging goals
- **Resilience** - We give it a go
- **Courtesy** – We are polite to everyone
- **Kindness** – We show we care about those around us.



AMBITION



RESILIENCE



COURTESY



KINDNESS

Our vision

At BBEC we will all work to ensure that our students will be the **best** they can be and can achieve their full potential. They will be **ambitious, resilient** and **determined** in their learning and **respectful, courteous** and **kind** in their relationships.

Through our curriculum, we aim to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success
- expose students to a wealth of opportunities beyond the academic curriculum which enrich their experiences, add to their cultural capital and spark their ambition in order to counter social disadvantage through our commitment to BBEC Minimum Entitlement.
- create a school where everyone belongs, knows how to keep themselves and others safe, and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, **courteous** and **kind** through explicit character education to guide their moral, intellectual and creative development.



- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond.
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, delight, **resilience** and discipline in seeking knowledge; a buzz for learning!
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing **ambition** and awareness of the possibilities outside the local environment.

KEY STRENGTHS OF OUR CURRICULUM

- We offer a broad, balanced and exciting curriculum for all students
- Our curriculum is inclusive, and reflects the diverse nature of our school population
- It embraces and meets the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.
- Our curriculum at KS3 builds on learning at Key Stage 2, but also offers the opportunity to discover new subjects in depth
- Students are allowed an informed choice of curriculum pathways and option subjects in Years 10 and 11. A significant number follow the EBacc pathway.
- Students who need support, particularly with literacy and maths from primary school, will be given extra support.

Policy statement

We provide a broad and balanced curriculum which is engaging and challenging for all students and which prepares students for the opportunities and responsibilities of adult life.

The curriculum promotes spiritual, moral and social development and encourages students to make the most of their talents and abilities. It supports students to work in a challenging, flexible way, which emphasises both co-operation and initiative. Our expectations are high.

The curriculum is based on key principles and will include:

- equality of opportunity for learning to all students.
- continuity and progression for individuals from primary school and throughout their time at the school.
- appropriate pathways and progression for students and maximise achievement and student outcomes.
- appropriate provision for students with special educational needs and disabilities (SEND)
- a focus on developing literacy and numeracy.
- the statutory requirements in respect of religious education, drugs education, sex education, citizenship education and careers education.
- careers education, information, advice and guidance (CEIAG)



Key roles and responsibilities

The Governing Body

The Governing Body is responsible for:

- Ratifying the Curriculum policy
- Ensuring that the Curriculum meets the statutory requirements
- Monitoring the impact of the Curriculum policy across the Academy

The Headteacher

The Headteacher is responsible for:

- Nominating a Deputy Headteacher to be responsible for developing and implementing the curriculum
- Ensuring that an appropriate curriculum is provided for all groups of students
- Ensuring that the curriculum meets the statutory requirements of the National Curriculum and beyond
- Ensuring that the curriculum supports high attainment and progress within the school
- Ensuring procedures for assessment meet legal requirements and that parents and carers receive information to show how much progress is being made and what is required to help students improve
- Ensuring the governing body is advised on statutory targets in order to make informed decisions.

Teaching staff

The responsibilities of the heads of faculty/achievement leaders and subject teachers in relation to the curriculum are set out Job Descriptions.

Parents

We recognise the strength of students, parents/carers and staff working together. With this in mind, parents and carers will be:

- Provided with curriculum information relevant to their child via the website and home-school communication
- Expected to attend all parent consultation events and options evenings to support the education of their child(ren)
- Requested to support students taking part in events outside of the classroom or normal school day if appropriate
- Required to support the aspirations of young people

Students

All students have a responsibility for their own learning. Students are therefore encouraged to:

- Aspire to reach their full potential through active learning
- Be positive about their own potential
- Actively engage in the learning experience.
- Behave in an acceptable way which allows learning to take place



Monitoring, evaluation and review

The governing body will receive an annual report from the principal on:

- the standards reached in each subject compared with national and local benchmarks;
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

Named Governor:	Sara Morrisey
Monitoring of the Policy:	Catherine Cooper
Reporting to:	Andrew Taylor
Next Review Date:	June 2026



Appendix 1

CURRICULUM at BBEC

CURRICULUM YEARS 7, 8 & 9

Students in their first three years at BBEC follow a curriculum which is broad and balanced, allowing every student to learn new knowledge and skills, and to develop their talents and interests.

Students study the following courses in Years 7, 8 and 9:

- English
- Maths
- Science
- Geography
- History
- French or Spanish
- Physical Education
- RE
- Computing
- Art
- Music
- Drama
- Technology

All students follow a full programme of Personal Social Health and Citizenship Education (PSHCE) via the Values in Practice (VIP) programme during Period 1.

CURRICULUM YEARS 10 & 11

BBEC provides a full programme of GCSEs and vocational BTEC courses. Students follow an appropriate pathway in Key Stage 4, to ensure that they study courses which will bring the greatest success in terms of outcomes, along with preparation for lifelong learning and their post 16 studies.

All students study

- English Language and Literature
- Maths
- Combined Science
- Values in Practice (PSHCE)

All students study History or Geography

All students have an opportunity to study a language: French or Spanish.

Students also choose from the following option subjects:



GCSE

- Art
- Photography
- Engineering
- 3D Design
- Media Studies
- Business Studies
- Religious Studies

Vocational Qualifications

- BTEC Digital IT
- BTEC Enterprise
- BTEC Performing Arts
- BTEC Sport
- CNAT Health & Social Care
- BTEC Travel and Tourism
- Hospitality and Catering (WJEC)
- Spanish
- French

In Year 10 and 11, students will continue their courses, with greater focus on their final exams and routes through to post-16, higher education, apprenticeships and other training.

Named Governor:	Sara Morrissey
Monitoring of the Policy:	Catherine Cooper
Reporting to:	Andrew Taylor
Date of submission:	April 2025
Next Review Date:	June 2026



Appendix 2

Bespoke Curriculum

The school provides three alternative routes for students who have found it difficult for one or more reasons to access the main school environment. This is part of our mission to ensure that we are a fully inclusive school.

The school has several different strategies to try and ensure that all students access the main school environment; when a student is vulnerable and/or having difficulties, the school will work with the student and parents and put in place as much support as possible to help the student be happy and successful.

Difficulties may include

- EBSA – Emotionally Based School Avoidance
- Repeated truancy
- Repeated and/or severe poor behaviour and disruption
- Poor mental health and anxiety

The school may use these routes to help a student feel more confident with their learning and to re-engage in main school.

Learning Development Centre

This bespoke area of the school exists for students finding it too challenging to follow the normal timetable in the main school environment. Students in the LDC may have severe anxiety or current difficulties due to mental health, and/or may be school refusers identified as having EBSA.

Students in the LDC follow the full curriculum, as if in main school:

- English
- Maths
- Science
- Geography
- History
- French or Spanish
- Physical Education
- RE
- Computing
- Art
- Drama
- Technology
- Values in Practice (PSHCE)

KS3 are taught together as a mixed age group; KS4 are taught both separately as Y10 and Y11 or together. KS4 students have access to the full range of option subjects.



As part of their reintegration, all KS3 & KS4 students will be encouraged to start accessing some lessons in main school. KS4 students can attend lessons in main school for core and option subjects if appropriate to their individual needs.

An individual plan is put in place for each student and reviewed once per half-term. It is always the intention that a placement in the LDC is a temporary measure to encourage the students to eventually participate fully in the mainstream school.

CONNECT AND BRIDGE

We also have a separate area of the school for students who are not coping in a main school environment due to repeated or extreme poor behaviour and repeated disruption to their classes and the smooth running of the school. For some students, the alternative exists as a preventative and inclusive measure because they are at risk of permanent exclusion.

CONNECT

Connect is for Key Stage 3 students and allows students to be taught in a small group setting with additional support and a high student: adult ratio.

Students in the LDC follow a full curriculum which is broad and balanced.

- English
- Maths
- Science
- Geography
- History
- Physical Education
- RE
- Computing
- Art
- Drama
- Technology
- Spanish
- PSHCE, including CEIAG (through VIP sessions)

A Behaviour Support Programme to help the students learn and develop expected behaviours is also part of their taught curriculum. This is delivered through their VIP sessions by the Connect Manager.

KS3 are taught together as a mixed age group; students may start to access mainstream provision as part of a reintegration back into mainstream provision. An individual plan is put in place for each student and reviewed once per half-term. For some students, a short period of time in Connect enables them to have a phased return into mainstream. For others, a longer period is necessary following these reviews.



BRIDGE

This alternative exists for KS4 students who, despite a range of interventions and support, have shown that they cannot access the main school environment due to repeated or extreme poor behaviour and repeated disruption to their classes and the smooth running of the school. This alternative exists as a preventative and inclusive measure because they are at risk of permanent exclusion.

Bridge allows students to be taught in a small group setting by BBEC teachers with support and a high student: adult ratio.

Students in Bridge follow a broad and balanced curriculum pathway leading to 9 GCSEs or equivalent, which is equitable with students in mainstream provision.

- English Language and Literature
- Maths
- Combined Science
- Geography
- History
- BTEC Sport
- BTEC Enterprise
- CNAT Health & Social Care
- Art (Photography)

Year 10 and Year 11 are taught separately. The progress (both academic and behavioural) of individual students is reviewed once per half-term and for some this may mean a return to mainstream provision.

As with Connect, a Behaviour Support Programme is also part of their taught curriculum. This is delivered through their VIP sessions by the Bridge Manager through VIP sessions. Bespoke CEIAG sessions also take place, tailored to the aspirations and interests of the students.