



# Curriculum Policy

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<b>Approved by:</b>	Governing Body
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<b>Next review due by:</b>	July 2025
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## 1. Curriculum aims

At Rise, our approach to ensuring the quality of education provided aligns with our commitment to delivering a curriculum that is ambitious, inclusive, and tailored to meet the needs of our students, many of whom have Special Educational Needs and Disabilities (SEND). The Rise curriculum is designed with the intent of providing every student with the knowledge, skills, and cultural capital they need to succeed in life. It is our priority to offer a curriculum that includes some National Curriculum subjects and also incorporates additional elements that cater to the unique gifts and requirements of our student body.

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning, employment and adulthood
- › Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › To identify and nurture student gifts and talent, providing opportunities to growth in academic and character excellence
- › Support students' spiritual, moral, social and cultural development
- › Support students' physical development and responsibility for their own health and wellbeing, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all students
- › Equip students with the knowledge, essential skills and cultural capital they need to succeed in life
- › Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- › Develop students' independent learning skills and resilience, to equip them for further/higher education and employment

## 2. Legislation and guidance

This policy reflects the requirements for schools to provide a broad and balanced curriculum as per the Academies Act 2010.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## 3. Curriculum principles

### 3.1 Inclusive

Our curriculum is designed to embrace and celebrate diversity and the gifts of our students, ensuring everyone feels valued and included. We believe that an inclusive curriculum is vital in fostering a sense of belonging and equity within our school community and develops cultural capital.

**Examples:**

- **Diverse Literature:** Our English curriculum includes literature from a wide range of cultures, backgrounds, and perspectives. This not only broadens students' understanding of the world but also ensures that all students can see themselves reflected in the texts they study.
- **Adaptive Teaching Methods:** Our teachers employ a range of adaptive teaching methods, including formative assessments, flexible grouping, and the use of technology to provide differentiated instruction. This allows us to respond dynamically to each student's progress and adjust teaching methods accordingly.
- **Cultural Celebrations:** Our school calendar includes events and activities that celebrate different cultures and traditions, such as Black History Month, and Diwali. These celebrations are integrated into the curriculum to enhance students' cultural awareness and appreciation.

### 3.2 Therapeutic

We understand the importance of supporting the emotional and mental well-being of our students. Our therapeutic curriculum is integrated into our daily practices, promoting a holistic approach to education that prioritises the whole child.

#### Examples:

- **Health and Physical Well-being:** We integrate regular physical education that promote fitness, teamwork, and healthy lifestyles. Additionally, we offer a range of extracurricular activities that encourage students to stay active and cultivate lifelong healthy habits. These initiatives are complemented by our focus on nutrition education, ensuring that students understand the importance of balanced diets and physical activity for overall well-being.
- **Therapeutic Interventions:** Reality therapy helps students understand themselves. We also offer access counsellors and therapeutic interventions such as art therapy, play therapy, and cognitive behavioural therapy (CBT). These services are embedded within the school environment, making them easily accessible and reducing stigma.
- **Safe Spaces:** We have created safe spaces within the school where students can retreat when they feel overwhelmed. These spaces are equipped with sensory tools and calming resources, providing a supportive environment for students to regulate their emotions and regain focus

### 3.3 Future-focused

#### Future-Focused Curriculum

Our curriculum is designed with a forward-looking approach, preparing students for the challenges and opportunities of the future. We aim to equip our students with the skills, knowledge, and mindsets they need to thrive in a rapidly changing world.

#### Examples:

- **Essential Skills Mapping:** Each subject is mapped against the National Skills Builder, essential skills units. such as critical thinking, communication, collaboration, and creativity. For instance, in English, students not only learn to analyse texts but also develop their ability to articulate ideas clearly and persuasively. In Maths, students build problem-solving skills that are applicable in real-world contexts. By embedding these skills into every subject, we ensure that students are well-rounded and prepared for future challenges.
- **Digital Literacy:** We integrate digital literacy across all subjects, ensuring that students are proficient in using technology responsibly and effectively. This includes using assistive technology, online research skills, and the ethical use of digital platforms.
- **Career Pathways:** We provide guidance and support for students in exploring potential career paths, including vocational training and higher education opportunities. This is especially important for SEND learners, for whom we ensure tailored support and pathways that align with their strengths and aspirations.

## **4. Roles and responsibilities**

### **4.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- Some courses provided for students below the age of 16 lead to qualifications, such as GCSEs, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- Students from year 9 onwards are provided with impartial careers guidance, and that this is appropriately resourced

### **4.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN

### **4.3 Teachers**

Teacher will have the following responsibilities:

- Creating and following long term plans, schemes of work/Body of knowledge
- Ensuring that there are demonstrable student outcomes for the classes that they teach
- Strictly adhering to curriculum, assessment & marking cycles, behaviour, safeguarding, health & safety and all other core and non-core policies, including academic and resource files.
- Supporting other staff wherever needed to ensure the smooth running of the school and overall development of it.

### **4.4 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **5. Organisation and planning**

## **5.1 Our curriculum approach**

The curriculum at Rise is broad, balanced, and sequenced in a way that ensures all students, including those with complex needs, receive a comprehensive educational experience. The curriculum covers core subjects such as English, Maths, and Science, while also offering a range of vocational and creative subjects, including Humanities, ICT, PE, Arts Award qualifications, and Music production. This curriculum is underpinned by the principles of Inclusion, Personalisation, and a Therapeutic approach (TIP), which guide our flexible curriculum framework.

## **5.2 Curriculum planning**

Effective curriculum planning is a structured process that ensures every subject is taught with clarity, purpose, and a focus on student success. Our approach involves four key stages: Curriculum Intent, Long-Term Plan, Scheme of Work/Body of Knowledge, and Personalised Learning Checklists.

### **5.2.1 Curriculum Intent**

This is the foundational vision that shapes our educational approach. It reflects our core values and the goals we set for student learning. This vision is guided by the needs of our students, the demands of the curriculum, and the aspirations of our school community.

For example, our curriculum intent might emphasise critical thinking, creativity, and the development of essential life skills. This intent ensures that our curriculum not only covers academic content but also fosters the holistic development of each student, preparing them for future challenges.

Each subject highlights the outcomes expected to be achieved by students at the end of the course.

### **5.2.2 Long-Term Plan**

Once the curriculum intent is established, we develop a Long-Term Plan for each subject. This plan outlines the big ideas and key topics that will be covered throughout the academic year. It ensures coherence and continuity across all subjects, allowing for interdisciplinary connections and a balanced educational experience.

### **5.2.3 Scheme of Work/Body of Knowledge**

With the long-term plan in place, we then create a detailed Scheme of Work **or** Body of Knowledge for each subject. This document breaks down the curriculum into weekly or termly segments, specifying clear learning objectives, success criteria, and resource ideas. Each activity will be mapped against the AQA Unit Awards.

For example, in Science, a scheme of work might outline a week's focus on "Forces and Motion," with specific objectives like understanding Newton's laws, accompanied by practical experiments and multimedia resources. This structured approach helps teachers deliver lessons effectively and ensures students engage with the content in a meaningful way.

### **5.2.4 Personalised Learning Checklists (PLCs)**

These checklists help both teachers and students track what has been learned and identify next steps in the learning journey. They are tailored to the individual needs of each student, ensuring that learning is personalised and responsive to their progress.

For example, in English, a personalised learning checklist might track a student's progress in mastering different writing techniques, such as using varied sentence structures or developing persuasive arguments. This tool allows students to take ownership of their learning, recognising their achievements and focusing on areas that need further development.

### **5.2.5 Teacher CPD**

To ensure the curriculum is effectively implemented, we focus on continuous professional development (CPD) for staff. CPD sessions are tailored to enhance teachers' understanding and implementation of the curriculum, with an emphasis on subject-specific knowledge, differentiation, and the integration of therapeutic strategies into daily teaching practices. We are driven by data and use ongoing formative

assessments, coupled with summative assessments at key stages, this helps us to monitor progress and make necessary adjustments to the curriculum.

## **6. Meeting the Needs of All Students**

Given the complex needs and gifts of our students, our curriculum is adapted and differentiated to meet their individual needs. This is achieved through personalised learning plans that are informed by thorough baseline assessments conducted at the start of each academic year. These assessments help us understand the starting points of each student and tailor the curriculum to ensure all students can access and engage with the content.

Our lessons are 45 minutes long to accommodate the diverse needs of our students. This structure ensures that learners can remain focused and engaged, while still receiving the essential knowledge and skills they require to progress effectively.

### **6.1 Individual Learning Plans (ILPs)**

PLCs are an essential tool in developing Individual Learning Plans (ILPs) for our students. By tracking progress and identifying specific learning needs, these checklists provide valuable insights that inform the personalisation of our curriculum. Teachers use the data from these checklists to adapt teaching, set targeted goals, and adjust learning activities to meet each student's unique strengths and areas for growth, ensuring that every student receives the support they need to succeed.

### **6.2 Adaptive teaching**

Our adaptive teaching strategies are designed to support students' progress and development, ensuring that they can apply their knowledge and skills with increasing fluency and independence. We place a strong emphasis on developing students' literacy and numeracy skills, which are integrated across all areas of the curriculum. The inclusion of vocational qualifications and work-related learning opportunities further enhances our curriculum, preparing students for their future education, training, or employment.

### **6.3 Spiritual, Moral, Social, and Cultural (SMSC) development**

At Rise, the spiritual, moral, social, and cultural (SMSC) development of our students is central to our ethos and curriculum. We believe that education should extend beyond academic achievements, nurturing well-rounded individuals who are prepared for life in modern Britain and adulthood. Our approach to SMSC development is integrated across the curriculum and the wider school life, ensuring that students develop the values, attitudes, and skills needed to thrive both within and beyond the school environment.

#### **6.3.1 Spiritual Development**

Spiritual development at Rise is about nurturing the inner life of our students, helping them to develop self-awareness, a sense of identity, and a connection to something greater than themselves. This is achieved through various curriculum subjects, such as Humanities and Personal, Social, Health, and Economic (PSHE) education. In Humanities, students explore different religions, beliefs, and philosophies, which fosters respect for diverse perspectives. PSHE lessons provide opportunities for students to reflect on their own values and life choices.

Additionally, subjects like Creative Arts contribute to spiritual growth by offering creative outlets for expression and reflection. Whole-school activities, such as assemblies and reflection sessions, further

embed spiritual development, providing moments for collective and individual contemplation. The daily school prayer also serves to strengthen students' resilience, empathy, and sense of purpose.

### **6.3.2 Moral Development**

Moral development at Rise focuses on helping students understand the difference between right and wrong, encouraging them to act with integrity and fairness. This is promoted through behaviour policies grounded in Reality Therapy and Choice Theory, which are reinforced across all subjects.

In subjects like English and Humanities, students engage with moral dilemmas and ethical questions through literature, historical case studies, and discussions. These activities challenge students to consider different perspectives, develop their ethical reasoning, and understand the consequences of their actions. Tutor time and PSHE classes also play a key role in discussing moral issues, allowing students to explore values such as honesty, respect, and responsibility.

### **6.3.3 Social Development**

Social development is about equipping students with the skills they need to interact effectively with others and contribute positively to their communities. This is integrated into the curriculum through collaborative projects and group activities in various subjects.

In subjects like Physical Education, students develop teamwork and communication skills by working together towards common goals. Our Family Dining experience, where students and staff share meals, fosters a sense of community and strengthens social bonds within the school.

Furthermore, Vocational Education opportunities help students develop social skills in real-world contexts, including work experience placements and community service initiatives. These experiences help students learn to navigate different social situations and prepare them for future employment.

### **6.3.4 Cultural Development**

Cultural development at Rise involves fostering an appreciation and understanding of the diverse world in which we live. This is reflected across the curriculum, in Humanities with subjects like History and Geography exploring different cultures, religions, and traditions.

In English, students study texts from a variety of cultural backgrounds, promoting a broader worldview. Creative Arts classes expose students to artistic expressions from different cultures, encouraging an appreciation of global creativity and heritage.

Cultural Days and themed curriculum activities celebrate the diversity within our school community, allowing students to explore and appreciate different customs, food, and arts. These events are complemented by our focus on values in Britain, in PSHE and school assemblies, where students learn about democracy, the rule of law, and individual liberty. This integrated approach helps students develop a deep respect for cultural diversity and their responsibilities as citizens in modern Britain.

## **6.4 Literacy Strategy**

At Rise, we are dedicated to ensuring that every student is constantly developing their reading and literacy skills. This focus is not only fundamental for exam success but also crucial in preparing students for their future endeavors. We have embedded dedicated reading time in every tutor group, selecting texts that stretch and develop vocabulary, hone grammar, and ignite a lifelong love of reading. Our literacy strategy is designed to cultivate confident, articulate learners who are well-prepared for the challenges and opportunities that lie ahead.



## **6.5 Extracurricular Opportunities**

These are a vital component of our school's commitment to providing a holistic education. We believe that learning extends beyond the classroom, and our diverse range of extracurricular activities plays a crucial role in enriching students' educational experiences, fostering personal growth, and developing essential life skills.

## **6.6 Wellbeing**

Our school's commitment to holistic student development is reflected in our provision of four periods of Physical Education (PE) each week, which serves a dual purpose: as a core academic subject and as a strategic SEND intervention. This approach is designed to cater to the diverse needs of our students, particularly those with special educational needs and disabilities (SEND).

PE is a vital component of our curriculum, offering students the opportunity to develop physical fitness, coordination, and teamwork skills. However, we recognise that the benefits of PE extend far beyond physical health. For our SEND students, these sessions are carefully designed to be therapeutic, providing a structured and supportive environment where they can engage in physical activity that is tailored to their individual needs.

By integrating PE with a focus on mental well-being, we create opportunities for students to develop resilience, manage stress, and improve their emotional regulation. Physical activity has been shown to have significant benefits for mental health, including reducing anxiety and depression, improving mood, and enhancing cognitive function. For students who may struggle with traditional academic settings, PE offers an alternative avenue for success, building their confidence and self-esteem.

Our PE programme also fosters social interaction and inclusion, allowing students to practice communication skills, build friendships, and develop a sense of belonging within the school community. These sessions are not just about physical exercise; they are about creating a holistic educational experience that supports the overall well-being of every student.

By taking this dual-focused approach, we ensure that our PE curriculum is inclusive, therapeutic, and responsive to the unique needs of our students. This commitment to meeting both the mental and physical needs of our students is central to our ethos, helping to nurture well-rounded individuals who are prepared for all aspects of life.

## **7. Inclusion**

Teachers set high expectations for all students regardless of their additional needs. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

Teachers will plan lessons so that students with SEN and/or disabilities can study National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **7.1 Flexible Curriculum Planning**

This is our approach that allows for the curriculum to be adapted and tailored to meet the unique needs and abilities of individual students. This strategy is particularly effective when personalising the curriculum through the use of Individual Learning Plans (ILPs). By implementing flexible curriculum planning, teachers can ensure that each student's learning journey is aligned with their strengths, challenges, and goals. Here's how flexible curriculum planning works in the context of personalisation and ILPs:

- **Customised Learning Pathways:** Tailoring the curriculum to align with each student's ILP, allowing for differentiated instruction that meets individual learning needs.
- **Adaptive Scheduling:** Adjusting lesson lengths, frequency, or timing to provide additional support or challenge as required by the student's learning plan.
- **Resource Flexibility:** Offering a range of teaching resources and materials that cater to different learning styles and levels, ensuring that every student has access to the tools they need to succeed.
- **Targeted Interventions:** Implementing specific strategies or interventions that address the individual gaps or areas for growth identified in a student's ILP.
- **Ongoing Assessment and Feedback:** Continuously assessing student progress and adapting the curriculum based on real-time feedback, ensuring that the learning remains relevant and effective.
- **Cross-Curricular Integration:** Incorporating cross-curricular opportunities to engage students in meaningful, context-rich learning experiences that are aligned with their interests and ILP goals.
- **Student-Centred Goals:** Setting personalised learning goals that are realistic, achievable, and tailored to the student's aspirations and capabilities, promoting a sense of ownership and motivation in their learning journey.

## 8. Monitoring arrangements

To ensure that the quality of education remains high, we conduct regular reviews of the curriculum and its impact on student outcomes. This includes termly monitoring of teaching and learning practices through lesson observations, learning walks, and scrutiny of students' work. We also track and evaluate student progress using a robust data management system, which informs our interventions and supports continuous improvement.

### 8.1 Senior Leadership Team

The school's leadership team is committed to driving improvements in teaching and learning. This is evidenced by the implementation of a school-wide lesson framework, which ensures consistency in lesson delivery across the school. Additionally, a personalised CPD plan is developed for each teacher, focusing on areas for development identified through regular appraisals and feedback.

### 8.2 Governors

Governors play a crucial role in monitoring the quality of the curriculum at our school. They actively engage in this process through regular school visits, where they observe lessons, interact with students and staff, and review the learning environment.

Additionally, governors invite the headteacher and Senior Leadership Team (SLT) to a meeting, where they discuss curriculum implementation, review progress data, and provide strategic guidance. They also meet with the school council to gather students' perspectives on the curriculum and understand their learning experiences. Through these activities, governors ensure that the curriculum remains high-quality, relevant, and aligned with the school's educational goals.

Subject leaders monitor the way their subject is taught throughout the school by:

- Conducting regular classroom observations and learning walks
- Bi-yearly whole school lesson observations, with one dedicated to developmental progress

- Reviewing lesson plans and schemes of work
- Work and book scrutinise to ensure alignment to the curriculum policy and principles
- Analysing student performance data and assessment outcomes
- Providing feedback and professional development support to teachers
- Leading departmental meetings to discuss best practices and curriculum updates
- Ensuring alignment of teaching strategies with the overall curriculum intent and objectives
- Collaborating with other subject leads to integrate cross-curricular themes
- Reviewing and updating subject-specific resources and materials
- Facilitating moderation sessions to ensure consistency in assessment
- Engaging in student voice activities to gather feedback on the subject teaching.

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

### 8.3 Curriculum Deep Dives

A curriculum deep dive is a detailed and focused examination of a specific subject or area within a school's curriculum. It involves a thorough analysis of how the curriculum is planned, delivered, and assessed, with the aim of understanding its effectiveness and ensuring that it meets the educational standards and needs of students.

During a curriculum deep dive, various aspects are explored:

- **Intent:** Investigators look at the curriculum's goals and objectives to understand the intent behind what is being taught. This involves examining the long-term plans, schemes of work, and how the curriculum is designed to build knowledge and skills over time.
- **Implementation:** The focus here is on how the curriculum is delivered in the classroom. This includes observing lessons, reviewing teaching materials, and speaking with teachers to assess how well the curriculum is being implemented. It also involves looking at the strategies used to engage students and differentiate learning.
- **Impact:** This stage evaluates the outcomes of the curriculum. This includes analysing student performance data, assessing the progress and achievement of students, and determining whether the curriculum is effectively supporting students in reaching the intended learning goals.

A curriculum deep dive will also involve conversations with various stakeholders, including teachers, students, and subject leaders, to gather insights and perspectives on the curriculum's strengths and areas for improvement. The findings from a deep dive can then inform adjustments and enhancements to ensure the curriculum is robust, coherent, and aligned with the overall educational vision of the school.

### 9. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives

## Appendix A – Provision Map

The following table shows how RISE Education School provides pupils with a broad and balanced curriculum. Where pupils are not registered with RISE Education School for full-time provision, we work closely with their full-time educational provider (school/local authority) to ensure the following provisions are in place.

Area	Description	Delivered through subjects
Linguistic	This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. In all schools, there must be lessons in written and spoken English. Many schools will also teach other languages, and some will use a language other than English as the primary medium of instruction.	Functional Skills English. GCSE English Language; All subjects are in the medium of English.
Mathematical	This area helps pupils to make calculations, understand and appreciate relationships and patterns in number and space, and develop the capacity to think logically and express themselves clearly. Their knowledge and understanding of Mathematics should be developed in a variety of ways, including practical activities, exploration, and discussion.	Functional Skills Maths; GCSE Maths; Careers; Science
Scientific	This area concerns increasing pupils' knowledge and understanding of nature, materials, and forces and development. The Skills Associated with Science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their funding.	Functional Skills, Science, PSHE
Technological	Technological skills can include using information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.	Use of BKSB in Maths and English, Functional Skills and GCSE; ICT
Human & Social	This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area.	Functional Skills Humanities, GCSE, English Literature, PSHE, Careers
Physical Education	This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.	PE, Functional Skills
Aesthetic & Creative	This area is concerned with making, composing, and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong. Contribution, including Art, Music, Dance, Drama and the study of Literature, because they call for personal imaginative and other practical responses.	Arts Award for both Functional Skills

Spiritual, Moral, Social, and Cultural Development	Pupils should be led towards distinguishing right from wrong, respecting civil and criminal law, acting consistently with their beliefs, acting with a view to consequences. of their own and others' actions, becoming confident and positive contributors to their local communities and society; becoming effective users of public services and facilities (according to their maturity); gaining insights into the origins and practices of their own cultures and into those of society more widely; respecting the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs, appreciating racial and cultural diversity; avoiding and resisting racism; and developing a balanced perspective of opposing views.	PSHE or for both Functional Skills and GCSE Class
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### Appendix B – Courses Offered

Course Title	Awarding Body	Course Title	Awarding Body
GCSE English Language	Edexcel	Humanities	AQA Unit Awards
GCSE Maths	Edexcel	PE	AQA Unit Awards
Functional Skills English		PSHE	AQA Unit Awards
Functional Skills Maths		Careers	AQA Unit Awards
Crest Awards Science	Create Awards/ Edexcel	Princes Trust	Princes Trust
Creative Arts	Arts Award		