

## **Curriculum Equality Statement**

CBSC is committed to a zero tolerance policy in relation to less favourable treatment on the grounds of any protected characteristic under The Equality Act 2010. This includes access within the curriculum.

The protected characteristics are defined as:

- Age
- Gender
- Disability
- Gender identity or reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin, including colour
- Religion or belief
- Sexual orientation

Our curriculum intent is to mirror CBSC's ethos and We Believe principles. Through the academic and personal development curriculum we aim to:

- Eliminate unlawful discrimination on the grounds of any of the protected characteristics
- Eliminate all bullying and unlawful discrimination on the basis that an individual has a learning difficulty or special educational need, or because English is an additional language
- Promote equality of opportunity for all members of the CBSC community
- Comply with CBSC's equality obligations contained in The Equality Act 2010
- Provide a secure curriculum in which all our children can thrive and achieve all of the outcomes of Keeping Children Safe in Education 2021
- Provide a learning environment and curriculum where all individuals feel valued and feel they have a sense of belonging
- Celebrate and value diversity within the curriculum and at school and in society as a whole
- Prepare pupils for life in a diverse and inclusive society in which everyone can take their place in the local, regional, national and global community
- Include and value the contribution of all families and our wider community to our understanding of equality and diversity
- Provide and promote positive information about the diversity of UK society
- Actively challenge discrimination and ensure that all members of CBSC community learn from these experiences
- Embed equality and inclusion throughout staff development, our curriculum and co-curricular provision

To achieve our aims we will:

- Involve, where reasonably practicable, all members of CBSC community in the development, review, evaluation, and impact of the curriculum
- Publish and share school equality policies to the whole School community
- Collect and analyse data (such as admissions and recruitment data, examination results, engagement in school and community initiatives, pastoral records) to monitor any potential disadvantage amongst the pupil or staff body and to ensure processes are bias-free
- Help to overcome any potential barriers to learning by providing for pupils' diverse needs and learning styles including any learning or pastoral support needs and/or disabilities a pupil may have
- Offer a broad, balanced and appropriate curriculum that provides equal opportunity for all pupils, irrespective of difference, to maximise their potential and thrive.
- Ensure the wider school curriculum promotes and celebrates equality and diversity, remaining aware of a hidden curriculum and agenda and subjects that may suggest unconscious gender bias
- Operate a clear zero tolerance policy towards abusive or discriminatory behaviour
- Become an equality champion and community leader in promoting equality and cohesion, challenging discrimination and celebrating diversity
- Actively challenge stereotyping, bias and discrimination within the curriculum
- Work in partnership with staff, families and the wider community to establish, promote and disseminate inclusive practice and help tackle discrimination, recognising that inclusion cannot be realised without the involvement and commitment of all members of CBSC community

## **Curriculum**

The curriculum is crucial to tackling inequalities for pupils, including gender stereotyping, preventing bullying and raising attainment for traditionally and newly disadvantaged groups. The principles of equality and diversity are embedded in our academic and wider personal development curriculum.

The curriculum will aim to:

- Ensure breadth and balance in curriculum content and range of provision
- Normalise diversity in the content and examples utilised
- Stress the contribution and achievements of all kinds of individuals and cultures, actively challenging bias and stereotyping

- Reinforce the importance of embracing difference and of equality of opportunity as a desirable aim
- Provide inclusive and accessible activities, including educational trips and co-curricular provision.
- Embed the school's core 'We Believe' principles: Knowledge is Power; Black Lives Matter; Love is Love; Feminism is for Everyone; No Human Being is Illegal; Be Gentle with the Earth; Be the Best Version of Yourself and Be Really Kind. These We Believe principles are fundamental to all that goes on at CBSC. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. Instances of discrimination and bullying will be dealt with firmly and sensitively. We require pupils to avoid any form of unfair bias, discrimination and unkindness to another member of the community. We also require anyone made aware of any such behaviour to report it.
- CBSC's approach to wellbeing means we aim to educate, help and support pupils to understand their responsibility towards others, feel heard and valued and learn from their experiences. Bullying and discrimination will not be tolerated. Anyone who continues to bully or discriminate against others will have their membership of CBSC community reviewed by the Principal.

## **Curriculum: Rationale**

### **Whole-school curriculum vision**

We want the young people who experience our curriculum to enjoy learning, feel confident when negotiating modern society and develop a broad intellectual understanding of the world alongside a deep, working knowledge of subject disciplines in context. When students are making decisions about the future, we want our curriculum to have provided them with the necessary currency and relevant knowledge to make positive, informed, ambitious choices; all doors should be open to them.

We want our curriculum to develop cultural and social capital and inspire in our students an understanding of the importance of kindness and effort. Our curriculum aims to realise in students the belief that they can make a difference and give them the necessary tools to do so. Our curriculum aims to contribute, in its ethos and outcomes, to the ongoing pursuit of social justice.

The curriculum overview provides an overview of the depth and breadth of the curriculum from Year 7 to Year 11. We utilise a three-year key stage four, however national curriculum subjects are still taught in Year 9 in order to supplement their content and bridge key stage 3 and 4.

The KS3 Curriculum aims to explore and build on students' learning from primary school. It seeks to encourage a broad disciplinary balance of skills and understanding in all students and recognises the dual importance of the arts and the sciences. It follows the National Curriculum and looks to challenge the impact of COVID-19 and also the 'lost years' of KS3;

stretching the most able, whilst addressing any gaps created by student circumstance or disparity in provision. Our Key Stage 3 Curriculum should give students a strong foundation for KS4 and the confidence to make positive, informed choices about subject specialisation.

The Key Stage 4 curriculum aims to make strong progress as a result of significant deepening of core knowledge within each subject over two years, creating more opportunities for them to think independently and grow in confidence when taking risks; to allow study in greater depth of a range of subjects for which pupils have greatest aptitude, whilst maintaining a language for most and EBACC availability for every all.

It will allow pupils to be taught in a range of subjects and given access to even greater levels of expertise, to enable the school to develop wider cultural and political knowledge as a core part of the personal development curriculum, to enable a smooth transition to advanced level study, keeping our highly able pupils stimulated and challenged and enabling them to meet their potential.

The Key Stage 5 Curriculum has a sharp focus on progression; an appropriate, ambitious, sustained destination for every student is the goal. We aim to help students identify where they want to go before ensuring they have what they need—in qualifications, knowledge and experiences—to access their chosen destination.

As in other key stages, a more holistic education runs alongside this forensic approach to student progression; as students mature, we seek to instil in them an understanding of their place in the wider world and their ability, and responsibility, to make a difference in it.

Pupils follow different pathways dependent on their entry profile, ambition, and career projections. A Level and vocational qualifications are taught in a variety of subject areas. Year 12 and 13 follows a two-week timetable. Each subject is taught for 8 lessons per fortnight. Most students select three subjects to study and some choose four.

A Level subjects include; Art, Biology, Chemistry, Criminology, Economics, English Literature, Further Mathematics, Geography, Government & Politics, History, Mathematics, Media Studies, Music, PE, Photography, Physics, Product Design, Psychology, Sociology and Spanish. Vocational subjects include; Applied Science, Business Studies, Information Technology and Sport.

Each student will be involved in Study Skills lessons (1 hour) as well as having timetabled Private Study sessions. Pupils who did not gain a grade 4 in English or Mathematics GCSE will re-sit the qualification as part of their year 12 programme.

CBSC links with Chelsea Football Club, and leads a football academy in conjunction with them. Students can trial at the beginning of Year 12 to be part of this programme which is inclusive of their overall timetable

## **Links**

This statement has been developed in accordance with the principles established by government publications and other external guidance, including:

- Keeping Children Safe in Education 2022 (KCSIE)
- Working Together to Safeguard Children 2018 (updated Feb 2019)
- Disqualification under the Childcare Act 2006 (updated Aug 2018)
- Teacher Standards 2011 (introduction updated 2013)
- Data Protection Act 2018 Overview and GDPR (updated Aug 2020)
- Equality Act 2010 (updated June 15)

This statement works in conjunction with a range of internal school policies and procedures, including:

- Safeguarding Policy
- Code of Conduct
- Behaviour Policy
- Anti-Bullying Policy
- IT Acceptable Use Policy
- Safer Recruitment and
- Whistleblowing Policy