
CURRICULUM RATIONALE

2023-2024



All One In A Million Free School Policies have been devised to ensure that:

- *OIAM core values are at the heart of all we do: Compassion, Honesty, Integrity and Excellence;*
- *Students from all backgrounds and all abilities are welcome;*
- *Each student has the opportunity to flourish and achieve their potential;*
- *We value the individuality of each student within the context of membership of our community;*
- *We are committed to raising educational attainment and improving our students' life chances;*
- *We provide an environment in which all students are self-aware, self-disciplined and confident;*
- *All students will understand how to make a positive contribution to our extended community;*
- *Academic, creative and personal achievement is supported through focus on Sport, Arts and Enterprise.*

Approved by: Full Governing Body; Jane Hobbs, Principal

Last reviewed: July 2023

Next review: July 2024

OUR CURRICULUM

As an inclusive secondary school, we aim to ensure that each individual student unlocks their potential and achieves their academic targets or exceeds them. Our curriculum is a key lever in achieving this mission. The curriculum is designed to give all of our students the knowledge, understanding and skills they need to succeed in the opportunities, responsibilities and experiences they will face in later life. We believe that every student is unique and valued. We aim to develop a deep sense of self-worth and ambition in all our students, in line with our core values of compassion, honesty, integrity and excellence.

Our curriculum has been designed to be broad and balanced, taking into account students' starting points and end goals. Our curriculum follows a three-year Key Stage 3 National Curriculum experience and a two-year Key Stage 4. This provides students with a sound grounding as well as providing time to develop in preparation for rigorous GCSE examinations. We believe this curriculum design builds resilience and broadens experience. At key stage 4, students specialise through the options process. All students follow the core curriculum comprising English, Maths, Science, PE, Religious Studies and PSHE. Students can choose from three pathways; an academic pathway, including the Ebacc subjects, a vocational pathway, including the option to study Health and Social Care, Business and Enterprise, Hospitality & Catering, Performing Arts and Sports Science for example, and a bespoke pathway, designed to support students with significant barriers to learning. Guidance around which pathway to choose is based upon each student's prior attainment at Key Stage 2, progress to date and next steps plans and ambitions.

OUTCOMES AND PROGRESSION

Our curriculum supports progression to post-16 education, apprenticeships and/or employment with training. This is in line with our school motto of: *Enjoying today, preparing for tomorrow*. Our curriculum also supports students who aspire to higher education, by providing a solid foundation of learning and progress at Key Stage 3 and 4, supporting their ambition and enabling them to access their next steps.

Our careers programme links with local and national businesses and students meet with a range of employers through our "Words for Work" programme and events such as Bradford Manufacturing Week and our Careers Fair. Our Careers Coordinator advises on careers provision across each key stage, in line with the Gatsby benchmarks. We continue to forge closer links with local post 16 providers and the Local Enterprise Partnership to ensure our students receive the best advice and guidance possible.

Our extra-curricular provision is designed to enrich students' experience. This is in line with our holistic learning experience, which seeks to support the development of soft skills such as character, communication skills, team working, resilience and independence. We are continually developing our student leadership programme, seeking to develop confidence and other life skills. This programme includes: Head Girl and Head Boy; Prefects; Representatives on the Student Council; House Captains and Vice Captains; Values Champions; Mental Health Ambassadors and Anti-bullying Ambassadors. We value our student voice and the role they play as stakeholders within the school.

The school also continues to develop the Connected Curriculum in line with the Trust's vision following three themes: Sport, the Arts, and Enterprise. This curriculum enables students to: attain additional knowledge, understanding and skills; adds to students' cultural and social capital and further prepares them for their next steps.

AMBITIOUS AND ACCESSIBLE

Our curriculum is ambitious and accessible to all students regardless of their background, starting point, special educational need or disability (SEND). It is designed to be inclusive and provide a broad, rich and deep learning experience for all of our students. It is flexible enough to be tailored to the needs of specific students who need additional support.

The curriculum promotes equality of opportunity and challenges discrimination with particular regard to the protected characteristics as outlined by the Equalities Act 2010. The 'protected characteristics' are: age (which is not applicable with regard to our students), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

Many children and young people who have special educational needs may also have a disability. The Equality Act 2010 defines disability as '... a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education. At One In A Million Free School, we are committed to supporting and developing our teachers so that they continue to develop their skills to make adaptations and reasonable adjustments to support students with SEND.

CURRICULUM DESIGN

Curriculum mapping by Heads of Department, Heads of Faculty and Subject Leads creates schemes of learning, which build and sequence knowledge, understanding and skills across each key stage. Careful planning provides meaningful opportunities for the development and mastery of core skills and key knowledge so that students are able to access the curriculum fully and successfully. Data Informed Practice is a key element of Teaching and Learning at One In A Million Free School. The learning and progress of our students across our curriculum is evaluated using formative and summative assessment. Marking and feedback is targeted and focused on celebrating learning and progress, whilst highlighting areas for improvement which are addressed through our STEP Marking (S = Summary of the work produced, T = Task to complete to secure further improvement, E = Engagement with this task from students and P = Progress acknowledged by teachers).

Impact data including, attainment and progress data, Learning Walk analysis, Work Scrutiny information and Student Voice, is collated, analysed and evaluated by the Senior Leadership Team and Curriculum Leaders to measure the success of curriculum intent and implementation, informing curriculum change and development over time.

CURRICULUM MAPPING

Curriculum Road Maps and Curriculum Overviews are published on the school's website, detailing what students are learning each term in each year group. The Curriculum Overview provides detail of what is being taught and learnt in lessons and how the knowledge, understanding and skills will be assessed. The Curriculum Road Maps provide a more visual approach that details the sequential learning journey across a year for each subject for our students.

Each student will be given a Knowledge Organiser for every unit/topic they study in each subject. The Knowledge Organiser summarises the key information for each unit/topic and is a useful revision resource. Each student will also receive a Progress Ladder for every unit/topic they study in most subjects. The Progress Ladder allows the teacher to highlight what each student's strengths are (in other words, what they know and can remember) and what their areas for development are (or, what they don't know or can't remember...yet). Both of these documents will be glued into exercise books or found in student portfolios.

WHAT PARENTS/CARERS CAN DO TO HELP:

The above documents are designed to support communicate with parents/carers. They provide information about what their child will be learning and studying. We encourage parents/carers to have meaningful conversations at home about what is being learnt at school and how students can progress.

Parents/carers are asked to support their child with their homework (as detailed in the Home School Agreement, found in the student planner), be it either online homework (Sparx Maths) or written homework. Students can also access GCSE POD, Seneca and BBC Bitesize etc. for revision purposes. In KS4 options, students will be given or have the opportunity to purchase a revision guide.

OUR SCHOOL DAY

From 7:45am	School open for students – Breakfast Club available for all students
8:15am - 8:40am	Form Time
8:40am - 9:40am	Period 1
9:40am - 10:40am	Period 2
10:40am - 10:55am	<i>Break</i>
10:55am - 11:55am	Period 3
11:55am - 12:55pm	Period 4
12:55pm - 1:45pm	<i>Lunch</i> <i>12:55pm - 1:20pm Y7 and Y8 students eat with their FTs in canteen</i> <i>1:20pm - 1:45pm Y9 and Y10 students eat with their FTs in canteen</i> <i>Y11 eat with their FTs in the Year 11 social area</i>
1:45pm - 2:45pm	Period 5
2:45pm - 3:45pm	Period 6 for Y10 and Y11 students every Wednesday and Thursday Enrichment and Intervention for KS3 students Monday - Thursday

CURRICULUM TIMINGS

Key Stage 3 (Y7, Y8 and Y9)		Key Stage 4 (Y10)		Key Stage 4 (Y11)	
English	4	English	5	English	5
Maths	4	Maths	4	Maths	4
Science	3	Science	6	Science	6
Reading	1	Physical Education	2	Physical Education	2
MFL (Spanish)	1	Religious Studies	0.5	Religious Studies	0.5
History	1.5	PSHE	0.5	PSHE	0.5
Geography	1.5	Students choose three from the following option subjects:			
Religious Studies	1	Art Creative iMedia Computer Science Enterprise & Marketing Geography Health & Social Care History Hospitality & Catering MFL (Spanish) Performing Arts Religious Studies Sports Science	3 x 3 = 9	Art Creative iMedia Computer Science Enterprise & Marketing Geography Health & Social Care History Hospitality & Catering Media Studies MFL (Spanish) Performing Arts Religious Studies Sports Science Triple Science	3 x 3 = 9
Physical Education	2				
Art	1				
Food Technology	1				
Drama	1				
Music	1				
ICT	1				
PSHE	1				
Total (per week)	25	Total (per week)	27	Total (per week)	27

SUBJECT OVERVIEWS:

MATHEMATICS

We believe that all students have the ability to do maths. We aim towards nurturing our students to become able mathematicians, independent learners and confident individuals by unlocking and enhancing their mathematical intelligence. We have developed our curriculum around the acquisition of three key principles; deep conceptual understanding, use of correct mathematical language and clear communication and finally development of mathematical thinking and reasoning. Our intention is that by the end of Year 9 all students will have secured these three skills.

At the heart of developing these key principles is problem solving. By using the Mastery Approach, all students within a year group learn the same content at the same time, this way they have longer to focus on each topic. Our aim is to present our students with optimal conditions to learn through problem solving and to develop lifelong transferable skills.

Our curriculum is circular and sequenced in such a way that provides opportunities for students to revisit previously learnt ideas, embed and deepen their learning and truly understand the connected and coherent nature of maths by making the links between previously learnt ideas and new content.

We regularly provide detailed written and verbal feedback and we allow students to review and improve their class work. Progress is determined by the understanding of key mathematical concepts and the ability to solve mathematical problems within a scenario, whereby students can apply the skills they have learnt.

Key Stage 3

We believe that all students should have the opportunity to excel in maths. Students are initially grouped according to their KS2 SATs results, so that the Maths teaching team can focus teaching and learning on the needs of each student. This approach develops students' confidence in their mathematical knowledge, understanding and skills.

The Mathematical content is grouped under 6 areas of:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Key content includes:

Number: Rounding and estimating, the four operations, fractions, decimals and percentages, indices, standard form, prime factor decomposition.

Algebra: Forming, simplifying, expanding, factorising expressions and solving linear equations, drawing linear graphs, drawing graphs of quadratic functions, interpreting and plotting real-life graphs, representing inequalities on number lines, solving simple inequalities, rearranging formulae, Ratio, Proportion, Rates of Change: Simplifying ratios, sharing quantities into a given ratio, solving problems with ratio, direct and inverse proportion.

Geometry and Measures: Angles and polygons, transformations, area and perimeter of 2D and 3D shapes, 2D representations of 3D shapes, Volume of cubes, cuboids, prisms and cylinders, Pythagoras's Theorem, trigonometry.

Probability: Probability experiments, expected outcomes, theoretical probability, calculating probabilities of single and combined events, sample space diagrams

Statistics: Collecting and presenting data using tables and graphs, analysing data using averages and range, comparing two distributions, use of statistical diagrams.

Key Stage 4

Students studying for their GCSE examinations in Year 10 and Year 11, will further develop their skills in these 6 main areas.

The GCSE qualification (EdExcel) consists of three equally-weighted written examination papers at either Foundation or Higher tier. Paper 1 is a non-calculator assessment. A calculator is allowed for Paper 2 and Paper 3. Each paper is 1 hour and 30 minutes long. Each paper has 80 marks. The qualification will be graded and certificated on a scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Foundation tier allows grading from 1 to 5. Higher tier allows grading from 4 to 9.

ENGLISH LANGUAGE AND LITERATURE

At One In A Million Free School, the English department works to ensure that all students are prepared for their next destination, whether that be employment, an apprenticeship or further education. To that end we plan our curriculum strategically so that each student gains confidence in reading, writing and speaking in a variety of contexts and for a wide range of purposes.

Students are encouraged to reflect on how they learn so that they develop resilience and independence. A variety of recall tasks in every lesson ensures that key knowledge is retained and built upon, and a focus on weekly vocabulary lists helps students to develop reading comprehension across their studies, as well as fluency in their self-expression.

Each student is also provided a dictionary as part of their equipment, supporting them in becoming self-sufficient in their learning and their progress in all subjects.

Key Stage 3

Students will develop their literacy through:

Reading: Students will use a variety of reading strategies to understand and respond to literature, enabling them to develop culturally, intellectually and emotionally. They will study a range of texts including:

- Fiction: stories, play scripts, novels, and poetry from other cultures.
- Non-fiction: reports, articles, advertisements, autobiographies and biographies, diary entries and web-based texts.
- Accelerated Reader texts: weekly sessions will be used to promote reading progress, comprehension and reading for pleasure in preparation for GCSE examinations.

Writing: Students will use a variety of techniques to write fluently and accurately, using appropriate tone and language for a range of audiences and purposes, including:

- First and third person narrative – story writing and autobiographical writing
- Descriptive writing.
- Writing to explain, inform, argue and persuade.
- Letters, speeches and articles.

Oracy:

- All students are expected to participate fully in paired, group and class discussions.
- Students will understand the differences between spoken and written English, including register, tone and standard English.
- Drama performances encourage self-expression and confidence.
- Debating, reading aloud, and making presentations develop verbal fluency

Each unit of study includes a mid- and end-of-unit assessment, as well as ongoing formative assessments. Teaching staff provide frequent verbal and written feedback which identifies key strengths and areas for development, helping teachers to identify and address misconceptions, so that students make robust progress and understand how to reach or surpass their targets.

With an increasing emphasis on SPAG (Spelling, Punctuation, Accuracy and Grammar) in GCSE across several subjects, it is important to address spelling, punctuation and grammar in Key Stage 3 through explicit teaching and assessment of students' work. We believe that the ability to write in a clear and accurate manner is essential to ensure our young people can confidently progress through their futures.

Key Stage 4

In Key Stage 4, language, reading and writing tasks are interwoven into the curriculum to ensure that all students are explicitly taught the skills needed for GCSE and beyond.

Students will write a variety of fiction and non-fiction texts including descriptive and narrative texts and letters, speeches and articles. Students will also be able to analyse the writer's craft and intentions through analysis of language and structural techniques, characterisation and treatment of themes and motifs.

Spoken Language is also a vital component of the current GCSE model, and we coach our students to present and speak to their group of peers about a topic that they are passionate

about. All students will be individually formally assessed at the end of Year 10 and their grade will be included on their GCSE certificates.

All students will sit two GCSE qualifications in English language and two in English literature, requiring them to analyse texts, showing a perceptive understanding of the authors' methods, techniques and viewpoints. The language papers also require students to create fluent original texts in both fiction and transactional writing.

English Language: AQA 8700/1/2 (Two papers)

Paper 1: 1 hour 45 minutes

Explorations in creative reading and writing (Fiction)

Paper 2: 1 hour 45 minutes

Writers' viewpoints and perspectives (Non-fiction)

English Literature: AQA 8702/1/2 (Two papers)

1 x Shakespeare play

AQA poetry anthology - 15 poems

1 x modern text, selected by the teacher from a set list

1 x 19th century text selected by the teacher from a set list

Unseen poetry - 2 questions, the second being comparative

For more information on the English Curriculum Intent please see:

- English Curriculum Road Maps
- English Curriculum Overviews

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/english>

SCIENCE

Science at OIAMFS aims to ensure that all students:

- Develop scientific knowledge and conceptual understanding by studying units of biology, chemistry and physics
- Develop understanding of the processes and methods of science through practical and investigative learning that help them to answer scientific questions about the world around them
- Students will become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The science department is committed to providing students with opportunities to complete practical learning and to engage in science through the application of relatable and exciting contexts.

Key Stage 3

At KS3, our students learn about the following topics:

- Introduction to Science
- Particles
- Cells
- Reproduction
- Forces
- Elements and Atoms
- Acids & Alkalis
- Energy
- Digestion
- Food Chains
- Separation
- Space
- Sound
- Forces
- Pollution
- Microbes
- The Body & Plants
- Drugs
- Pressure
- Light
- Rocks
- Digestion

These topics provide the foundation for Key Stage 4.

Key Stage 4

Students begin studying their dual-award (combined) GCSE science in Year 10. This allows students time to come to grips with an ever-expanding subject content and develop important exam skills. Students are taught by subject specialists in Biology, Chemistry and Physics to ensure they are receiving the highest quality of learning possible, and are able to explore their developing interests in each scientific discipline with relevant support.

Based on student attainment in Year 10 science there is an option for students to pursue the separate sciences course (Triple Science), instead of the combined science (dual-award). This course is much more competitive and should be considered by students wanting to study science at A-level and further education.

What's the difference between Combined Science and Separate Science? Aside from the longer terminal assessments students in separate sciences will cover more science content, for the most part this is completing all of the same topics but with additional lessons with more varied content, such as including plant diseases in the topic on infection and response, the study of nanoparticles in the chemistry topic of particles and bonding and the study of

nuclear fission and fusion in the physics topic of atomic structure. Students will also complete an extra topic of “space” in separate Physics.

The assessments for combined science and separate sciences are as follows:

Dual award (AQA Combined Science: Trilogy) 6 x 1 hour 15-minute exams.

- Biology 1 and Biology 2, Chemistry 1 and Chemistry 2, Physics 1 and Physics 2

Each of these assessments are split into 3 assessment objectives:

- 40% AO1: Recall of science knowledge
- 40% AO2: Application of science knowledge
- 20% AO3: Data handling, interpretation and representation

Triple Science/Separate Sciences (Option Choice) AQA Biology, Chemistry and Physics) 6 x 1 hour 45-minute exams.

- Biology 1 and Biology 2, Chemistry 1 and Chemistry 2, Physics 1 and Physics 2.

Each of these assessments are split into 3 assessment objectives:

- 40% AO1: Recall of science knowledge
- 40% AO2: Application of science knowledge
- 20% AO3: Data handling, interpretation and representation

PHYSICAL EDUCATION (PE)

The vision of the OIAMFS PE Department is to offer the opportunity to build upon existing skills, knowledge and understanding in a supportive environment within a variety of sporting activities. Students will also develop intra and inter-personal skills, gain a better understanding of their body and minds as well as explore the world around them through our concept-based curriculum. We use sport and physical activity as the vehicle for which the different concepts are delivered.

Throughout the curriculum students will learn to work effectively as part of a team, collaborating with others to achieve shared goals, which can help to strengthen their relationships with peers and enhance their self-esteem. Whilst also encouraging them to develop a sense of responsibility for their own efforts and performance.

The curriculum encourages all students to participate in sports for the benefit of their physical, mental health and well-being. It aims to provide a wide variety of activities to engage all students. In addition, OIAMFS has at its heart the three drivers of Sport, the Arts and Enterprise. We are committed to developing the sporting element of our students and Physical Education is a key aspect of this.

Key Stage 3

At OIAMFS in years 7-9 students will develop the knowledge, understanding and skills required by the subject area of physical education and develop a healthy lifestyle. Students will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students will understand what makes a performance effective and how to apply these principles to their own and others' work.

In Year 7 - Students will explore the concept and understand the importance of 'physical literacy'. Competence, confidence, knowledge & understanding and motivation are covered to help students realise what underpins physical literacy and how it can be developed.

Year 8 - Students will experience the true power of sport and physical activity when it comes to their personal development. Schemes of work including 'Communication', 'Resilience', 'Emotional Intelligence' and 'Intra-personal skills' help students to understand their own personal qualities and explore ways to develop these further.

Year 9 - Students will build a connection with and understand how characters can be developed through PE and Sport. Exploring concepts such as 'Sporting Values', 'Competition', 'Problem Solving' and 'the Power of Positivity', students will realise the sheer value of PE and how it can be instrumental in developing positive personal characteristics.

Students will also learn, develop and implement theory knowledge around movement analysis and fitness testing in sport throughout KS3. This gives students the basic knowledge and understanding of key concepts before undertaking the GCSE Sports Science course.

Key Stage 4

At Key Stage 4, all our students continue to study Physical Education, as part of the curriculum.

Key Stage 4 Core PE (non – examined)

The curriculum in Years 10-11 is aimed at the continuation of improving health and wellbeing during activity, encouraging students to pursue active and healthy lifestyles. The emphasis is on participation and enjoyment to promote a prolonged interest in physical activity.

Year 10 - Students will understand how sport and physical activity can be an important tool to developing their leadership skills. Schemes of work including 'Fulfilling Potential', 'Effective Teams', 'Self-reflection' and 'Attitudes and Behaviours' will support students to understand their own leadership qualities and experience what makes an effective leader.

Year 11 - Students will gain a deeper understanding of what it means to have good health and wellbeing and will explore different ways to keep active as they leave school. Through 'Active for Life', students will embed their understanding of the importance of physical activity and the many benefits associated to allow students to remain active for the rest of their lives.

Key Stage 4 - Sports Science (Option Choice)

OCR Cambridge National Level 1/2 Sports Science - This course helps students appreciate how sport science underpins sport at all levels. It offers students the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance; the science of training and application of training principles.

Year 1

Unit R181 - Applying the principles of training: fitness and how it affects skill performance (internally assessed assignments),

Unit R183 - Nutrition and sports performance (internally assessed assignments).

Year 2

Unit R180 - Reducing the risk of sports injuries (1 hour examination)

RELIGIOUS STUDIES (RS)

Living in a multi-faith society in the 21st century requires young people to be religiously literate and hold informed conversations about religion and life. The Religious Studies (RS) department teaches a high-quality curriculum which develops students' understanding of the different impacts that religion and belief have on individuals and communities. The RS curriculum supports students' spiritual, moral, social and cultural development through high quality lessons involving critical thinking, critical analysis and discussion of a range of philosophical, theological and ethical topics. The long-term vision of the department is to prepare students at One In A Million Free School for the opportunities, responsibilities and experiences in the future. RS encourages our students to make well-informed choices in the future and have a respect for all faiths and secular beliefs within our ever-growing multi-cultural and multi-faith city of Bradford and the UK.

RS provides the opportunity to learn about and learn from the major world faiths and secular belief systems by allowing students to draw on their own experiences and compare them to those of others from different backgrounds. The subject explores the beliefs held by others, while considering the similarities and differences that make our world so diverse. In RS, students develop their empathetic understanding and have the space to discuss challenging moral and philosophical issues in local, national and global contexts while promoting respect for all.

Key Stage 3

At Key Stage 3, our Year 7, Year 8 and Year 9 students will be following an adapted version of the 'Believing and Belonging' curriculum, aligned to *The Agreed Syllabus for Religious Education in West Yorkshire, Second Edition* (2021)

[https://bso.bradford.gov.uk/userfiles/file/RE%20Syllabus Believing%20and%20Belonging%202021 online\(1\).pdf](https://bso.bradford.gov.uk/userfiles/file/RE%20Syllabus%20Believing%20and%20Belonging%202021%20online(1).pdf)

Our students will examine the key beliefs and practices of all six major world religions (Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism) over the three years of Key Stage 3. The students will focus on "big questions" of beliefs, faiths and meaning for each

religion (such as, *What is faith? What unites religious communities? Who shows the way forward for the world in spiritual and moral life? Are the ideas of religion and science compatible or conflicting?*). As well as learning about the major world religions, philosophy and ethics are investigated within the RS curriculum to ensure students understand the full diversity of belief systems and their influence on believers. Knowledge, understanding and skills are assessed with an end of unit assessment.

Key Stage 4

At Key Stage 4, all our students continue to study Religious Studies, as part of the curriculum.

Key Stage 4 Core RE (non – examined)

Religion and beliefs inform our values and are reflected in what we say and how we behave. At One In A Million Free School, the Core Religious Education (RE) curriculum helps to develop an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. It also contributes to students' personal development and to community cohesion by promoting mutual respect and tolerance in a diverse society. The curriculum will offer opportunities for personal reflection and spiritual development. Core RE is therefore integrated and learnt through part of the PSHE curriculum, assemblies, guest speakers and drop-down days.

Key Stage 4 (Option Choice)

In Key Stage 4 the curriculum allows us to build on the core knowledge taught in Key Stage 3, allowing students to extend their skills and powerful knowledge that will support them in achieving success in their RS Option Choice. At Key Stage 4, students will be following the AQA Religious A GCSE specification. Across the two-year course, students will be able to demonstrate knowledge and understanding of religion and beliefs, and analyse and evaluate aspects of religion and belief, including their significance and influence. Students will demonstrate a deeper understanding of Christian and Islamic beliefs, teachings and practices and how these can differ depending on denomination. RE provides a space to again answer the "big questions", which encourage students to think critically and evaluate sources of wisdom. Students will be able to articulate justified opinions on ethical issues, giving personal, religious and non-religious views.

For more information on the Religious Studies Curriculum Intent please see:

- Religious Studies Curriculum Road Maps

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/religious-education>

MFL (SPANISH)

The vision of the Spanish curriculum is to ignite a passion for language learning. Our curriculum not only exposes our students to learn a new language but also inspires them to become immersed in new cultures of Spain and other Spanish speaking countries. We believe that learning to communicate in an additional language is a valuable life skill that will develop our students to become responsible global citizens. We aim to provide students with the foundations for learning further languages, helping to give them the opportunity to study abroad and open up a range of employment opportunities for them.

The curriculum develops our students' competencies in listening, reading, writing and speaking. This provides students with the skills and knowledge they require in Spanish to express and justify their ideas across a wide range of topics. Our curriculum also provides students with opportunities to use their linguistic abilities for practical purposes, such as typical interactions they may need when meeting a new person. Students will learn the relevant vocabulary as well as speaking and listening practice needed for successful interactions while visiting Spanish speaking countries. The curriculum creates compassionate and reflective learners who are aware of the importance of fully understanding our own language on a deeper level and recognising the transferable skills that an additional language learning gives us. We focus on the development of grammatical constructions as the skill to unlock Spanish because this is the most transferable element of language learning and can be used to support all language acquisition

Learning a language is not simply the ability to communicate in another language; it also provides opportunities to develop wider skills useful for a successful life such as an appreciation and understanding of other cultures, confidence in public speaking, communication, team work, resilience, creative thinking and problem-solving.

Every student in Key Stage 3 will study Spanish and have the opportunity to choose Spanish as an option subject at Key Stage 4. As a school, we also recognise and value our student's "Home Languages". Students are supported in GCSE qualifications in Polish, French, Bengali, Urdu and Arabic.

Key Stage 3

Our students often begin their Year 7 studies with limited prior knowledge of the Spanish language; therefore, we aim to build on their prior knowledge of phonics and grammar rules (that they learn in Literacy) to develop foundational skills and expertise in Spanish (such as; how to conjugate present tense verbs in first person, how to use the correct adjective agreements and sentence structures). Our students also develop conversational language, by using opinion phrases to write and talk about themselves and those around them. Our students explore a diverse range of topics (including, greetings, hobbies, food and technology) whilst also tackling sequentially more complex grammar. Grammatical knowledge is essential for effective language learning and as such, throughout Key Stage 3, students are taught to recognise and use the present, past and future tenses as well as comparative sentences. This enables our students to be able to manipulate grammatical structures and use a wide range of vocabulary to express and justify their ideas about a range of topics.

Key Stage 4 (Option Choice)

At Key Stage 4, the curriculum builds on prior learning by revisiting many topics encountered in Key Stage 3, alongside the introduction of advanced themes such as global and social issues of climate change and poverty. Our curriculum enables students to deepen knowledge and increase linguistic and grammatical sophistication in order for them to increase their independent use and understanding of extended language in a wide range of contexts. Throughout KS4, past, present and future tenses are revisited regularly, and further tenses are introduced such as the conditional and subjunctive. Students become well equipped to communicate confidently and coherently with an increasing degree of fluency. This enables our Year 10 and Year 11 students to confidently articulate and express their thoughts and opinions on relevant and powerful topics within the three GCSE themes.

For more information on the Spanish Curriculum Intent please see:

- Spanish Curriculum Road Maps

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/languages-spanish>

HISTORY

History is the study of people; in particular their motives, actions and responses. History is therefore vital in helping students to position themselves in society, by encouraging them to reflect and begin to understand their identity, their choices and their role as an effective global citizen. We aim to foster a genuine interest in History, both as an academic discipline (with students choosing to take GCSE History as an optional subject) and as a means by which our students can understand and participate in the world around them. The goal of our curriculum is to develop students as independent learners and critical, reflective thinkers. The knowledge and skills taught in History enables our students to develop an awareness of why people, events and developments have been valued as historically significant and why different interpretations have been constructed about them.

The content covered in our curriculum gives students the opportunity to explore issues at a local, national and international level from the Middle Ages right up to the twenty-first century. Careful sequencing gives students a broad understanding of the chronological developments of British history, as well as being able to make links to other societies, cultures and world events. This range of history offers opportunities to explore different peoples' perspectives on issues and events.

Understanding key concepts within History, such as significance, causation and consequence, engages and allows our students to be able to ask questions, analyse information and convey their views in a considered way. These skills are honed and developed progressively through the curriculum to create students who are confident in articulating informed views, both in written and verbal communication.

Key Stage 3

At KS3, History is taught through the process of inquiry, focused on a series of key questions, which lead students to make informed evidence-based judgements. We encourage students to ask their own questions so that as good historians, students understand that they must support arguments with evidence which is subject to scrutiny and interpretation. At KS3, students appreciate the skills needed to be a historian by understanding how to communicate their learning from historical sources of evidence and reach an evidence-based judgement. Our students learn how to structure accurate and clear historical explanations to reach their own judgements. They recognise that there is often no one right answer to historical questions and appreciate that their own judgements and the judgements of others (including historians) are matters of interpretation. The Key Stage 3 History curriculum will develop all of these skills through the learning of historical topics aligned to the National Curriculum.

Throughout Key Stage 3, our students are introduced to the skills necessary for success in History as an option GCSE subject.

Key Stage 4 (Option Choice)

At Key Stage 4 students study carefully selected topics, which build upon the knowledge and understanding developed at Key Stage 3. Students study specific key events, periods and societies in local, British, and wider world context (including the wider diversity of human experience). For example, our GCSE students will study *The American West; Medicine in Britain (from 1250 to the present day)*, *Surgery on the British Western Front (1914–18)*; *Weimar and Nazi Germany (1918–39)* and *Elizabethan England (1558-1588)*.

As well as studying a knowledge rich curriculum, our students will learn the appropriate skills to ensure that they can successfully engage in historical enquiry, develop the ability to ask relevant questions about the past, investigate issues critically, and make valid historical claims by using a range of sources in their historical context. The curriculum will also teach our students to organise and communicate their historical knowledge and understanding in different ways to reach substantiated conclusions.

For more information on the History Curriculum Intent please see:

- History Curriculum Road Maps
- History Curriculum Overviews

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/history>

GEOGRAPHY

All of our students will learn key geographical principles and concepts about the changing human and physical world, and how the two interact so they can apply them in a variety of familiar and unfamiliar contexts. The study of geography develops the cultural capital of our students by helping them to understand the world around them. Our curriculum challenges

our students to develop a critical understanding of our World and how they interact within that world. Students learn that politics causes change; how globalisation changes the way we live; how their lives are different to those living in countries at varying levels of development. Students therefore develop a genuine appreciation of both social and economic difference and similarity across the globe.

Geography can open the minds of the students of Bradford by showing them the wider world. It can inspire future generations to be the change they want to see in the world. In our increasingly multicultural city, it is vital for our students to develop cultural understanding so as to promote community cohesion. Contextual geography is taught on a local, national and global scale, which enables students to make links between their place in Bradford as well as the World.

Key Stage 3

Year 7 begins with building on (or in some cases) re-teaching the geography skills taught at Key Stage 2 to ensure that all students have the necessary solid foundations upon which geographical knowledge can be built. Human geography and physical geography topics are interspersed regularly to encourage student engagement and the ability to make synoptic links which are vital for future study. For example, in Year 7, students will learn about ecosystems, natural resources and the continent of Africa. In Year 8, we will study rivers, development, and about the continents of Europe and Asia. This enables students to begin to appreciate how the two disciplines (human geography and physical geography) interact with each other. Students receive a broad curriculum at Key Stage 3 providing them with a solid foundation for future study.

Key Stage 4 (Option Choice)

GCSE Geography is a challenging and enjoyable course that draws on the knowledge, understanding and geographical skills gained at Key Stage 3. Our students will gain an insight into the world around them and beyond their classroom, exploring case studies in the United Kingdom, higher income countries, newly emerging economies and lower income countries. Similar to Key Stage 3, human geography and physical geography topics are interspersed regularly. Our Y10 and Y11 students will therefore learn about contrasting but interrelated topics such as, natural hazards, physical landscapes, urban issues and resource management. Geography fieldwork is an essential opportunity for our students to learn about geography in a different way, explore new and different locations and become real life geographers. Fieldwork visits take place in Year 10 and Year 11 to various locations including York City Centre, Hornsea and Flamborough Head. During our fieldtrips, our students will learn geographical enquiry skills, how to effectively collect and analyse data and further develop their practical geographical skills.

For more information on the Geography Curriculum Intent please see:

- Geography Curriculum Road Maps
- Geography Curriculum Overviews

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/geography>

FOOD TECHNOLOGY / HOSPITALITY AND CATERING

Being able to cook a nutritious meal is an essential life skill. At One In A Million Free School, we are committed to supporting students in gaining these necessary culinary skills so that they are equipped to adopt a healthy lifestyle and cook meals from scratch to feed themselves and others and make effective life choices in the future. As a school we are very much aware and proud of the fact that many family members of our students, train and work in the catering sector. We therefore understand the importance and value of this qualification in our community.

Our curriculum allows all of our students to develop a love of cooking, as well as learning how to eat healthily, by understanding the principles and value of nutritional and healthy eating. Students will develop crucial life skills of understanding how to shop and cook within financial means. The curriculum is carefully designed and sequenced so that each student develops the essential knowledge needed to allow our students to succeed in practical lessons. In lessons, students will practice using a range of cooking techniques, offering them the chance to refine and demonstrate their food preparation and cooking skills. Recipes are chosen, with different levels of demand and challenge, showcasing various cuisines and cultures from around the world. By studying Hospitality and Catering, students are encouraged to seek healthier options regarding their own nutrition, and that of others. They also begin to understand the environmental impacts of the foods we consume.

Success in our Food Technology course will ideally enhance students' employability in the catering industry, contributing to both their personal development and future economic well-being. As well as this, the course will provide our students with essential knowledge and transferable skills to improve their learning in other subjects. These skills include, leadership, organisation, resilience, initiative and communication. All of which are extremely attractive in the modern workplace.

Key Stage 3 (Food Technology)

All students in Year 7, 8 and 9 will study this course. A small monetary donation is encouraged from students, as we have found that this improves the engagement of our students in cooking "their food". The school also supports any students or families that require ingredients for their lessons. Students will cook and bake various meals and foods throughout Key Stage 3. These include pasta, pizza, apple crumble, patatas bravas, brownies, curries and breads. As well as cooking and enjoying consuming the meals and foods, students develop

skills of evaluation and identifying areas for improvement. This ensures that all students have developed the skills and knowledge to achieve success in the GCSE course if they wish.

Key Stage 4 (Option Choice – Hospitality and Catering)

In Year 10 and 11, students who are passionate about this subject can continue their studies by selecting this subject as one of their GCSE options. The qualification in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study, providing students with a core depth of knowledge and a range of specialist and general skills (such as, operation of the kitchen, front of house duties, health and safety, and food allergies). The Hospitality and Catering GCSE consists of a 1-hour exam and a 9-hour assessment in Year 11, which includes planning four chosen meals, making two dishes with accompaniments and completing portfolios.

For more information on the Food Technology/Hospitality and Catering Curriculum Intent please see:

- Food Technology/Hospitality and Catering Curriculum Road Maps
- Food Technology/Hospitality and Catering Curriculum Overviews

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/food-technology>

ART

Thinking skills are essential for all learners. Creating and encountering art both provide opportunities for complex thinking. In our Art curriculum, we aim to promote creative curiosity and artistic confidence through exposure to practical skills and strong knowledge of the subject. By following a cohesive programme of study, our students learn the importance of personal engagement with art, craft and design work. The practice and exploration of skills and processes enables students to become confident with the metacognitive demands of this subject. For example, at the end of each project, students produce a plan of action to execute a personal final piece of artwork based on previous artistic findings.

Students continually revisit relevant skills and key knowledge and build upon them each year, tackling increasingly challenging concepts. As each step in their learning journey develops, it incorporates a deeper understanding of prior experience. Risk taking is also encouraged and students are taught how to manage unpredictable outcomes that require thorough understanding and the ability to think practically to overcome obstacles. Student progress is documented through sketchbooks and the execution of personal pieces of art, craft and design work. In the classroom, we encourage conversations, discussions and critical thinking about students' own work and about the work of others. This embeds and extends our students' understanding of artistic concepts and principles whilst enriching their vocabulary.

As a school, we value the unique nature of art, craft and design and how it facilitates each student's ability to:

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- Think creatively
 - Develop critical thinking skills
 - Develop problem solving skills
 - Demonstrate resilience in order to achieve success
 - Learn how to express themselves and develop original and purposeful ideas
 - Enhance their fine motor skills
 - Develop hand eye co-ordination skills
 - Develop greater visual literacy and emotional intelligence.

Through our curriculum design, exploring a range of art, craft and design approaches, we endeavour to create opportunities to broaden our students' understanding of the world they inhabit locally, nationally, and globally across different cultures, places and times. We explore concepts and perspectives the students have never encountered as well as those to which they feel they can make an immediate connection to encourage our students to grow on a personal, social and cultural level.

We build on the Cultural Capital of our students by providing them with a means to engage with and understand the world around them and their relationship with it. We seek to enrol in initiatives led by Arts organisations, facilitate artist workshops (we have recently hosted an Artist in Residence originally from Nigeria) and plan gallery visits (E.g., Cartwright Hall in Lister Park, Bradford).

Key Stage 3

At OIAMFS, students have an art lesson every week in Key Stage Three. Lessons are structured to enable students to produce personal responses to each project brief set. Students are given a copy of the project sheet which outlines the project brief, lists provide a set of learning questions and states which assessment objective each question is linked to.

By answering each of the learning questions students will:

- Use a range of techniques to record their observations and insights in sketchbooks as a basis for exploring their ideas
- Experience a range of techniques working in 2D and 3D.
- Increase their proficiency in the handling of different materials. (These could include 2D media such as pen, pencil, oil pastels and ink and 3D media such as card construction, papier mache and clay.)
- Develop their visual literacy through the theoretical understanding and use of the formal elements in both art and design work.
- Analyse and evaluate their own work, and that of others, in order to develop their own ideas and create a more original, personal response to the project brief set.
- Understand the history of art, craft, design and architecture by identifying where pieces of art "fit" into the timeline of "Art", from ancient times up to the present day, furthering students' knowledge and understanding of major historical events and inventions which have influenced the development of major art and design styles, movements and periods.

Key Stage 4 (Option Choice)

Students who are passionate about Art, Design and Craft work, are creatively inquisitive and/or want to continue developing their understanding of the visual world can continue their studies in KS4 by opting to take Art GCSE. We also recommend that any student who has a realistic desire to pursue a career in the Arts or Design and Media industries should choose GCSE Art.

In the GCSE Fine Art course, students will develop and refine the knowledge and skills learnt in Key Stage 3 by working more independently. They will have opportunities to combine materials and techniques to find new and more original ways of working in both two and three dimensions. Our students will be encouraged and supported to follow their own lines of enquiry and imagination in order to develop and produce more original and personal work. GCSE students are encouraged to regularly take their sketchbooks home to extend their work, especially during weekends and holidays. Resources and materials to support this work can be borrowed and taken home. The course has two components: a Personal Portfolio and an Externally Set Assignment.

For more information on the ART Curriculum Intent please see:

- Art Curriculum Road Maps
- Art Curriculum Overview

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/art>

DRAMA

At OIAMFS we are committed to developing the creative element of our students and Performing Arts through Drama at Key Stage 3. In Drama, we focus on developing confidence, communication, co-operation and concentration. The work done in these lessons also supports the Key Stage 3 English curriculum.

Lessons are varied and may be skills based or thematic in approach. There is a strong emphasis on working together in pairs and groups. Students learn how to shape a piece of drama, build convincing characters and communicate a story to an audience.

Throughout the Key Stages we work on:

The use of voice, space and body language including:

- Freeze frame
- Mime
- Thought tracking
- Monologues
- Addressing the audience
- Soundscapes
- Prepared improvisation

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- Spontaneous improvisation
 - Working from a simple script
 - Flashback

MUSIC

Music is a universal language that embodies one of the highest forms of creativity. At OIAMFS we have a high-quality music education that engages and inspires our students to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As students progress, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The aims of our Music curriculum ensures that our students:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

ICT AND COMPUTING

As a Free School, One In A Million has always sought to use the most state-of-the-art ICT.

This includes ensuring all students have access to either an iPad or a Chromebook. In addition, we have a computer suite that houses iMacs and all classrooms have Whiteboards.

There is WIFI access throughout the school.

Key Stage 3

To make sure our students have ICT skills fit for the 21st century, we aim to ensure that our student can:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users

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- Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
 - Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits
 - Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

This last point is really important to us. We understand that using technology is both a privilege in that it aids learning and communication but also a responsibility as the inappropriate use of technology can not only be hurtful but, in some cases, illegal. With that in mind our ICT and computing courses comply with our rigorous safeguarding and child protection policies.

Students in Key Stage 3 study the following topics:

Year 7: E-Safety, Fundamentals of Computers, Spreadsheet Modelling, Algorithms and Scratch Programming.

Year 8: Cyber Security & Crime, Graphic Design, Kodu Game Lab, Data Representation and Introduction to Python Programming.

Year 9: Computer Networking, Interactive Multimedia Project, Python Programming Project, Algorithms & Logic and Web Design (HTML).

KEY STAGE 4 (OPTION CHOICES)

CREATIVE IMEDIA (OCR)

This qualification will assess student's creative media skills through their practical use. They will provide students with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The qualifications will encourage independence, creativity and awareness of the digital media sector. Completing this qualification will introduce the foundations for further study or a wide range of job roles within the media industry.

In Year 10, students will be taught one full unit on Visual Identity and Digital Graphics.

In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics, which incorporate their visual identity to engage a target audience. Students will also start the second unit: Interactive Digital Media. Where students develop their knowledge and understanding about where and why different interactive multimedia products are used and what features are

needed for a given purpose. They learn how to interpret a client brief, and how to use time frames, deadlines and preparation techniques as part of the planning and creation process.

Within Year 11 the course is based around completing the Interactive Digital Media unit and then exam preparation for their external assessment unit based on Creative iMedia in the Media Industry. In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

GCSE COMPUTER SCIENCE

Computer Science will encourage students to; think creatively, innovatively, analytically, logically and critically, understand the components that make up digital systems, and how they communicate with one another and with other systems, understand the impacts of digital technology to the individual and to wider society, apply mathematical skills relevant to Computer Science, understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation, analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.

Year 10 – Students will be taught one unit on Computer systems: they will prepare for the exam for their external assessment unit, which will assess the following:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology.

Year 11 – Students will be taught the final unit on Computational thinking, algorithms and programming: they will prepare for the exam for their external assessment unit, which will assess the following:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments.

All students will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Students may draw on some of the content in both components when engaged in Practical Programming.

OTHER KEY STAGE 4 OPTION CHOICES

The following subjects can be chosen by Year 9 students to study as option subjects in Year 10 and 11.

MEDIA STUDIES (EDUQAS)

At Key Stage 4, students can choose to study Media Studies. This course helps students develop applied knowledge and practical skills and is designed with a mix of both theory and practical units, aimed to prepare students for a number of further education pathways. At the end of the course, students will complete two written examinations and create one practical coursework component.

The course is broken down into 3 units:

- Unit 1: Exploring the media including looking at media language and representation.
- Unit 2: Understanding media forms and products including analysing film, television and music products.
- Unit 3: Creating media products from a brief.

For more information on the Media Studies Curriculum Intent please see:

- Media Studies Curriculum Road Maps
- Media Studies Curriculum Overviews

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/media-studies-eduqas>

ENTERPRISE AND MARKETING (OCR)

At Key Stage 4, students can choose to study Enterprise and Marketing. This course helps students to develop applied knowledge and practical skills in Enterprise and Marketing and is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in Enterprise, Marketing or Business. The course is broken down into three units; Enterprise and Marketing Concepts, Design a Business Proposal Market and Pitch a Business Proposal.

In the Enterprise and Marketing Concepts unit, students will learn how market research gives an entrepreneur an insight into the wants and needs of their customers, so that products and services can be developed to satisfy them. It also complements other competing products and services on the market to ensure a financially viable business. As well as understanding the target market's needs, students will learn how the marketing mix elements must be carefully blended to enhance business performance. They will examine each element individually and explore the decisions that an entrepreneur needs to make. They will learn about the types of ownership for an enterprise and sources of capital available. Running a

successful enterprise can be tough, but there is a lot of support available, which students will learn about so that they can understand how to obtain timely and appropriate guidance.

In the Design a Business Proposal unit, students will learn how to develop market research tools and use these to complete market research. They will use their research findings to decide who their customers will be, create a design mix and produce product design ideas.

To help decide on the final design, students will gain feedback and then assess the strengths and weaknesses of their initial ideas. They will complete financial calculations to determine whether the proposal is likely to make a profit. They will use the evidence generated to decide whether they think that the new product is likely to be financially viable.

On completion of this unit, students will have gained some of the essential skills and knowledge needed if they want to start a business, but also the transferable skills of creativity, self-assessment, providing and receiving feedback, research and evaluation. The skills and knowledge developed from this unit will also be transferable to further learning in and when completing the Market and Pitch a Business Proposal.

In the Market and Pitch a Business Proposal unit, students will learn how to design a brand which will make their product stand out in the market, before creating a promotional campaign to get the brand noticed by customers. Their promotional campaign will include choosing different methods of promotion which they think are most suitable for their target customers. They will then need to create a presentation to pitch to an audience. To help prepare for this, they will first practise in front of their peers, asking them to review the presentation and feedback ways to improve it. They will also need to offer feedback to others in the group about their pitches. After delivering their professional pitch to an audience, they will reflect on their pitching skills, brand, promotional campaign and the likely success of the product. On completion of this unit, students will have gained some of the essential skills and knowledge needed to start a business. They will also have gained the transferable skills of creativity, self-assessment, providing and receiving feedback, communication and evaluation.

HEALTH AND SOCIAL CARE (OCR)

As a school we are very much aware and proud of the fact that many family members of our students' train and work in the health and social care sector. We therefore understand the importance and value of this qualification in our community. The curriculum explores the fundamental principles of Health and Social Care settings and is an excellent starting point for students who want to work in these fields and has a direct progression into Post 16 Courses. By studying Health and Social Care, our students will understand and apply the key aspects the effect of health and social care settings has on individuals, including investigating the rights of individuals, person centred values, effective communication and how people are protected by these services. The course will also develop learning and practical skills that can be applied to real-life contexts and work situations. Students are encouraged to think creatively, innovatively, analytically, logically and critically. Our aim is that the course develops independence and confidence in using these skills, that would be relevant to the health and social care sector and more widely.

Success in our Health and Social Care course will ideally enhance students' employability, contributing to both their personal development and future economic well-being. As well as this, the course will provide our students with essential knowledge and transferable skills to improve their learning in other subjects. These skills include, effective communication skills evaluation, planning, presentation, delivery and research skills. All of which are extremely attractive in the modern workplace.

This GCSE encompasses two units of coursework and one unit which is exam based, to ensure the qualification is robust and as demanding as a GCSE. In Year 10, students study *Supporting individuals through life events*, where students will learn about growth and development through life stages. They will also research different *Health promotion campaigns*, as well as creating and presenting their own campaign. In Year 11, students learn about the *Principles of care in health and social care settings*, looking at the key topics that are important when caring for and protecting people in health and social care services.

For more information on the Health and Social Care Curriculum Intent please see:

- Health and Social Care Curriculum Road Maps
- Health and Social Care Curriculum Overviews

<https://www.oiam.org/freeschool/learning/curriculum-and-subjects/health-and-social-care-ocr>

PSHE

At OIAMFS, the whole school vision is to raise the aspirations of all students, despite the social and economic barriers some may face. The most significant way to do this is by offering a high-quality PSHE curriculum, which allows students to hold informed conversations about the world, within a safe environment. This discussion contributes not only to students' personal development (spiritual, moral, social and cultural) but also to community cohesion. An effective PSHE education can also lead to good behaviour and the safety of all students, both in and outside of school.

The three main aims of the PSHE curriculum are:

- To teach a broad and rich curriculum which develops students' understanding of the different impacts that health and wellbeing, relationships and living in the wider world have on individuals and communities
- To support students' spiritual, moral, social and cultural development in an emotionally safe and secure environment

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- To prepare students at OIAMFS for the opportunities, responsibilities and experiences in the future

RELATIONSHIPS & SEX EDUCATION (RSE)

One In A Million Free School is committed to ensuring that all students access a curriculum, which equips them with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of the PSHE/RSE curriculum is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter.

In an increasingly complex world, children and young people need to know the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally, including risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make meaningful contributions to society.

RSE will be delivered as part of the school's PSHE programme.

Aims:

The aims of relationships and sex education (RSE) at OIAMFS are to:

- Enable students to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviours in relationships and how to seek help if they feel unsafe.
- Support students to develop self-respect, confidence and empathy.
- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Teach students the correct vocabulary to describe themselves and their bodies.

Teaching will be age appropriate and will respect the diversity of families and faith in our community. The RSE Curriculum at OIAM is not about the promotion of sexual activity.

Delivery of RSE

RSE will be inclusive for all students, sensitive to all family and faith backgrounds and students' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership,

pregnancy and maternity. The OIAM environment reflects, values and celebrates the diversity of our community.

Across all key stages, students will be supported with developing the following skills:

- Communication skills
- Forming positive relationships including self-respect as well as respect and empathy for others
- Recognising and assessing potential risks in order to stay safe
- Assertiveness and managing conflict and difficult emotions

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, facilitating discussions and exploring issues and values. Lessons will be delivered either by teaching staff within lessons or assemblies, by coaching team leaders through a PSHE programme or by expert outside agencies via drop down days or smaller group sessions.

The topics delivered, schemes of work and resources, will at all time be in line with government and local authority guidelines.

Please visit our school policy page to find our RSE Policy.

<https://www.oiam.org/freeschool/about-us/policies>

ENRICHMENT

One of the strengths of OIAMFS is the Enrichment programme. It provides a varied and exciting mix of activities for students to experience and enjoy. At the end of the school day, students can participate in our full Enrichment Programme as part of the extended school community programme, which is available to all students.

Built into the programme is vocational learning which includes the ability to gain accreditations and qualifications such as the St John's First Aid and Sports Leaders. In addition, we will put together a personalised coaching or training programme for any student who has an aptitude in an area that is peculiar to them. Our passion is to ensure that these activities are delivered by the very best teachers and external coaches, who have experienced excellence as practitioners. These activities are based on our three core areas: Sports, Arts and Enterprise.

Here is a sample of the kind of enrichments we offer students:

- | | |
|---------------------|--------------------|
| • Art | • Food Life Skills |
| • Basketball | • Football |
| • Business Workshop | • Gaming |
| • Boxing for boys | • Performance Club |
| • Boxing for girls | • Science Club |
| • Bikeability | • Sign Language |
| • Dance | |
| • Debating Club | |
| • First Aid | |