Royds Hall
Curriculum Aims

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Record of Alterations

VERSION	DESCRIPTION
1.0	Original
1.1	Amended version.
2.0	Updated
3.0	Updated

Our vision

The curriculum underpins the SHARE Multi Academy Trust vision of 'valuing people, supporting personal best'. We are committed to developing our students to make a valuable and lifelong contribution to society. We strive for all of our students to follow a stimulating, relevant, broad and ambitious curriculum, to ensure they have high aspirations to achieve their personal best and progress to strong destinations. The curriculum is designed to facilitate the development, knowledge, skills and life experiences needed for students to take advantage of the opportunities available to them in later life. Students leaving Royds Hall will be recognised as respectful caring and responsible citizens with a strong ambition to succeed.

Our curriculum delivers vital subject knowledge and skills, which are complemented by a wide range of enrichment activities that broaden and extend the student experience. In addition, Royds Hall uses the hidden curriculum to enhance wider personal development and promote positive attitudes to learning. The hidden curriculum underpins our school culture and prepares students for life in modern Britain through the teaching of responsibility, respect, tolerance and acceptance in everything we do.

We strive for our students to develop their personal skills and qualities to help them grow into positive, responsible young adults who can work and cooperate well with others. In its entirety, the curriculum is designed to ensure students feel valued and respected, learning to value those around them and to develop an acute sense of social responsibility, which, in time, will have a positive impact upon their own community and wider British society.

Our curriculum is thoughtfully planned at all levels to meet the needs of each individual student. In order to facilitate long-term learning, the skills and content required for each subject is detailed throughout our curriculum. Additionally, classroom pedagogy is built around the effective use of retrieval practice in order for students to know and remember more knowledge over time.

The main aims of our curriculum are to:

- Develop successful students who give and achieve their personal best
- Enable students to progress in all areas, regardless of ability, disability, gender, socio-economic factors, race or sexuality
- Encourage students to develop the knowledge and skills needed for employment or training
- Offer students the chance to achieve and to have high aspirations and ambition
- Is appropriate and relevant to our students
- Is progressive, interleaved and sequenced to develop knowledge and understanding which provides deep, sustainable and valuable learning for all students
- Provide opportunities to develop levels of literacy and numeracy across all curriculum areas
- Recognise the increasing importance of demands placed upon young people in order to keep them safe in a digital age
- Promote opportunities across the curriculum for the development of moral and spiritual reflection in order to promote confidence, positive emotional and mental health and wellbeing
- Provide a wide range of courses that challenge, engage and raise aspirations of our students
- Promote learning across a wide range of contexts and experiences e.g. sports, cultural visits and leadership.

Our aim, through our curriculum is to develop young people who:

- Achieve the highest academic standards, regardless of their starting point in life
- Have the confidence, resilience and knowledge to stay in good mental health
- Have high expectations of themselves and an ambitious vision for their future
- Take responsibility and accept no excuses for underperformance
- Have a strong work ethic and commitment to achieving, and exceeding their academic potential
- Are happy and have a desire to pursue a healthy, active lifestyle
- Are respectful, tolerant and empathetic towards the values and beliefs of others
- Are self-aware and reflective
- Are capable of making informed decisions and are aware of their rights and responsibilities.

To achieve these goals students should:

- Attend regularly, arrive on time and be ready and equipped for learning
- Work hard and be ready to learn in all lessons
- Treat all members of the school community with respect
- Use their planner as a means of communication between school and home and to record homework.

Our Context

Royds Hall serves the community in the Paddock, Milnsbridge and Birkby areas of Huddersfield in the Kirklees local authority. We are situated in close proximity to Colne Valley, which enjoys a good standard of housing stock, and families are mostly well established in the area. Historically a lot of employment was centred around the Mill industries. The area is a very nice place to live with beautiful views but is also some distance to cities such as Leeds and Manchester. This has dampened student aspirations in some instances, because Huddersfield has not enjoyed the investment of a significant number of large businesses and the buoyance of the service sector. We also face a complexity in the contextual safeguarding with gang culture and county lines, which is a real concern for our community and us. We work exceptionally hard to raising the aspirations of our young people in addition to protect and educate them about the challenges in the locality.

We have around 860 students on roll with a high proportion of students with an Education, Health Care plan. In 2026-27 the number of children with an ECHP in the secondary school is 45 (5.25%) and the number of students with SEN identified at school level (K) is 25.08%. We also have an Additionally Resourced Provision (ARP) for learners with complex communication and interaction (CCI) difficulties that is housed in the school. The local authority fund 20 places in ARP for students with identified complex CCI needs and students are integrated into the mainstream classes as much as possible. The number of students that attract pupil premium funding is 48%. Approximately 33% of students are White British and 32% are from Asian or British Pakistani ethnic groups. The school experiences low stability with an average of 10% of every cohort having joined the school after the start of Year 7.

Our Curriculum

During KS3, students study subjects covering the National Curriculum gaining powerful knowledge. Royds Hall strongly believes that this is an entitlement for all children, regardless of background, prior attainment or aspiration. KS3 is delivered to students in Year 7, 8 and 9. During Year 9 students are supported through the options process. We offer a diverse range of option subjects that have been specifically selected to enable students to complete courses that will help them to a successful transition to local post-16

providers. During Years 10 and 11 all students study, English, Mathematics, Science, Personal Development, PE and a choice of four option subjects.

PSHE, SMSC, Careers, RSE and Citizenship are delivered via the Personal Development Curriculum. This programme is offered on a weekly basis. Form time is used to conduct a fortnightly 'big debate' including a PSHE topic. In addition, the assembly programme is mapped to build on the themes covered in Personal Development lessons.

PROUD

We instil an ethos of excellence which is supported by our PROUD expectations. Students are encouraged to present their work with pride and always use Pen, Ruler, Organised, Underline, Date and title.
We believe our students should have high expectations of themselves and always aim to be the very best that they can be. Students understand what we mean by being PROUD and our curriculum is designed to ensure that the opportunities for them to demonstrate this are plentiful across each day. The PROUD policy is displayed in every classroom; this acts as a constant reminder to students to be proud of their work and demand the very best of themselves during every lesson. Following PROUD expectations is also included in our rewards process, and students are positively acknowledged for this.

Reading

We promote reading and strive to enable our students to be reflective and confident readers. As an academy, we have a multi-faceted approach to reading, which includes a range of innovative reading strategies designed to promote the mechanics of reading, giving students the skills that they need in order to read fluently, effectively comprehend information and access learning.

All students partake in Reciprocal Reading during form time. This aims to improve mechanical reading skills through a focus on prediction, clarifying, questioning and summarising skills. This aims to also develop crucial understanding of vocabulary to support across all disciplines in the curriculum.

Some students are supported through the Little Wandle Phonics Programme which improves their reading skills through re-teaching phonics sounds and blending. This aims to give students a 'fresh start' to their reading journey and to successfully access our ambitious curriculum.

Our investment in students through 'Reading Friends' allows our older students to support younger students with developing their reading fluency and confidence.

Our strategies include:

- Reading mechanics (Reciprocal Reading, targeted literacy interventions and Little Wandle)
- Love of reading - students have ample of opportunities to read a variety of genres promoted through our vibrant and well-stocked library.
- Reading for knowledge and understanding across the curriculum.
- Year 7 Accelerated Reader in English lessons.
- Raising the profile of reading across school via Reading Friends, Reciprocal Reading, staff reading posters/book of the month and World Book Day events.

The structure of the curriculum

Our day consists of five lessons of 60 minutes every day. We operate a two-week timetable, which incorporates 50 periods per fortnight. Students attend a 25-minute form period during the morning. Form time has a fully planned and integrated curriculum, which is delivered by form tutors and is supported by a

lesson once per week of Personal Development. Students learn about key values and skills required to become a good citizen. All students attend at least one assembly each week that complement our Personal Development curriculum and support the delivery of social, moral, spiritual and cultural aspects of learning, including the promotion of British values & Religious Studies.

The Year 7 and 8 curriculum structure is split into three evenly balanced bands. Each band contains two classes for all subjects apart from English, which has three classes. During Key Stage 3, students experience a wide range of subjects, which allows them to make sound option choices. In Key Stage 4, students chose four options across a variety of subjects, including Technology, The Arts, Modern Foreign Languages, Humanities and a range of Vocational qualifications ensuring a balanced variety of subjects to suit each individual learners. There is an excellent choice of enrichment activities to further enhance students' breadth of experience and build their cultural capital.

The following subjects are taught in Key Stage 3:

Subject	Periods per fortnight		
	Year 7	Year 8	Year 9
English	8	7	8
Mathematics	8	8	7
Science	7	8	8
Art	2	2	2
Performing Arts	3	3	3
History	4	4	4
Geography	4	4	4
Computing	2	2	2
Spanish	4	N/A	2
French	N/A	4	4
Personal Development	2	2	2
PE	4	4	4
Technology	2	2	2
Total	50	50	50

Key Stage 4 (Years 10 and 11)

During Key Stage 4, students are placed in sets for Maths, English and Science. Where possible, the curriculum is arranged to allow for free movement between sets so learning is matched to individual needs.

The EBacc

We offer a broad range of GCSE subjects to our students, with EBacc options featuring strongly: including Computing, Geography, History, French, as well as the opportunity to sit GCSEs in heritage languages. The EBacc is not a compulsory element of our curriculum, however, more able students studying languages as core are strongly advised to study these facilitating subjects with a view to future study at top universities.

Other option subjects include a range of options such as Art, Business Studies, Design Technology, Drama, Photography, Religious Studies and Sociology. In addition, we offer vocational options which include Child

Development, Food and Nutrition, Creative iMedia, Sport Studies, Health and Social Care, Enterprise and Marketing and Travel and Tourism. (Option subjects are reviewed yearly and whilst every attempted will be made to offer all subjects, it will be tailored to suit the needs of the cohort and timetabling constraints).

This is the structure for the subjects taught in Key Stage 4:

Subject	Year 10	Year 11
English	9	9
Mathematics	8	8
Science	8	8
Personal Development	2	2
PE	3	3
Option A	5	5
Option B	5	5
Option C	5	5
Option D	5	5
Total	**50**	**50**

Subjects Offered in Years 10 and 11		
Biology Chemistry Physics Computer Science Geography History French	Art and Design Art and Photography Business Studies Design Technology/3D Dimensional Design Drama Film Studies Religious Studies Sociology	Child Development Creative iMedia Health and Social Care Hospitality and Catering Travel and Tourism Sports Studies

Intervention and Revision

The aim of the Royds Hall Academic Intervention Programme is to provide the best opportunities for students to discover, develop and progress their understanding of Numeracy and Literacy affording them the chance to accelerate their progress to best access the curriculum. We are also committed to delivering interventions for Year 11 students through our Study+ programme which allows for students to receive bespoke support from subject specialists in order to improve their academic outcomes.

We focus on helping students to be ready for their own next steps in Numeracy and Literacy, regardless of ability and background, to prepare them for a happy and successful life in modern Britain.

Throughout the curriculum the focus on developing knowledge is constant, with all students given the tools and support to attain their potential.

The main aims of the catch-up programme is to:

- Allow students the opportunity for accelerated progress
- Develop their reading fluency and comprehension

- Comprehend, interpret and communicate information in a variety of forms appropriate to information and context
- Develop fluent knowledge, skills and understanding of mathematical methods
- Provide a strong foundation for further academic and vocational study and for employment.

Implementation and principles

All students are tested annually with NGRT and PTM to identify any students who are not meeting age-related expectations. This is then regularly re-evaluated to ensure the correct students receive the right level of support through testing processes following a period of intervention. This model is also applied to numeracy interventions where students identified as not meeting age-related expectations on entry are tested using the NGMT. Students remain on an intervention until their score demonstrates that they are now working at age-related expectations in the identified area.

Key stage 3

The curriculum at KS3 follows the SHAREMAT Maths and English Curricular and is designed to support and develop key knowledge delivered at KS2.

Students are assessed regularly to maintain an awareness of progress, allowing teachers to adapt their teaching to match students' needs. New cohorts are then selected following each topic so work is specifically targeted where there is the most need.

Key stage 4

The curriculum at KS4 follows a similar spiral format as KS3 allowing for further development of the skills and knowledge required. Year 11 Academic Intervention is tailored specifically to student's individual requirements and there will be a clear rationale for students selected.

Further details

The curriculum across the Key stages is broken up into half term windows to maintain a deep and sustained level of knowledge throughout.

- Staff build upon what has been taught before to add new knowledge
- Teachers clearly model key concepts and information
- Teachers identify and check students understanding session by session and respond as required
- Assessments are then used to review understanding and knowledge to date and teachers use an intervention week to identify key conceptions that have not been transferred to long term memory. This is then used to influence future planning
- The curriculum is formed into a spiral to allow the revisiting of topics to further build and support underlying ideas
- CPD is a key part of sharing good practice and pedagogy across the department regularly challenging the quality of teaching.

Personal Development

Personal Development is built into the fabric of everything we do at Royds Hall, meaning that students are

being prepared for life in modern Britain by:

- equipping them to be responsible, respectful, active citizens who contribute positively to society
- developing their understanding of fundamental British values
- developing their understanding and appreciation of diversity
- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.

The Personal Development curriculum at Royds Hall Academy is designed to allow students to develop the knowledge and skills, to enable them to lead happy and successful lives and make a positive contribution to society. Through the Personal Development curriculum, students are given the knowledge and opportunities to become responsible, respectful and active citizens and become actively involved in public life as adults. Students further develop their views through participating in a regular debates during form time that focus on current affairs and issues linked to the RSE statutory guidance and Citizenship National curriculum. The Curriculum is supported by visits and inputs from a range of external agencies to bring the curriculum to life. The Personal Development curriculum also enables students to recognise risks to their wellbeing, whilst developing their understanding of how to keep themselves and other, physically and mentally healthy.

Through exploring different religions, cultures and political viewpoints, students will be equipped to understand that difference is a positive and enable them to contribute to an inclusive society. The Religious Studies (RS) element of the Personal Development curriculum is designed to encourage students to develop a broad understanding of a range of both religious and non-religious belief systems, applying these to a variety of contemporary moral, ethical and philosophical issues. Through the Citizenship elements of the Personal Development curriculum, students will deepen their understanding of the fundamental British Values and also explore the responsibilities that citizens of the UK have and how we exercise our democratic and legal rights. The Personal Development curriculum is also designed to support students with effectively preparing for their next phase of education, training or employment through developing their knowledge of careers and financial aspects.

British Values

We provide students with the skills and knowledge to prosper in life in modern Britain

We strive to ensure that students leave Royds Hall Academy with a good understanding of British values, in particular; democracy, liberty, respect and tolerance. Through the meticulously planned Personal Development programme, meaningful form time sessions and assemblies, we support students to understand current affairs beyond their local area. We support our students in appreciating diversity, recognising different religions, race, beliefs and lifestyles.

We guide students to live healthy lifestyles, both physically and mentally, providing them with age-appropriate guidance on the importance of physical activity, diet, financial responsibility, alcohol, drugs and e-safety. Positive behaviour is consistently modelled to guide our students to be responsible, respectful, active citizens who contribute positively to society.

Careers Education

We believe in providing valuable careers education. We are committed to the Gatsby benchmarks and plan

so that they can be achieved.

Through high quality careers education, information, advice and guidance programme, our students are supported to make suitable and informed decisions about their career pathways, to have high aspirations and to empower them to achieve personal success and future economic well-being.

We support students in making well-informed decisions about significant study or career choices, by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, apprenticeships) that are most likely to help them to achieve their ambitions. By helping students with decisions at crucial stages, informing them of all their options and introducing them to employers, we aim to prepare them for the world of work regardless of the pathway they choose. We are exceptionally proud that this personalised approach has contributed to the achievement of exceptionally high sustained education, employment or apprenticeships for students in each of the past two years.

Our careers programme supports the achievement of the eight Gatsby Benchmarks as detailed in the Department for Education's Statutory Guidance, January 2018. Careers guidance is provided through our Personal Development curriculum, Form time and with access to our Careers adviser, as well as a range of visits and workplace experiences. We work closely with local employers, Sixth form, FE colleges and apprenticeship providers to ensure the highest quality careers guidance.

Cultural Capital

We offer meaningful opportunities for all students to accrue cultural capital.

As an academy, we strive and endeavour each day to ensure that students are empowered and instilled with an understanding of significant events within human creativity and the subsequent achievements. By allowing students to accrue this knowledge and mind set, this allows students to be fundamentally aware of what they need to do to succeed within their own lives. Cultural capital is woven throughout the curriculum, so that every opportunity is used both in and outside of the classroom to equip our students with cultural, practical and worldly knowledge.

Regardless of their chosen career choices and paths they may wish to take, we as an academy feel it is our duty and responsibility to ensure students are provided with the necessary tools to facilitate them to achieve their personal goals. We view our role and network of support to students as an interlinking and connected web of elements. Initiatives such as Student Leadership opportunities in every year group allow students to gain skills and partake in life-enriching experiences outside of the classroom. These are intrinsically tailored towards Gatsby Benchmarks to allow students to directly gain key life skills whilst also allowing them to add further depth and substance to their future CVs. This, coupled with our diverse enrichment programme, offers students academic and social opportunities outside of the classroom within a different environment. These range from Sporting Clubs to Coding and Duke of Edinburgh.

Subjects

Each subject has encapsulated their vision and aims in the intent statements below. Every subject provides a programme of study, which indicates the curriculum coverage on a half-termly basis. These are found on the curriculum page of the website.

English

"Promoting high standards of language and literacy."

Throughout Key Stage 3, students will build on known vocabulary from Key Stage 2. Students will develop their inference skills by reading critically and analysing how language presents meaning. To develop students' writing skills, the curriculum includes opportunities to create a range of texts for a variety of audiences, applying appropriate and effective vocabulary, spelling and grammar. The Key Stage 3 texts, such as 'Animal Farm' by George Orwell and 'Lord of the Flies' by William Golding are engaging and challenging, covering a range of topics to develop students' cultural and contextual knowledge of the world. As students progress to Key Stage 4, they will develop their understanding of how and why writers create meaning within texts, building independent critical thinking skills and the confidence to engage with the English Language. The curriculum will enable students to read and write for pleasure and for informative purposes. We will focus on developing students' speaking and listening skills through exploring the conventions of various forms of spoken language. Students will study a range of fiction and non-fiction texts, alongside plays such as 'Macbeth' by William Shakespeare and 'An Inspector Calls' by J.B Priestley, in preparation for their GCSE examinations at the end of Year 11.

The vision of the English Department is to develop students' understanding and appreciation of the English Language. We aim to provide students with the knowledge required to be successful in the future, along with a life-long love of Literature.

Mathematics

"Developing resourceful and resilient problem solvers"

Mathematics at Royds Hall shows our students the relevance of this subject to everyday situations as well as the beauty and complexity of mathematics itself. The curriculum structure helps students become fluent in the application of skills and knowledge: they build their number sense and calculation skills; develop their algebraic reasoning; extend their geometrical knowledge and study probability and statistics. They select and use suitable techniques to solve problems, making deductions and conjectures based upon their experiences and findings. Above all, students learn to comprehend, interpret and communicate mathematical information in a variety of contextually appropriate forms. We provide opportunities for our students to think hard in every lesson and support them to approach complex situations with determination and then go on to explain their solutions clearly and logically. The mathematics curriculum provides our students with a foundation for understanding the world through gaining expertise in this creative, highly inter-connected discipline that is essential to everyday life, critical to science, technology and engineering, necessary for financial literacy and enriches the arts. Our students move on from school with logical problem-solving skills that will enable them to adapt to and excel in the next step towards their chosen careers.

Science

Investigating the world around us.

Our science curriculum is designed to develop the scientific minds of our students, focusing not only on the theory of the three main disciplines but also on developing their practical skills. Students start the science course in year 7, learning the basic scientific principles, and developing skills in analysis which they will build on in breadth and depth all the way up to taking their GCSEs. In Biology, students will study the life processes of plants and animals and their environment, in Chemistry they will build up knowledge on materials, matter and chemical reactions, and in physics they will study and work with forces and energy. Our aim is to develop the scientist in every student which will equip them for further study, and careers in STEM. For those students who are not considering a future in science, we focus on looking at how science is reflected in real life. For example, our individual and communal responsibility to look after our planet for future generations, the sustainability of our resources and the extinction of species. With scientific developments currently featuring more prominently in the news than ever before, we instill in our students

the ability to reflect and logically critique what they see in the media. Through all this we aim to develop students who will continue to embrace the stimulating and exciting world of science as we, their teachers do.

Geography

"Developing enquiring minds"

The Geography curriculum at Royds Hall is designed to stimulate an interest in and a sense of wonder about places and inspire students to continue to study the world around them after their time at Royds Hall. It helps students make sense of a complex and ever-changing world and explains where places are, how landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. The curriculum is designed to develop students' knowledge of Geographical concepts through experiences both in and outside of the classroom. As students' progress through the Geography curriculum, their knowledge of the key concepts will deepen, alongside their understanding and confidence in utilising a range of mathematical, fieldwork and cartographic skills to investigate geographical issues thoroughly. Through our Geography curriculum, students go out into the world with the knowledge and skills to access a wide range of careers and help change the world for the better.

History

The History curriculum at Royds Hall is designed to stimulate an interest in and a curiosity about the past and inspire students to continue to explore the past and ~~its~~it's meaning long after they leave. We will study a broad range of historical topics from Elizabeth I~~-~~ to the migration to Britain in the twentieth century, WWI and WWII, and many other key dates in human history.

History helps students to make sense of a complex changing society placing current events in a historical context. It enables students to see how events and individuals have shaped the world we live in and how historical themes connect societies across the world.

The curriculum is designed to develop students' knowledge of historical events through a range of sources and interpretations. As students develop their historical knowledge they will learn how to analyse and interpret historical sources of evidence and to do so critically to determine the effectiveness and validity of the sources. Alongside this they will learn to evaluate differing interpretations of events and people and see history from a number of perspectives. We will develop rigorous skills in writing being able to describe, explain and critically analyse events. Our written work by year 11 will show depth of analysis and a grasp of a broad range of knowledge in answering complex questions.

Through our History curriculum we aim to spark a lifelong passion for the past and the fascinating people and events that inhabit it. The students who study history will then be equipped with the knowledge and the skills to view the world in the context of the past and learn from that past whilst having the knowledge and skills to access a wide range of careers in the future.

MFL

"A window on the world"

The Language Curriculum at Royds Hall aims to ensure that all children master skills in listening, reading, speaking and writing a foreign language as well as developing an appreciation of the culture and traditions of the countries it is spoken in. Lessons are highly participate to enable learners to speak with increased confidence, fluency and spontaneity though meaningful conversations as well as being able to write at varying length, for different purposes and audiences about a variety of topics. Through a scaffolded approach, students develop mastery of grammar, phonics and vocabulary of French. Our weekly independent study programme aims to accelerate learning, promote recall and retention and develop long term memorisation of key structures and vocabulary at a complex level. Through the use of authentic materials, we foster children's curiosity and deepen their understanding of the world, as well as

developing their knowledge of where different languages (including the range of home languages spoken in school) are spoken in the world. Our curriculum promotes global citizenship as well as laying the foundations for future language study.

Computing

"To develop each student's understanding of and practical ability within computing, to allow them to thrive within an ever-increasingly digital world".

The Computing curriculum at Royds Hall a SHARE Academy offers students the opportunity to explore, understand and evaluate how and why Information Technology and Computing is used within our day-to-day lives, as well as society generally. Students will explore how technology can be used within (and outside of) an educational setting to learn and retain knowledge and develop a toolkit of IT skills to enable them to meet the digital demands of the 21st century in their current studies and later-life. Students will explore the ways in which computers are used to solve many of the problems around the world as well as being taught to develop logical thinking and programming skills to solve computational problems.

We aim to develop the student's logical thinking, problem solving and computational thinking skills by combining three major areas of study. Firstly, at the heart, is computer science, which covers all the basic theory of how computers work and how we can use them. Secondly, is information technology; this integrates the use of popular software such as Microsoft Office and many others in order to improve students' ability to use computers. Thirdly, is digital literacy, which includes e-safety and the responsible use of computers and the Internet to allow students to consider their ethical use of computers as morally-aware digital citizens.

Art and Design

"Art evokes the mystery without which the world would not exist"- Rene Magritte

The Art curriculum at Royds Hall is designed to develop student's creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists, architects, and designers, expressing reasoned judgments that can inform their own work. Students use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. They will be taught to- increase their proficiency in the handling of different materials, using a range of techniques and media, including painting, drawing in pencil and pen, collage, mixed media, photography and 3D Art. Lessons focus on improving students' contextual knowledge, including styles and major Art movements from ancient times up to the present day. Students will learn how to draw accurately, draw in proportion, show control in a range of art techniques and to add the finer details to their work such as texture and other specialist skills. In addition, students will learn how to evaluate their own progress, and support their peers by sharing feedback on how their Art can be improved. Through our Arts and Design curriculum, Students will build their self-confidence, creativity and visual awareness. This will allow students to express themselves, and give them the confidence needed to explore and access a wide range of courses at higher education and career pathways.

Design and Technology

"Look at usual things with unusual eyes." –Vico Magistretti

The Design and Technology curriculum has been devised to allow students to apply their creativity and imagination to design and make products that solve real and relevant problems, within a variety of fun and challenging projects. They need to think carefully about the needs, wants and values of other people and want they require in a product. Students will learn how to take risks, becoming resourceful, innovative, enterprising and capable members of society. Through the evaluation of past and present designers and products, they develop a critical understanding of their impact on daily life and the wider world. Students will use research and exploration to identify and solve multi-faceted design problems. They will design

products that use a variety of innovative approaches to create non-stereotypical responses, using techniques like biomimicry and inclusive design. The course blends technical knowledge with practical skills and encourages students to use specialist tools, techniques, processes and equipment, including computer-aided manufacture, such as 3D printing, laser cutting, automated embroidery machinery and CNC milling. Students are taught to test, evaluate and refine their ideas and products using an iterative approach to design and making. They will acquire technical knowledge and draw from a wide range of disciplines to offer them careers in areas as exciting and diverse as aerospace engineering, movie set design, architect or tree surgeons.

Performing Arts

"All the worlds a stage" Shakespeare

The Performing Arts curriculum at Royds Hall is designed to provide students with a wide range of creative, explorative and performance opportunities, which build and develop personal skills such as teamwork, creative thinking, independent learning and critical thinking. These can be relied upon to succeed, not only in Performing Arts lessons but also beyond school life and in future employment. The curriculum gives students the opportunity to develop confidence, creativity, collaboration and communication skills. In KS3 students develop their understanding of devising their own performances, composing original musi, exploring performance traditions, performing in front of a live audience and evaluating their and the work of others. As students' progress into KS4, their understanding of the performance process and roles and responsibilities within the industry will enable them to produce their own unique work to a given theme. It is essential students experience professional performances and develop a critical view of different practitioners to influence their own ideas and enhance their own cultural and artistic understanding. Performing Arts is an art form that not only explores the skill of acting but also create confident, articulate and creative individuals that will be able to communicate effectively and cooperatively in the next stage of their lives.

Film Studies

The vision of the Film and Media Studies Department is to develop students' understanding and appreciation of the Media. We aim to provide students the understanding of the media industries, as well as the deepened understanding of producers' choices and how this affects people. The Film and Media Studies curriculums have been designed to enhance analysis skills that could be applied to other subjects. The course that has been chosen allows for students to get a grasp of all industries, as well as understanding theoretical perspectives, which challenges our students' thoughts and feelings about what is presented to them daily within the Media. As students progress, they will develop a knowledge of Film and the Media and the impact on society. Students will develop their analytical skills, consider how history has had an influence on the Media, be able to apply theoretical approaches, understand how politics and culture has an influence on Film and make comments on the language of Films and Media and the representations created.

PE

The Royds Hall PE curriculum is broad and balanced allowing students to develop the knowledge and skills to be physically active and healthy now and in later life. Our curriculum will promote a love of physical activity and the confidence to participate both in school and outside.

The curriculum is designed to be enjoyable and stimulating for the students; physically, socially, emotionally and cognitively. The curriculum aims to provide every student an equal opportunity of learning experiences in games, gymnastics, dance, athletics, outdoor education and other non-traditional sports. Students will be encouraged to take on different roles and enjoy physical activity as performers, leaders and

referees/umpires/officials. Students will be guided to use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with. The intention is for students to take these skills with them into to working life. Extra-curricular activities will be provided to promote further opportunities for students to develop social skills and a wider determination to be successful.
Students will develop physical, technical and tactical sporting skills; enhanced by an embedded focus on mental skills such as resilience, determination and confidence. Students will also develop their understanding of how the body's systems change during exercise, the major muscles in the body and also the different aspect of fitness and how these are used within various sports.

Religious Studies
The AQA Religious Studies GCSE covers the study of Christianity and Islam where students will discuss the beliefs and teachings, as well as the practices of each faith. In addition to this, students will study four ethical topics – Religion and Families, Religion and Life, Religion Peace and Conflict, and Religion Crime and Punishment. In these topics we look at issues such as abortion, euthanasia, animal rights, terrorism, drug abuse, and many more contemporary issues.
Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.
Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.
The exam consists of two separate papers, each with four sections that include four questions. It is a fantastic qualification that paves the way for so many career choices and areas of study, including – law, sociology, criminology, psychology, philosophy, and ethics amongst many more.

Sociology
"Developing enquiring minds"
The Sociology curriculum at Royds Hall is designed to stimulate an interest in and a curiosity about the way the world works and the different societies we have created for ourselves around the world. It implores students to continue to explore this society outside of school and in their own lives resulting in a passion for the subject long after leaving Royds Hall.
Sociology helps students to understand the complex processes and interactions between people and institutions in this world. It gives students the capability to examine the usefulness of different institutions and how these may have changed from the past and may change in the future.
The curriculum is designed to develop students' knowledge of the world through many different methods and activities providing a fantastic opportunity for students to develop cross curricular skills also. As students develop their sociological knowledge they will learn how to judge and critique, evaluate and analyse leading to a questioning individual with the optimum mentality for further study.
Throughout the Sociology curriculum students have the opportunity to delve deeper into their own interests when their passions have been sparked by the many controversial and crucial individuals and perspectives presented. This will further their developing questioning mind and prepare them for future studies and life.

Vocational Courses
At Royds Hall we offer a number of vocational qualifications across both Level 1 and Level 2. Vocational qualifications offer a mix of practical and theoretical learning that is directly related to a specific area of employment. By applying learning to real-life situations, vocational qualifications offer a more practical

approach than traditional courses. All of our vocational qualifications are designed to give students the skills they need to move on to further education. The vocational courses we offer are:

Child Development

The aim of our Child Development curriculum is to equip students with sound knowledge and skills needed for more specialised study in Childcare at KS5 or beyond. We aim to provide opportunities for students to discover how children grow and develop whilst understanding the diverse circumstances that can affect a child's development.

Our Child Development curriculum aims to give learners the opportunity to develop sector-specific knowledge and skills that support learners on their journey into post 16 opportunities – i.e KS5 courses, primary school teaching, child nursing and social care degrees. We aim to ensure that all students:

- Understand and explore the characteristics of children's growth and development
- Develop and understanding of how children learn through play
- Investigate how a child learns, develops and adapts through play.

Our Child Development curriculum promotes individuals to take responsibility and ownership of their internal assessments (coursework), ensuring that independent research is completed to enable them to succeed in the assessments set. Students also need to demonstrate responsibility and resilience with regards to meeting strict assessment deadlines. Students will demonstrate respect and responsibility in relation to the language used and attitudes shown towards the various backgrounds and circumstances of the various children being studied throughout the course (Learning Difficulties, genetic conditions etc).

Our Child Development curriculum should allow students leave the academy with the understanding of how children grow and develop between the ages of 0-5 years, the importance of play and how to adapt play to suit the needs of the children. The skills gained from the curriculum will form a solid foundation for a variety of higher education or career paths linked to the Early Years, or Health & Social Care settings.

Creative iMedia

The Creative iMedia IT curriculum at Royds Hall a SHARE Academy offers learners the chance to plan, design and evaluate their own digital products. It lets students gain knowledge in a number of key areas in the media field, from pre-production skills to digital image editing, and offers a hands-on approach to learning. Through lessons, homework and extra-curricular opportunities, students will:

- Gain an experience of using a wide range of professional IT packages such as image editing software, web development software, Microsoft Office, Web Apps and bespoke design packages, determined by the coursework topics
- Develop key knowledge of the workings of the media industry and an understanding of their working practices through research and analysis
- Develop essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques
- Explore where and why digital graphics are used and the techniques that are involved in their creation.
- Have the opportunity to plan and design products that have a real-world relevance and context
- Develop critical and logical thinking in order to create solutions through use of a project life cycle

These concepts will be used and applied to two controlled assessment scenarios developed by exam boards as well as one external examination.

Food, Cooking and Nutrition

"First we eat, then we do everything else." -M.F.K. Fisher

Students will be taught to understand and apply the principles of nutrition and healthy eating. They will learn essential skills to cook a wide variety of dishes, so that they are able to feed themselves and others affordably and well. Students will develop an understanding of international cuisine through safe food handling, preparation and storage. They will become competent in a range of cooking techniques such as selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using organoleptic skills to decide how to season dishes, combine ingredients and adapt their own recipes. Students will learn about the social and environmental impact of food choices, including source, seasonality and characteristics of a broad range of ingredients to instil a love of cooking now and in later life.

Health and Social Care

About 3 million people in the UK work in health and social care, that is equivalent to 1 in every 10 people. Demand for both health and social care is likely to continue to rise due to the ageing population, so it is sure to continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. Our rationale is to provide a fluid and dynamic knowledge rich KS4 option curriculum, which gives learners, access and progress to KS5 and beyond. This course will help learners to develop key transferable skills and knowledge such as self-evaluation and research skills.

Learners will study how people grow and develop over the course of their lives from infancy to old age, and the factors that may affect this, such as major life events like marriage or parenthood. Learners will analyse this impact from a positive and negative viewpoint, demonstrating empathy. They may apply this to a person of their choice. Learners will understand how people adapt to these changes and the local and national health and social care support that is available to them. Learners will also research health and social care services in their local community. They will look at how people access the local health and social care services provided and the support that is given in the local community. Learners will be given the opportunity to demonstrate and apply the key care values to scenarios. Learners will develop skills in measuring and interpreting data about someone's physiological health to design a care plan that will allow them to analyse and improve their health and wellbeing. Overall, learners will be given the opportunity to self reflect about choices they make and how they affect others.

Sports Studies

Sports Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Learners have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. Pupils will also learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Learners will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

Travel and Tourism

Travel and Tourism is an optional course for those students who have a curiosity and fascination about the world and the people and cultures within it. The study of the course will all them to build an understanding of the places, people, resources and environment around the globe and then provide them with opportunities to apply their knowledge to a range of contexts from everyday experiences and the world of work.

The topics studied are current and relevant; the course focuses on three components:

- the aims of travel and tourism including how different organisations work and different types of travel and tourism;
- how organisations use market research to identify travel and tourism trends, customer needs and preferences regarding planning a holiday;

- factors that may influence global tourism.

The course also requires students to develop and effectively use a range of skills which further prepares them for their future beyond education including:

- the ability to write extended answers
- use models, maps and mathematics
- understanding the wider world through political factors.

Personal Development

The Personal Development curriculum at Royds Hall is where students investigate and explore the issues in the real world that will impact on them both as young people and adults. It is delivered through weekly lessons, weekly form time sessions, and assemblies that link to their studies. Students further develop their views through participating in a fortnightly debate during form time that focuses on current affairs and matters pertaining to students.

The Personal Development course explores religious and non-religious worldviews and helps students to understand and respect other people's views while developing their own. We analyse religious perspectives about a range of issues including crime, war, morality, and many other challenging topics that are relevant in our modern world. Students will also explore the responsibilities that citizens of the UK have and how we exercise our democratic and legal rights.

Additionally, the course covers PSHE (Personal, Social, Health and Economic) topics that will help them to develop as individuals. Students are taught about how to manage their finances and why they have to pay taxes. Personal Development is also the main place where students will study their inclusive and statutory Relationships and Sex Education (RSE) lessons that became mandatory in 2020. Personal Development lessons also help students to explore their future career paths with lessons starting in Year 7 and progressing towards their preparations for their post-16 futures.