



All Saints'
Academy
Cheltenham

Curriculum Policy



2026-2027

ALL SAINTS' ACADEMY VISION

WHO WE ARE

In keeping with our Christian tradition, we believe that all of us are uniquely made, valuable, and belong at All Saints' Academy.



WHY ARE WE HERE

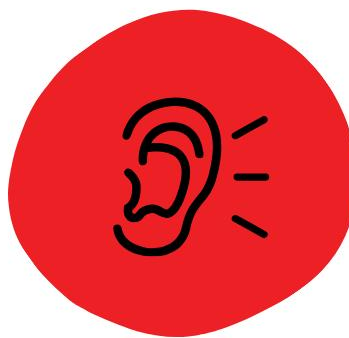
Through community and learning we are formed in character, knowledge and wisdom, to be light in the world through excellence in service and leadership.



THE ALL SAINTS' WAY in all we do and say



We put other
people's needs
first



We listen to
understand, aspiring
to excellence



We take
responsibility and
include everyone

“

Jesus told his followers,
“You are the light of the world.”

MATTHEW 5:14

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Vision, Ethos and Mission

Our Vision and Purpose

Where every member of our extended family realise their God-given potential, inspired by Matthew 5:14 'You are the light of the world.' All Saints' Academy is to be a beacon of hope founded on Christian values serving Cheltenham and the Diocese of Gloucester where there is excellence in learning, achievement and fulfilment.

Our Ethos

All Saints' Academy is an Anglican Church Academy serving the community of Cheltenham, sponsored by the Diocese of Gloucester. All Saints' Academy is a learning and loving community which seeks to be a sign of reconciliation, living in the hope of the Gospel. The Academy strives to live out the values of the Gospel and bear witness to the teaching of Jesus.

In order to achieve this, the Academy will: recognise that every individual is created in God's image and is worthy of respect; fulfil the potential of all students by providing an excellent holistic education; nurture the spiritual development of all within the Academy community, whilst recognising that faith is a free response to God and cannot be imposed; foster a search for truth; work for the common good, instilling in students a desire to serve others and work for justice and peace. The Academy will uphold the tenets, teachings and practices as governed by the Bishop of Gloucester.

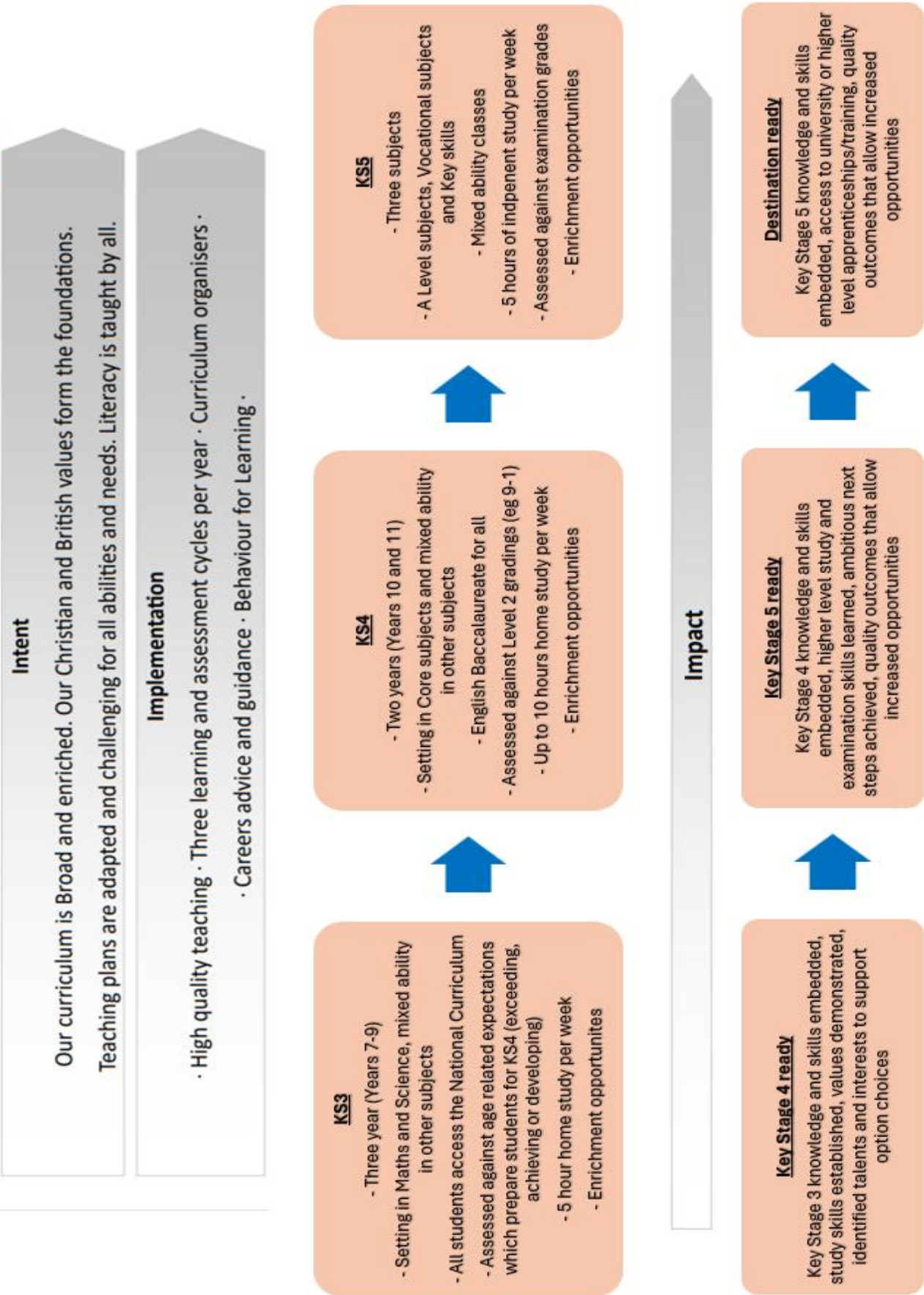
Our Mission

At the heart of All Saints' Academy is the belief that Christ is at the centre of all we do and are. Rooted in His teaching, we seek to fulfil in every member of our community their full potential so they can 'be the light in the world' and recognise that they are called to use their gifts and talents for the benefit of all. We seek to do this by:

- providing a safe and secure environment where faith, prayer, compassion and reconciliation are visible in word and in action;
- providing an excellent education with a broad, balanced and creative curriculum which will allow everyone to discover their potential and to develop and share their unique talents;
- providing opportunities for all to be nourished and challenged both academically and spiritually in their respective beliefs;
- respecting and valuing the diversity of all, believing that everyone is created as a unique individual in the image of God;
- building a resilient community able to reach out and support others, both locally and globally;
- modelling through the Academy's policies, practices and values a concern to serve the common good, a heart for justice, a desire for reconciliation and the need to protect and sustain the environment.

Curriculum Overview

All Saints' Academy Curriculum



Curriculum Statement

The curriculum aims to provide students with a rich and broad experience, that ensures they are ready to be successful in their next step, whether that be education, training or employment. This has resulted in GCSE examination performances that have been in line with the national average for all secondary schools.

Our Academy has a higher than national average proportion of SEND students, lower than national average prior attainment at Key Stage 2 and one of the highest levels of socio-economic disadvantage in Gloucestershire (40% of students receive Pupil Premium funding). All Saints' Academy has been placed in the top 20% of schools nationally in The Fairer Secondary School League Table. We have consistently been one of the best GCSE performing state secondary schools in Cheltenham.

Our Curriculum Intent

Broad: We provide a full breadth of National Curriculum entitlement for all students in Key Stage 3. In Key Stage 4 and 5 we provide the full English Baccalaureate opportunity for all, complimented by a variety of subjects to facilitate student passions and higher education and career destinations.

Enriched: We plan opportunities to enrich the curriculum within subjects with trips and tasks to enhance learning application. Beyond the subject curricula we provide an enrichment programme open to all students during and after the school day.

Adapted: Knowledge of our students is used to adapt teaching to meet their learning needs.

Challenging: Appropriate challenge is planned to engage and motivate students and build on previous learning.

Literacy: Reading, writing and oracy are integral to the curriculum, which is supported by a targeted reading intervention programme to help students read at age-appropriate levels.

Christian values: We teach, demonstrate and celebrate our core Christian values of: Love, Peace, Respect, Reconciliation, Service and Justice explicitly every day.

British values: We recognise the importance of the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance, which are taught through our PSHE programme.

Curriculum Statement

Our Curriculum Implementation

High Quality Teaching: At All Saints' Academy, our Teaching and Learning Model is rooted in the principles of cognitive science and evidence-informed practice. It provides a consistent framework for effective classroom teaching, while allowing teachers to draw on their professional expertise and adapt their practice to meet the needs of all learners. Our approach is informed by current research, the National Teaching Standards and our ongoing evaluation of what works best for our students. Teaching WalkThrus provide a practical, evidence-informed framework for developing and implementing effective teaching techniques across the Academy. Together, our Teaching and Learning Model and curriculum ensure that subject knowledge, concepts and skills are taught effectively, enabling students to build secure knowledge and develop their understanding over time. This is underpinned by a studious learning culture, which enables students to develop strong knowledge, skills and habits for learning. We support the consistent implementation of our Teaching and Learning Model through a comprehensive programme of teaching development, professional development and coaching. We continually evaluate and refine our practice through self, peer and leadership review, ensuring that teaching continues to improve and that our curriculum is implemented effectively so that students learn as well as they can.

Curriculum layout: Units of work will vary in terms of length generally having 6-8 weeks of teaching, followed by a revision & assessment week and then time for review and consolidation post assessment.

We assess students in Key Stage 3, using four descriptors to identify if students are Developing, Working towards Achieving, Achieving or Exceeding in each year. In Key Stage 3 students are set in Maths and MFL, with mixed ability groups in other subjects. Additional support is provided to identified students in English and Maths at KS3 where extra lesson time is provided in these subjects. We have based our approach on the best available evidence on how to maximise learning progress across the ability ranges, including SEND and disadvantaged students.

At Key Stages 4 and 5, students are assessed using national grading system and will work in both ability streams and mixed ability classes.

Teachers record the student attainment three times per year in the school data system (Bromcom). We use an automated system which then supports teachers and leaders to assess the impact of the teaching and identify intervention needs. Parents are informed of the assessment outcomes at three points of the year and teachers adapt teaching to respond to the outcomes of this assessment.

Curriculum Organisers: All units of work have pre-defined, fundamental knowledge content which is shared in a Curriculum Organiser at the start of each term. New skills and concepts are divided into manageable sequenced sections, with students taught how to learn independently, memorise knowledge and revise material ready for regular formative assessment.

Careers information, advice and guidance: structured to meet Gatsby benchmarks and tailored to meet the needs of our students at all stages of learning. Links to careers are present in all the schemes of work in all year groups.

Curriculum Statement

Our Curriculum Impact

Key Stage 4 Ready: Students completing Key Stage 3 will have the knowledge and skills to access and thrive at Key Stage 4. Careers advice and guidance will enable them to make the most aspirational subject choices for Key Stage 4. They will know and consistently demonstrate the behaviours and values expected at the Academy.

Key Stage 5 Ready: Students completing Key Stage 4 will have achieved the examination outcomes to enable them to access the aspirational courses and training to facilitate their career ambitions. Careers advice and guidance will enable them to have made the most ambitious choice of next step. They will exemplify the behaviours and values expected at the Academy, preparing them to be good citizens.

Destination Ready: Students completing Key Stage 5 will have achieved the examination outcomes to enable them to access higher education, training or employment of their choice. Careers advice and guidance will enable them to identify, prepare for and access the ambitious final destinations of their choice. They will exemplify the behaviours and values expected at the Academy, preparing them to be good citizens.

Useful links

Further information regarding the curriculum, subject specific information, cyber security, sustainability and Ready to Learn policy can be found at:

[Curriculum | Senior School Gloucestershire | All Saints' Academy \(asachelt.org\)](#)

[Cyber | Church Academy Gloucestershire | All Saints' Academy \(asachelt.org\)](#)

[Sustainability | Senior School Cheltenham | Academy Gloucester \(asachelt.org\)](#)

Curriculum Structure

Key Stage 3 Curriculum (Years 7 - 9)

In Key Stage 3 our curriculum is broad, enabling our students to strengthen their core subject foundational skills and knowledge while also introducing and developing fundamental knowledge and skills in the English Baccalaureate (EBacc) subjects. This is complemented by a wide range of sports, creative and performing arts subjects. Our curriculum is designed to build on learning from Key Stage 2, following the National Curriculum, and to prepare students for Key Stage 4.

Key Stage 3 Curriculum Model

We operate a two-week learning cycle. This includes 50 hours of subject teaching and a further 5 hours of teaching through organised tutor time and Collective Worship focussed on the PSHRE Programme and Reading. The hours allocated to each subject below represent a two-week week period.

Mathematics: 7 hrs (with 8hrs in Year 9)

English: 7 hrs (with 8hrs in Year 9)

Science: 7 hrs (with 8hrs in Years 9)

Physical Education: 4 hrs

Religious Studies: 3 hrs

History: 4 hrs (with 3hrs in Year 9)

Geography: 4 hrs (with 3hrs in Year 9)

Modern Foreign Language- Spanish: 4 hrs (with 3hrs in Year 9)

Computing: 3 hrs

Design Technology: 1 hr

Art: 2 hrs (with 3hrs in Year 9)

Performing Arts: 4 hrs

For students who need greater support in core subjects, an extra Mathematics and English lesson will replace 2 MFL lessons in Years 7 and 8.

Skills at Key Stage 3

The common skills that students will focus on at Key Stage 3 are communication and collaboration/teamwork. Whilst subjects develop other subject-specific fundamental skills, these are central skills that all subjects will drive to help prepare students for the next step in their education. The completion of homework is a weekly expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels. Students in Year 7, 8 and 9 will only have homework from core subjects.

Curriculum Structure

KS4 Curriculum and Options (Years 10 - 11)

In Key Stage 4, which commences in Year 10, we continue our broad curriculum, with all students following the Core subjects of Mathematics, English (Language and Literature), Biology, Chemistry and Physics. Additionally, all students study Religious Studies, Sports Studies and a further three subjects of their choice from a selection of English Baccalaureate (Ebacc) subjects: Business, Creative Arts, Design Technology, Performing Arts and vocational subjects. This ensures that all students have access to the full EBacc.

Key Stage 4 Curriculum Model

We operate a two-week learning cycle. This includes 50 hours of subject teaching and a further 5 hours of teaching through organised tutor time and Collective Worship. The hours allocated to each subject below represent a two-week week period.

Mathematics: 9 hrs

Science: 9 hrs

English: 9 hrs

Physical Education: 4 hrs

Religious Studies: 4 hrs

Option Subject A: 5 hrs

Option Subject B: 5 hrs

Option Subject C: 5 hrs

When selecting option subjects, students are supported in making the most appropriate selection of courses to support their learning and career ambitions. Students and parents are provided with our information booklet and videos explaining each course.

Skills at Key Stage 4

The common skills that students will focus on at Key Stage 4 are interpretation and problem solving/decision making. Whilst subjects develop other skills, these are central skills that all subjects will drive to help prepare students for the next step in their education or career.

The completion of homework is a daily expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels. Students in Year 10 and 11 are expected to complete 2 hours per day on average, totaling 10 hours across the week.

Curriculum Structure

Key Stage 5 Curriculum (Year 12 and 13)

In Key Stage 5, we maintain our breadth of offer with courses suited to all abilities. We are proudly inclusive, with students able to study solely A-level courses or Level 3 Technical courses, or a mixture of both. We offer Level 2 courses to those who are not yet ready for Level 3 and even offer the flexibility of progressing from Level 2 to Level 3 courses over 3 years, where appropriate. Enrichment of the curriculum in Sixth Form includes opportunities for work experience within the timetabled week; personal skills development, the Extended Project Qualification, and Duke of Edinburgh Award.

Key Stage 5 Curriculum Model

We provide a mixture of A-level and Technical qualifications to students joining our Sixth Form. Students can select one of four pathways:

- A-level subjects only
- A mixture of A-level and Technical subjects
- Technical subjects only
- Key skills programme for students who have not yet achieved Level 2 passes in English and/or Maths.

Our students have a two-week timetable as in other year groups. Most students will study three main subjects. All option subjects have 10 hrs of teaching and assessment time in Year 12 and Year 13.

We have a small number of students who are able to study four courses and where this is requested, we seek to support their desire to do so.

Skills at Key Stage 5

The common skills that students will focus on at Key Stage 5 are independence and evaluation/critical thinking. Whilst subjects develop other skills, these are central skills that all subjects will drive to help prepare students for the next step in their education or career.

The completion of homework is a daily expectation for all students and meeting this will be encouraged, supported and monitored by teachers at all levels. Students in Year 12 and 13 are expected to complete 3 hours per day on average, totaling 15 hours across the week.

Curriculum Enrichment

We seek out opportunities at all stages to enrich the curriculum with enhanced experiences and opportunities to learn within and outside of classroom lessons. We recognise that it is our role to equip students with knowledge and cultural capital to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the National Curriculum:

"It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."

We have an extensive schedule of enrichment activities which happen across all areas of the curriculum (weekly, termly or annually). There is a wide variety for students of all ages to discover and enhance their skills and talents. Students are encouraged to participate in a selection of Academic; Adventure; Health, Fitness and Wellbeing and Performing Arts activities.

New activities are regularly added in response to student requests and our ambition to provide the most exceptional opportunities to our students and staff enabling them to live life to the full.



Behaviour Curriculum

Students that are well prepared for their learning are better placed to be successful in their day.

There is a framework of expectations for both staff and students to help support all students reach their potential daily. This is achieved through high expectations and clear routines within the Academy. The consistent implementation of these daily routines across the Academy will have a positive impact on behaviour, safety, learning and progress.

A good working atmosphere is essential. Our Code of Conduct encourages students to show self-discipline and to be responsible for the consequences of their actions. We expect high standards of attendance and punctuality, for students to prepare themselves for lessons and learning, and to demonstrate friendly and thoughtful behaviour towards others.



Careers Information, Advice and Guidance

Careers Education, Information, Advice and Guidance (CEIAG) has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment.

All Saints' Academy will provide a range of opportunities for students to learn about the world of work, the transferable skills required to be prepared for the ever-changing workplace and the Qualification Pathways available to them. These activities contribute to social mobility, helping people to discover and access opportunities that might exist outside of their immediate networks. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

We are committed to ensuring that all students know and understand the world of work, the skills required, and the qualifications needed so that they can make informed choices about their career pathways. We support and nurture our students through their chosen career pathway providing unbiased Careers advice. We enable those that wish to apply to University to do so and progress into higher education. The information provided will ensure they can make informed decisions and follow a realistic path in order to realise their full potential. We aim to increase students' awareness of what is available to them, help them recognise their strengths and identify where improvements could be made.

The Academy uses the Gatsby Benchmarks to ensure it is providing the best advice and guidance to students. The benchmarks are:

- 1.A stable careers programme
- 2.Learning from career and labour market information
- 3.Addressing the needs of each pupil
- 4.Linking curriculum learning to careers
- 5.Encounters with employers and employees
- 6.Experiences of workplaces
- 7.Encounters with further and higher education
- 8.Personal guidance

The inclusion Centre (Alternative Provision)

Our Curriculum Intent

We believe that all children and young people should be able to access education successfully and fulfil their potential. We recognise that some learners experience significant barriers to learning arising from social, emotional and mental health (SEMH) needs, adverse childhood experiences, trauma, neurodiversity, attendance concerns or difficulties with self-regulation. The Inclusion Centre provides a targeted, therapeutic and educational response to these barriers through a bespoke curriculum which supports students to re-engage with learning and prepare for successful reintegration into mainstream education or progression onto an appropriate next pathway

Our Inclusion Centre curriculum is designed to:

- ☐ Remove barriers to learning by addressing gaps in emotional development, self-regulation and resilience.
- ☐ Develop emotional literacy, social communication, executive functioning and independent learning skills.
- ☐ Provide access to a broad and balanced curriculum that enables students to continue making academic progress
- ☐ Support learners working below age-related expectations through personalised teaching, small group intervention and targeted programmes
- ☐ Promote positive relationships, belonging and engagement through trauma-informed practice and relational approaches.
- ☐ Prepare students for successful reintegration into mainstream education, specialist provision or post-16 pathways.

The curriculum is underpinned by the Thrive developmental model and trauma-informed principles, recognising that emotional development and regulation are fundamental to successful learning, participation and achievement.

Our Curriculum Implementation

The Inclusion Centre provides a structured, supportive and nurturing learning environment where relationships, safety and high expectations are central to success. Students access a curriculum that combines academic learning with explicit SEMH development and therapeutic intervention.

We provide additional structure and levels of support so that our students continue to learn and thrive. All students are on the graduated SEND Pathway, and families are regularly informed of progress made and the expectations upon them as parent/carers to work in collaboration with the Academy.

Trauma-Informed Practice

Our provision is based on trauma-informed principles, including:

- ☐ Relational safety and trusted adult relationships.
- ☐ Predictable routines and clear expectations.
- ☐ Co-regulation and emotional coaching.
- ☐ Sensory-aware learning environments.
- ☐ Restorative and solution-focused approaches.
- ☐ Pupil voice, empowerment and belonging.

Through these approaches, students develop the confidence and emotional security required to engage positively with learning and school life.

All Saints' Academy Curriculum Policy

Academic Curriculum

Students continue to access high-quality teaching aligned to the Academy curriculum and teaching and learning policy. The Inclusion Centre curriculum includes:

- ☐ English
- ☐ Mathematics
- ☐ Science
- ☐ Computing
- ☐ Physical Education
- ☐ Art and Design
- ☐ Drama
- ☐ Cooking
- ☐ PSHE
- ☐ Personal Finance
- ☐ ASDAN and other life-skills programmes where appropriate.

SEMH Curriculum

Alongside academic study, through a structured twelve-week programme students participate in daily SEMH sessions designed to strengthen emotional development and readiness to learn.

Creative and Therapeutic Interventions

The curriculum is enhanced through opportunities for creative expression and therapeutic development. These experiences support emotional processing, resilience, communication and personal development.

Assessment, Review and Transition

Students entering the Inclusion Centre undertake baseline academic and SEMH assessments, including Thrive-informed assessments where appropriate. Individual targets are reviewed throughout a structured six and twelve-week cycle. Progress is monitored through:

- ☐ Academic attainment.
- ☐ Attendance.
- ☐ Behaviour and engagement.
- ☐ Thrive assessments.
- ☐ Student voice.
- ☐ Personal development outcomes.

Regular reviews are conducted with families, Academy leaders, the SEND team and external professionals to ensure provision remains closely matched to need and that appropriate plans for reintegration or onward placement are established.

Our Curriculum Impact

The Inclusion Centre enables students to develop the emotional, social and academic skills required for successful participation in education and the wider community. Through targeted intervention and personalised support, students become increasingly able to regulate emotions, engage with learning and build positive relationships.

As a result, students will:

- ☐ Demonstrate improved emotional literacy and self-regulation.
- ☐ Develop greater resilience, confidence and independence.
- ☐ Improve attendance, engagement and readiness to learn.
- ☐ Strengthen communication, social and problem-solving skills.
- ☐ Make academic progress from their individual starting points.
- ☐ Successfully transition back into mainstream lessons or access an appropriate specialist pathway.
- ☐ Be better prepared for adulthood, employment and post-16 education or training.

The Inclusion Centre contributes significantly to the Academy's commitment to inclusion by ensuring that all students, regardless of need or circumstance, have access to high-quality education, meaningful support and opportunities for future success.

Appendix 1

The Life Programme (PSHRE)

Our Curriculum Intent

Personal, Social, Health, Relationships & Sex Education (PSHRE)

At All Saints' Academy, we believe that Personal, Social, Health, Relationships and Sex Education (PSHRE) is an essential part of preparing young people for life. Our PSHRE curriculum helps students to grow into confident, healthy, and responsible individuals who can keep themselves safe, form positive relationships, and contribute positively to society.

Implementation and Impact

What is taught in PSHRE?

Our PSHRE curriculum covers three broad areas:

Health and Wellbeing: physical and mental health, resilience, healthy lifestyles, personal safety, first aid, drugs and alcohol awareness, body awareness and puberty.

Relationships and Sex Education (RSE): friendships, families, respect, equality, consent, online relationships, sexual health, and preparing for adult life.

Living in the Wider World: online safety (including social media, data privacy, AI and emerging risks), financial education, citizenship, respecting diversity, employability skills, and preparation for future careers.

Updates from September 2025

The Department for Education has updated the national RSHE guidance, which becomes statutory from September 2026. We are already working to embed these changes. They include:

More teaching on online safety (AI, deepfakes, online misogyny, scams, privacy).

Expanded content on consent, sexual ethics, and harmful online cultures.

Coverage of bereavement, loss and change.

Broader teaching of personal safety (travel, water, fire, road safety).

Greater focus on healthy body awareness: menstrual health, gynaecological health, and menopause.

How is PSHRE taught?

PSHRE is taught in weekly tutor sessions

It is supported by assemblies and cross-curricular learning (e.g. online safety in Computing, reproductive health in Science).

Lessons are age-appropriate, inclusive, and respectful of all students' backgrounds, including those relating to faith, SEND, gender and sexual orientation.

We create a safe learning environment where students can ask questions and engage in discussion with sensitivity and respect.

Safeguarding

PSHRE is central to our safeguarding approach. Lessons help students to recognise risks, understand what is and isn't acceptable, and know where to seek help if they are worried. All teaching is delivered in line with our safeguarding and child protection policies.

Appendix 2

Academy Partnerships

Cheltenham Educational Partnership (CEP)

Intent

To encourage Cheltenham schools, colleges, universities and other educational sectors to have life in all its fullness for the benefit of young people and the surrounding community. We aim to foster social cohesiveness and expand the horizons of young people in Cheltenham. Our involvement in the partnership reaches out to young people with potential regardless of their social, economic or educational background.

Implementation

We are founder members of CEP and play a role in devising, leading and participating in a wide range of initiatives. Some of these are included below.

Spill the Tea is a mixed school student led Podcast hosted by students from each of our partnership schools. Career aspirations are raised through the interviewing of inspirational figures in the community and successful people from a variety of industries.

Manifesto for Change is a student led initiative where a champion group of students from each school shares their views on what needs to change in education to improve their learning opportunities further. They have focused on putting their progress at the centre of the pandemic and are delivered their final manifesto for a positive change in education at the Cheltenham Literature Festival on the Voicebox open stage in 2021.

Thread count matters is an eco-campaign to remove fast fashion from communities and to improve each school's individual sustainability.

The United Nations Climate Change Conference of the Parties (COP 28) has provided a focus for our cross-school campaign offering students the opportunity to voice their vision of how we can support impact positively to limit climate change and safeguard the planet.

Parenting mental health webinars is a community and UK registered charity that helps parents who are supporting young people with mental health issues. Parents are invited to join webinars in which Suzanne Alderson shares her supportive approaches and takes questions.

Laptops for Learning is a collaborative campaign with Cheltenham Borough Council to ensure that 'No child is left behind' in their learning by providing laptops and technical support to strengthen their accessibility to educational activities.

Through the eyes of Cheltenham Art exhibition is a cross-community competition to submit student photographs of Cheltenham "through their eyes," celebrating their community.

Additionally, we engage with specialist networking and CPD events. These allow our subject leaders to collaborate to share practice, methods and expertise with fellow local leaders.

Impact

Our involvement in the partnership has enabled students to widen their networking experience and benefit from working with a wide range of educational leaders, community leaders and specialists within a wide variety of fields from in and around Cheltenham.

Opportunities for professional development for education professionals in partner schools are enhanced within the scope of partnership activities. We now have helped to establish a culture and expectation within partner organisations of co-operation and that has developed for the benefit of all young people in Cheltenham.