



TEENAGE KICKS

Engagement • Progress • Outcomes

CURRICULUM POLICY

Approved by:	James Docherty
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1. Policy Statement

It is the firm commitment of the staff at Teenage Kicks that all pupils enjoy a rich and ambitious curriculum that provides a platform for progression, aspiration and social mobility. There is no ceiling on pupils' experiences or aspirations. Expectations are high for all, and all routes lead towards recognised qualifications and meaningful next steps. Our curriculum reflects the community, identity and context of the school.

Spiritual, moral, social and cultural development (SMSC) is the golden thread running through all aspects of provision, designed to foster resilience, self-worth, cultural capital, social cohesion and integration. Our curriculum seeks to empower our young people.

Our curriculum is ambitious and designed to give all pupils, particularly those who are disadvantaged or who have special educational needs and/or disabilities (SEND), the knowledge, cultural capital, enjoyment of learning and resilience they need to progress successfully. The breadth of provision in Years 7–9 enables pupils to access a core curriculum focused on developing academic knowledge and skills while addressing gaps in learning, alongside experiencing a range of vocational subjects that can lead to accreditation at Key Stage 4.

At Key Stage 4, pupils have the opportunity to study GCSE English, Mathematics, Science, Food Preparation and Nutrition, History and Religious Studies, alongside PE and a range of vocational qualifications.

Our curriculum includes co-curricular enrichment and enhancement to further build social and cultural capital.

The academic, co-curricular and pastoral curriculum ensures pupils leave our school as well-rounded, informed and resilient young people ready to take their place in the world.

2. Principles that Underpin Our Curriculum Design

- Broad – so that young people gain knowledge and understanding of the range of ways in which human beings have understood and found meaning in our world, the best that has been thought, said, and created.
- Deep – so that as they develop and gain experience, young people understand the concepts which provide structure to human beings' search for meaning and its complexity.
- Rich – so that all children and young people can widen their horizons, develop creativity, life experiences, and increase cultural capital.
- Interconnected – so that our pupils are able to see links and connections within and across learning, can synthesise new information, tackle complex questions from a range of perspectives and understand that knowledge itself evolves, changes and is contested and dynamic.
- Progressive – learning builds on prior experience, gradually deepening understanding and mastery.
- Relevant – so that our young people are prepared for the next stage of their education and for life in modern Britain as good neighbours and citizens: ethically and morally grounded; respectful of others and positive about diversity; compassionate and generous of spirit; and able to lead, build community and make a positive contribution. Our curriculum is strongly linked to the context of the school and its locality, reaching out from there to the wider world and building strong general knowledge and cultural capital.

3. Principles for Learning

- A rigorous and academic curriculum requires high levels of literacy. A whole-school, cross-curricular approach to supporting literacy and reading underpins both curriculum design and teaching and

learning. Reading materials and support are matched appropriately to pupils' assessed reading knowledge and needs.

- **Engagement:** high quality learning environments where young people are given time to master and apply key disciplinary concepts.
- **Progress:** formative and summative assessment is used to measure academic progress. We check pupils' understanding systematically, identify and address misconceptions quickly, and respond and adapt teaching as necessary. Non-academic progress is monitored in a range of ways, including progress towards EHCP outcomes and social and emotional development.
- **Outcomes:** our pedagogy is adapted, and learning is structured to ensure that all pupils, including those with Special Educational Needs and Disabilities, can access, enjoy, and experience success in the same curriculum entitlement for all pupils. Specific challenges, barriers and issues are identified and addressed.
- An understanding of the cognitive science of how pupils learn – ensuring they can remember and do more, develop self-motivation and self-management, and work towards fluency and automaticity in key concepts that feature in our curriculum.
- Social development and fellowship - so that our young people look forward to coming to school because there are so many things to be involved in and so many new things to experience, where they can grow socially and emotionally.

4. Curriculum Structures

- The school day at Teenage Kicks consists of four 40-minute lessons and two one-hour lessons each day, Monday to Friday.
- The extracurricular offer runs during lunchtimes and after school. A timetable of extracurricular activities is available termly.

4.1 Key Stage 3 Curriculum

During Key Stage 3, Years 7-9, all pupils follow a common curriculum which builds on learning in Key Stage 2 and introduces pupils to new subject disciplines and new levels of understanding.

Subject	Learning hours per week
English	2 hours
Maths	2 hours
Science	1 hour 20 mins
RS	40 mins
Geography	40 mins
History	40 mins
PE	1 hour 20 mins
Art	1 hour 20 mins
Hair and Beauty	2 hours
Digital Art	2 hours
Woodwork	2 hours
Food	1 hour 20 mins

ICT	40 mins
PSHE	40 mins
Personal Development	40 mins
Careers	40 mins

4.2 Central Principles of the Key Stage 3 Curriculum

4.2.1 Reading and Literacy

A rigorous and academic curriculum requires high levels of literacy. A whole-school, cross-curricular approach to supporting literacy and reading underpins both curriculum design and teaching and learning. The strategies we use draw on evidence-informed approaches, including those outlined in:

- Metacognition and Self-Regulated Learning (2018), EEF
- Improving Literacy in Secondary Schools (2018), EEF
- Closing the Vocabulary Gap (2018), Alex Quigley

All teachers and teaching assistants are trained in the literacy strategy and the components of reading, oracy and writing, enabling all pupils to make maximum progress whatever their starting point.

4.2.2 The Integration of Reading into the Curriculum

All teachers are teachers of literacy. Disciplinary literacy is embedded across every curriculum area. Vocabulary is built through systematic and explicit teaching. Curricula build in opportunities for vocabulary learning and consider the three pillars of vocabulary teaching:

- Explicit vocabulary teaching
- Incidental vocabulary learning
- Cultivating 'word consciousness'

Pupils also have access to rich texts selected by subject leads to challenge and extend their reading. Specific comprehension strategies are taught explicitly, alongside the development of pupils' background knowledge, because prior knowledge is a strong driver of reading comprehension. This supports pupils to draw logical conclusions and make inferences. Across subjects, staff use a structured approach to reading comprehension and model effective reading strategies.

Each form group has opportunities to develop reading fluency, comprehension and vocabulary through structured sessions led by staff. These sessions expose pupils to a wide variety of texts, address gaps in background knowledge and support the acquisition of Tier 2 and Tier 3 vocabulary, helping to consolidate learning in English and across the wider curriculum.

Pupil voice is given an integral role in text selection and a well-stocked and resourced library and classrooms in line with pupils' interests facilitate reading for pleasure.

Oracy: staff model and support pupils to speak clearly and convey ideas confidently using Standard English, enabling pupils to clarify their thinking and organise their ideas for writing.

There are curriculum and co-curricular opportunities to develop oracy, including structured discussion and debate.

Writing: pupils are taught how to write effectively within different subject disciplines, with staff modelling what successful subject-specific writing looks like through approaches such as 'I do, we do, you do'.

4.2.3 Targeted Support for Literacy

In addition to the universal offer to support pupils' literacy, Teenage Kicks provides a graduated response for pupils who may require extra support. Literacy levels on entry are evaluated through appropriate diagnostic assessment, and identified cohorts may include:

- Pupils who have not achieved age-related expectations at Key Stage 2 in reading and writing.
- Pupils who score below their chronological age on reading diagnostic tests.
- Pupils identified by teachers as having difficulty accessing texts, articulating ideas or writing.
- Pupils with English as an additional language where assessment identifies gaps in inference, comprehension of more complex curriculum material, structural accuracy, vocabulary and/or reading English cues.

Interventions are evidence-based and informed by relevant diagnostic assessment. They may be bespoke, group-based or, where necessary, individual, depending on the pupil's needs. Staff delivering interventions have appropriate subject knowledge and training.

4.2.4 Targeted Support for Numeracy

For pupils working below age-related expectations in mathematics, we use targeted intervention informed by assessment data.

4.2.5 Wellbeing (PSHRE)

The Wellbeing curriculum is taught by appropriately trained staff. It reflects the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026), which sets out what pupils should know by the end of secondary school to support healthy, safe and respectful lives. The curriculum also contributes to Careers Education, Information, Advice and Guidance (CEIAG). Areas of learning include:

- Different types of relationships, including friendships, family relationships, interactions with strangers and, at secondary school, intimate relationships.
- How to recognise, understand and build healthy relationships, including self-respect, respect for others, commitment and tolerance.
- Boundaries and consent; how to manage conflict; and also, how to recognise unhealthy relationships.
- How relationships may affect health and wellbeing, including mental health.
- Healthy relationships and safety online.
- Factual knowledge around sex, sexual health, and sexuality.
- Healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education.
- Healthy minds, including emotional wellbeing, resilience and mental health.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them, for example looked after children or young carers. Staff are also mindful that a particular need may leave a young person more vulnerable to exploitation and therefore preparation for adult life will be particularly important.

The intent of the wellbeing curriculum is to prepare our young people for happy and healthy lives in which they will make a positive contribution to the 21st Century community through:

- Helping pupils develop feelings of self-respect, confidence and empathy.
- Equipping pupils who are members of distinct faith communities to take their place in a rapidly changing and challenging world.

- Providing a framework in which sensitive discussions can take place, preparing pupils for puberty and giving them an understanding of sexual development and the importance of health and hygiene.
- Creating a positive culture around issues of sexuality and relationships.
- Teaching pupils the correct vocabulary to describe themselves and their bodies.

The curriculum is proactive in teaching the knowledge and values that support healthy lifestyles and respectful relationships. The subject content is reviewed to ensure that it meets the needs of individuals and groups within each year group. Each scheme of work equips our young people with the skills, knowledge and personal resilience to make safe and informed choices.

Our Wellbeing curriculum is also informed by Keeping Children Safe in Education (2026) and the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2026).

4.2.6 Religious Education

Teenage Kicks welcomes young people of all faiths and none. All pupils study Religious Studies in every year up to GCSE.

In Key Stage 3, pupils study a broad Religious Studies curriculum. This is not religious instruction in any faith. It involves learning about religious and non-religious worldviews and considering major moral and ethical questions, including human rights, discrimination, persecution, conflict, our relationship with the natural world and the rights of animals. A range of religious and non-religious perspectives are explored so that pupils can develop understanding, respect and their own capacity to reflect on meaning and purpose.

The subject may be enhanced by contributions from representatives of a range of faith and non-religious communities in Greater Manchester, helping pupils understand the different ways in which people seek to make meaning of the world. All pupils take a short-course Religious Studies qualification at GCSE. Any request by a parent or carer to withdraw their child from Religious Studies should be made in writing and discussed with the Headteacher.

How the RS/RE curriculum is organised: all pupils at Teenage Kicks study Religious Studies.

Religious education does not seek to influence pupils' views in support of any particular religion or worldview – it is a subject which educates pupils to understand their own beliefs and those of others.

Pupils' work in Religious Studies may be displayed within school, and we are happy to discuss the curriculum and the materials used with parents and carers.

4.3 The Curriculum at Key Stage 4

All pupils study English Language, Mathematics, Science, Religious Studies and Food at Key Stage 4. In addition, pupils can select from a range of vocational subjects leading to accreditation, including ICT, Art, Digital Art, PE, Woodwork, Hairdressing and Barbering.

The KS4 curriculum also includes core PSHRE.

Subject	Learning hours per week
English	2 hours 40 mins
Maths	2 hours 40 mins
Science	1 hour 20 mins
PSHRE	40 mins

RS	40 mins
Core PE	2 hours
Food	2 hours
Art	40 mins
ICT	1 hour 20 mins
Careers	40 mins
Choice 1	2 hours
Choice 2	2 hours

Our intention is to normalise the language of further education, higher education and apprenticeships from Year 7, building links with local colleges, universities and employers across Greater Manchester so that our young people are inspired and encouraged to make aspirational choices that are right for them. Our Key Stage 4 offer builds on the broad and deep learning of Key Stage 3 and prepares pupils for technical, applied, apprenticeship and academic progression routes, including A levels. Extracurricular and enrichment provision also brings pupils into contact with adults from the wider community who can reinforce aspiration and provide positive role models.

All pupils in Years 10 and 11 have access to one-to-one discussions and personalised careers guidance on progression through ages 16–18 and beyond.

An independent careers adviser supports the school's careers programme and guidance interviews. Links with external agencies, including the Careers & Enterprise Company, are used to provide targeted opportunities, particularly for pupils with SEND.

4.4 The Co-Curricular/Enrichment Offer

Enrichment and co-curricular opportunities are integral to Teenage Kicks. Subject areas contribute to a mapped extracurricular and co-curricular offer. We want all pupils to benefit from these opportunities so that they can develop academically, socially and personally.

Trips and extracurricular clubs complement the academic curriculum and are delivered during lunchtimes, after school or on calendared enrichment days.

4.5 Spiritual, Moral, Social and Cultural Development (SMSC)

Character education and SMSC are the golden thread running through all aspects of curriculum provision. Grouping arrangements, seating plans, learning strategies, co-curricular opportunities and the wider ethos of Teenage Kicks help pupils from all backgrounds work together authentically, build mutual understanding and respect, and foster social cohesion and integration.

Spiritual development is at the heart of Religious Education/Studies. Our aim is to develop a mature spirituality which sees the commonalities in values across all the great faiths. The taught curriculum aims to build a love of learning and develop awe and wonder in learning about the world and how humanity has sought to understand and make meaning.

Pupils' moral education is developed through the practices and behaviours of the school – the emphasis on personal responsibility, kindness and generosity of spirit, and active citizenship, all modelled by staff, by the ethos of the school and by the emphasis we place on community at local, national and international levels. We commit to charitable endeavour and making a positive contribution.

Pupils' social education is developed through active and collaborative learning; the centrality of oracy and communication; a broad co-curricular offer that encourages pupils to take part, try new things and meet new people; and pupil representation through the Student Council, including opportunities to contribute to consultations on school development. These experiences support the fundamental British values of democracy, mutual respect and the rule of law.

Pupils' cultural education is developed through the breadth and richness of the curriculum and extracurricular provision; access to resources in school, including the library and online resources; learning in a well-ordered and vibrant environment that celebrates the arts and creativity; recognition of the diversity of the school community; and opportunities, encouragement and, where necessary, financial support to visit museums, galleries, theatres, universities and other places of cultural and educational value.

4.6 Careers Education, Information, Advice and Guidance (CEIAG)

An ambitious curriculum is supported by effective and responsive CEIAG so that all young people have the knowledge they need to make informed choices about their future. Teenage Kicks is committed to providing a well-planned and resourced programme informed by current Department for Education careers guidance and the updated eight Gatsby Benchmarks.

A progressive CEIAG programme is mapped across the five years that pupils are with us and embedded across curriculum areas. When sequencing curricula, subject teams plan for and signpost opportunities that link learning to careers. Tutor time, Wellbeing lessons and assemblies support CEIAG provision at key points in the academic year.

5. The Quality of Education

The quality of education is monitored continuously by the Leadership Team. Senior leaders review progress against school improvement priorities identified by the Headteacher with the advice and support of the Executive Headteacher, Proprietor and School Improvement Partner. This includes hearing from leaders and, where possible, seeing in practice how curriculum design and delivery are being developed and improved, and how this helps all pupils, including those with SEND or who are disadvantaged, to learn well, make good progress and achieve.