



BCS Policy:

Curriculum Statement Policy

Date: April 2020

Curriculum – Intent

The curriculum at The Branch Christian School is a Biblically based curriculum, equipping students to live and experience wellbeing in all areas of their lives both during their school life and beyond BCS. Our starting point is the ACE program which we enhance with Complementary Activities.

Our intention is that each and every student would see themselves as unique, accepted, valued and with a hope and a future. In addition to fostering a love for learning and encouraging and challenging our students to be the best that they can, we encourage them to see that with God they can face any challenge and not be overwhelmed by it.

Our students are encouraged to work hard to overcome in areas where they are challenged, developing resilience and a sense of self-worth and a belief that they can do their work and take pride in their achievements. We place God at the centre of all that we do as we believe that when students are secure in His love, and provision of redemption through the death and Resurrection of Jesus and His protection, alongside our belief in them, they will thrive and have a sense of wellbeing and purpose, positioning them to develop their academic ability alongside their wider talents and skills.

We offer a wide variety of subjects in the afternoons especially designed to complement the PACE material, building team skills, group work, investigations and bringing a dynamic, practical level to the more theoretical PACE work. The synergy between the Complementary Activities and the PACE work gives a holistic, well rounded curriculum ensuring work is relevant and prepares our students for life in modern Britain and beyond. Through this approach, we aim to support their development as independent citizens who are able to contribute to the society that they live in, having had the opportunity to develop critical thinking skills.

Our curriculum is designed with the following principles implicit across all subjects:

- Students should have a basis for developing and maintaining proper relationships with God, themselves and others.
- Students should have an ability to think about the ultimate purpose of life.
- Students should be equipped in a changing world.
- Students should be able to argue rationally and make reasoned judgements.
- Students should develop enquiring minds, be able to learn for themselves, set short- and long-term goals and appreciate the importance of completing tasks.

- Students should appreciate diversity.
- Students should know the 9 protected characteristics of the 2010 Equality Act and show an appropriate sensitivity toward them.
- Students should have a working knowledge of the British Values.
- Students should appreciate the need to listen to others and to think from another person's point of view.
- Students should learn to become independent and possess the capability to work in co-operation with others.
- Students should be able to develop an intelligent interest in the social, political and natural world starting with a Biblical Worldview.
- Students should develop the 90 character traits of Jesus listed below:

Affectionate	Deferent	Gracious	Observant	Reverent
Appreciative	Dependable	Grateful	Optimistic	Righteous
Attentive	Determined	Happy	Orderly	Secure
Available	Diligent	Holy	Patient	Self-Controlled
Blessed	Discerning	Honest	Peaceful	Sincere
Cheerful	Discreet	Humble	Perseverant	Steadfast
Committed	Efficient	Integrity	Persuasive	Submissive
Compassionate	Equitable	Joyful	Prepared	Tactful
Concerned	Fair	Just	Prudent	Temperate
Confident	Faithful	Kind	Punctual	Thorough
Considerate	Fearless	Knowledgeable	Pure	Thrifty
Consistent	Flexible	Longsuffering	Purposeful	Tolerant
Content	Forgiving	Loving	Ready	Trustworthy
Cooperative	Friendly	Loyal	Rejoicful	Truthful
Courageous	Generous	Meek	Repentant	Understanding
Courteous	Gentle	Merciful	Resourceful	Virtuous
Creative	Godly	Modest	Respectful	Wise
Decisive	Goodly	Obedient	Responsible	Zealous

Curriculum – Implementation

The Accelerated Christian Education (ACE) program aims to educate students using an academically proven curriculum that cultivates a Biblical Worldview, offering a complete, self-instructional curriculum that integrates Biblical truths and character values throughout all subjects and levels from the ages of 3-18 years. Biblical principles and concepts are interwoven into all aspects of the program, developing critical thinking and apologetic skills; science is taught from the Biblical perspective of creation. The curriculum presents 90 character traits of Jesus throughout the PACE material and incorporates role modelling that promotes Biblical integrity and Christlike character.

Subject specialism is at the heart of the ACE curriculum and our Complementary Activities come together in synergy alongside this to create a holistic, balanced curriculum, designed to ensure our students start from a solid foundation beginning with Preschool and ABCs.

Within the ACE program, in each subject, work is planned sequentially with core knowledge and skills connecting across the subject areas; it is individualised, cumulative and achieves progression as the students master the subject matter. It is designed to allow each student to work at their own level of achievement, which may vary from subject to subject. The ACE curriculum includes 6 core subjects: English Grammar, Maths, Social Studies (History and Geography), Science, Word Building (Etymology) and Literature. Academic electives, stand-alone educational software, and learning-to-read programmes are added for enhanced learning opportunities. Students work in PACEs (Packets of Accelerated Christian Education; a bite-sized booklet of curriculum); each PACE subject has 144 PACEs beginning with Level 1 (PACE 0001) and ending with Level 12 (PACE 1144). Each of the 12 levels of curriculum consists of 12 PACEs in each subject. An average student would complete around 66 PACEs in one academic year depending on their ability and motivation. A student who enters the school not having previously used the ACE curriculum will complete a diagnostic test to see what level of curriculum they should be working on; they will be given gap PACEs to help them to progress to the right level of curriculum for them. Students who are working on the right level of curriculum are encouraged to work on the same PACE number in each PACE apart from Word Building where they work one PACE ahead as the Word Building PACE contains all the vocabulary that students will need in the PACEs they are working on.

Students are assisted to set targets for themselves in each of the subjects and then they work individually, requesting help as needed. The students monitor their progress constantly with a Goal Card of daily targets in front of them, a Star Chart displaying their completed PACEs as well as stickers for the monthly Learning Passages they have passed. For the older students, there is also an academic projection that suggests to students which term they should finish different parts of their PACE work. The students track their own progress daily, weekly, termly and yearly with these charts. This enables them to be aware, responsible and in control of their own learning.

The PACEs are designed to be completed at the student's ability and speed with the oversight and assistance of staff who encourage and challenge students. PACEs come in bite-sized sections, so the student can measure his own success as he completes it. The PACE is divided into 3 sections of learning. After the student has completed a section they do a formative assessment which they must score 90% on before doing the next section of the PACE; after the student successfully completes the 3 sections they do a further assessment to establish whether they are ready to so a summative assessment demonstrating that they have mastered the work in this PACE. Each student must pass a module before going to the ensuing one. The student masters each level as an individual. This ensures the student does not get left behind or held back by others and allows them to set their learning goals and measure their own progress.

Our full scope and sequence of PACE work is available on request.

When our students reach PACE 1085, they begin to work towards their International Certificate of Christian Education (ICCE) which exists to provide a qualification which validates the work

of students on Accelerated Christian Education (ACE). It is a qualification for secondary school students across four continents. ICCE graduates gain entrance to universities and colleges around the world.

ICCE provides a qualification that successfully equips students for higher education, our modern society and the workplace, according to their interests, aptitudes and achievements. UK NARIC has stated that ICCE General and Advanced Certificates are comparable to the Cambridge International Examinations (CIE) O and A Level. As students' progress in working towards the various ICCE Levels of certification, they have the opportunity to choose certain Electives/Options. Full details can be obtained by visiting the ICCE website: <https://www.christian.education/qualifications>

There are seven certificates. The Basic Certificate is for students with special educational needs. The Foundation Certificate is designed for students working slowly or starting late. The General Vocational Certificate is for students who require a more practical course. The General Certificate (Academic) is for most students and replaces GCSEs. The General Academic Certificate is comparable to CIE O Level. The Intermediate Certificate is an interim certificate bridging the General and Advanced Certificates. The Advanced Certificate is intended for university entrance. It is comparable to CIE A Level. The Advanced Higher Certificate is intended for high-achieving students who finish early to access more demanding universities and courses. For further information: <http://icce.education/>

Within both our PACE work and throughout our Complementary activities, we set learning expectations high and ensure that enjoyment, enquiry and challenge across the curriculum prepare our students well for the next stage of their education from Preschool then ABCs through to when the student leaves the school. Our students are able and have a desire to progress towards the highest outcomes based on appropriate stretch and challenge. Our curriculum is designed to maximise that progress and provides as wide a range of opportunity as possible, by complementing the study students do through their PACEs with activities so that together they are delivered in both breadth and depth and schemes are designed to give time for students to grapple with challenging content and revisit it effectively in order to master subjects and see a link between topics and across the curriculum.

The curriculum includes the following subjects:

- Art and Craft
- Biblical Studies
- Careers
- Citizenship
- Creative and Extended Writing; Literature
- Convention
- Devotions
- Drama
- DTFT and DT
- English and Wordbuilding and Etymology
- French and German as well as introductory lessons for our youngest learners in Portuguese, Gujarati and Tagalog
- Geography
- History

- Information Technology
- Maths
- Music
- PE and Games
- PHSE
- RelEd & RSE (from September 2020)
- Science
- Options when on levels which may include subjects not mentioned above Full details can be obtained by visiting the ICCE website: <https://www.christian.education/qualifications>

Whilst the PACE work is all individualised, the complementary activities are done in small groups of mixed ages. Within these areas of experience, students will be encouraged to adopt the following values and attitudes starting from the viewpoint of a Biblical Worldview:

- An insight into other cultures.
- Care for the environment.
- Curiosity and enthusiasm.
- Independence in making moral decisions.
- Intolerance of cruelty and prejudice.
- Perseverance in completing a task.
- Respect for others.
- Responsibility and self-discipline
- The capacity to come to a reasoned judgement.
- The capacity to put their own interests second to those of others.

The curriculum shall:

- Use the ACE program alongside Complementary Activities from Preschool to 18;
- In Years 2 to 6, ensure all students follow a program of personal, social, health and economic education (PSHE) development, including citizenship and relationship education (RelEd).
- In Years 7 to 11, ensure all students follow a program of personal, social, health and economic education (PSHE) development, including citizenship and sex and relationship education (RSE).
- Provide a range of learning, thinking and study skills that support collaborative learning, leadership, independent learning and the development of memory and retrieval/recall that maximise chances in tests and long-term mastery.
- Give students opportunities to develop the important skills of research, extended writing, project work, practical, creative and mathematical skills across subject areas, group interaction including developing critical thinking skills.

- Offer a wide range of opportunities to enhance and support the curriculum that students are able to compete in at European Student Convention.
- Be flexible enough to respond to individual needs and to build on prior learning. In as much as they are able, the Governing Body is committed to ensuring equality of access and that all are included and motivated by their learning experiences.

Curriculum Impact

We are proud of the outcomes our students achieve as a result of our curriculum and the personal teaching and learning they experience throughout their journey with us. Not only are we proud of our students' success in achieving their levels, we are also proud of our low NEET (not in education, employment or training) figures following year 11. In addition to this, we continue to be proud of the number of students who consistently access their first choice of further education, university or apprenticeship after they have completed their education at BCS.

The impact of our curriculum is measured through a combination of formative and summative assessments. Through regular, synoptic assessments, our students can demonstrate their growing depth of understanding and knowledge acquisition as they progress through both their PACEs and many of the complementary activities and reinforce their memory and retention skills through such application. Equally, formative assessments form an established part of our practice, informing teacher planning and supporting students in developing skills and embedding knowledge through receipt of timely feedback and support in how to act on that feedback. PACE test results act as a means of measuring impact. Whilst our complementary activities are designed to support and enhance the PACE work, students and staff RAG work and many RAG over a half term to show progression. This is not pertinent to all subjects; in many of these subjects, students from 10 years old, go to European Student Convention annually and compete against other students using the ACE system throughout Europe. Students from The Branch Christian school have competed successfully in all areas of the Convention. Convention includes Art & Photography, Drama & Music, Sports & Athletics and Academics & Bible Memory.

We will undertake a review of our Complementary Activities and assessment processes on an annual basis to ensure that we take account of the latest educational research, government legislation and the views of students, staff, parents and governors in ensuring our curriculum remains fit for purpose and fit for our context and continues to have the highest possible impact on learning and outcomes. Similarly, Christian Education Europe (CEE) are continually reviewing and revising the PACE material.

Policy Review Information:

Review date	Changes made	By whom	Date of next review
September 2017 April 2019	No changes required. Core curriculum information updated in line with CEE ACE information.	Mrs. D Thomas Mrs J Holt	September 2020 September 2020

April 2019	Extended reverted to Extended Curriculum None	Mr S Hodgson	September 2020
April 2020	Intent Implementation and Impact added and information updated in line with other documents	Mrs J Holt	April 2021
April 2020	No Changes.	Mr S Hodgson	April 2021