



# BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

## Our Beis Yaakov Ethos

BYJHS has a unique sense of family and belonging and Orthodox Jewish values permeate every aspect of school life and are consistent across all families, pupils and governors of the school. The school promotes a learning culture with known and shared aims that are deeply embedded in all school policies and practice. A variety of themed activities through the year develop pupils' social and academic skills and provide a forum for exploring Fundamental British Values in the context of their Jewish Faith.

Pupils of BYJHS embrace the school's religious ethos and live their lives accordingly. Every aspect of school life is governed by the codes of Torah observance, which includes adherence to a modest way of life and strong morals and ethical values. Acts of collective worship take place twice a day for the morning and afternoon services.

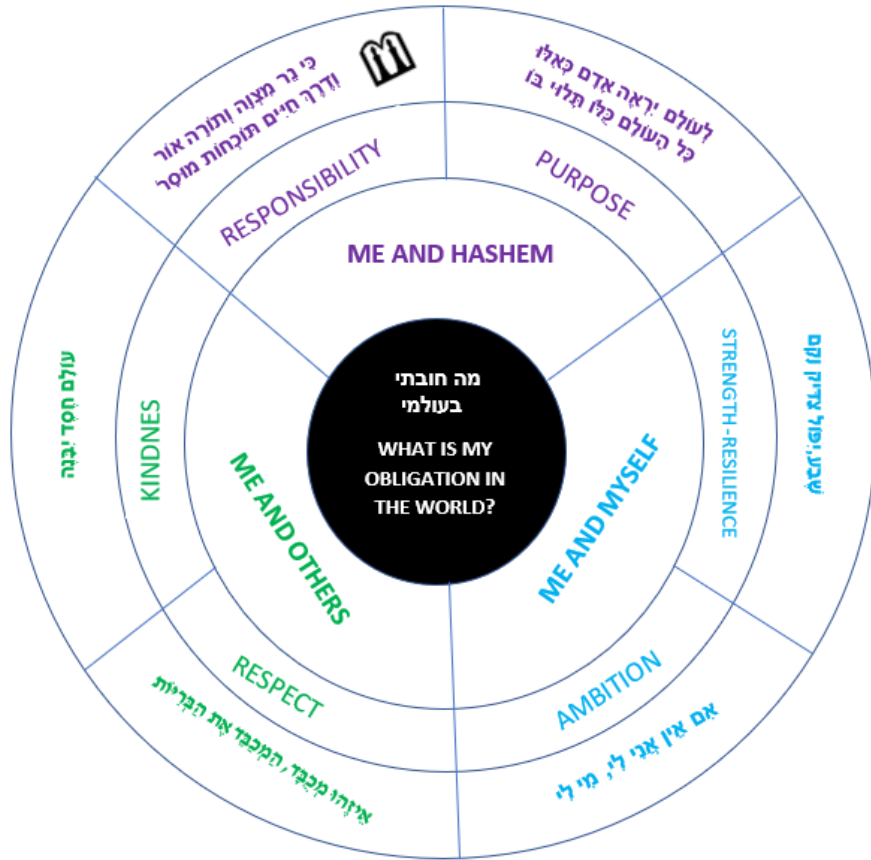
## Our Mission Statement

Mission of the unique individual – What is my obligation in the world?

We see each student, with her G-d-given individual identity, as having a unique contribution to make in the world and we teach our students to reflect on their individual mission and purpose. The goal of our curriculum is to ensure that each student is able to develop the skills, knowledge and character to be fully prepared for every aspect of her unique role and purpose in the world. The underlying aim is for each student to '**be the best I can be**'. We celebrate the pursuit of academic excellence, applaud ambition and value the achievements of all. Our pupils are expected to achieve their best and use their learning to make a difference in the world they live in.

We teach our students to think of their mission in terms of continuously building the 'three key relationships':

between me and myself; between me and others; and between me and my Creator. Everything our students learn in school contributes to at least one of these three relationships. These relationships can be further broken down in to six core values; **SPARK** – **S**trength-Resilience, **P**urpose, **A**mbition, **R**espect, **R**esponsibility and **K**indness. This spark represents our ability to ignite our souls as individuals and bring a light to the world in all the things that we do.



BE THE BEST I CAN BE

# מה חובתי בעולם

## WHAT IS MY OBLIGATION IN THE WORLD?

STRENGTH-RESILIENCE  
PURPOSE  
AMBITION  
RESPONSIBILITY  
RESPECT  
KINDNESS

# SPARK

BE THE BEST I CAN BE



כי נר מצוה  
ותורה אור

Me and myself	Me and my Creator	Me and others
<p><b>STRENGTH-RESILIENCE</b></p> <ul style="list-style-type: none"> <li>- Students recognise that constantly working to develop strength of character and resilience is key to long term happiness and fulfilment.</li> <li>- By enabling students to cope with challenges and obstacles they will experience on their learning journey, students feel supported with goal-setting and growth mind-set.</li> <li>- High attendance supports students to make progress in their learning and have a positive impact on educational outcomes.</li> </ul> <p><b>AMBITION</b></p> <ul style="list-style-type: none"> <li>- As lifelong learners, students recognise the transformative power that knowledge has on the learner.</li> <li>- Students recognise that high level literacy skills and mathematical fluency are the foundations for success in adult life.</li> <li>- Students understand the benefits of being well prepared for the world of work and appreciate the value of developing a broad range of transferable skills.</li> </ul>	<p><b>RESPONSIBILITY</b></p> <ul style="list-style-type: none"> <li>- A moral framework grounded in responsibility to the Creator dovetails with civic responsibility to produce citizens who hold themselves to the highest moral standards in all of their activities, behaviours and interactions.</li> <li>- Instills students with independence in their learning and choices, making sure they consider the consequences of their actions.</li> </ul> <p><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>- As spiritually attuned learners, students see a <b>divine spark</b> in their knowledge of the created world and a purpose to their actions.</li> <li>- By embodying Jewish values and ethos, students become an example to others.</li> <li>- Through prayer, Torah study and high standards in Kodesh and Chol, students develop a deep relationship of trust and dialogue with the Creator.</li> </ul>	<p><b>RESPECT</b></p> <ul style="list-style-type: none"> <li>- Encourages positive interactions between students and their peers, teachers and other adults.</li> <li>- Students recognize that to build relationships with others, they must work on understanding others and appreciating difference in society.</li> <li>- Realising that self-respect and self-esteem are necessary for students to gain self-worth and confidence.</li> </ul> <p><b>KINDNESS</b></p> <ul style="list-style-type: none"> <li>- As true givers, students understand how they can use their skills and knowledge to help others.</li> <li>- Students understand that their growing contributions to school life and to family life are preparation for the greater contribution that they will make to society in the future.</li> <li>- Students understand the notion of reciprocity and how it underpins ethical interaction in contemporary liberal democracy.</li> </ul>

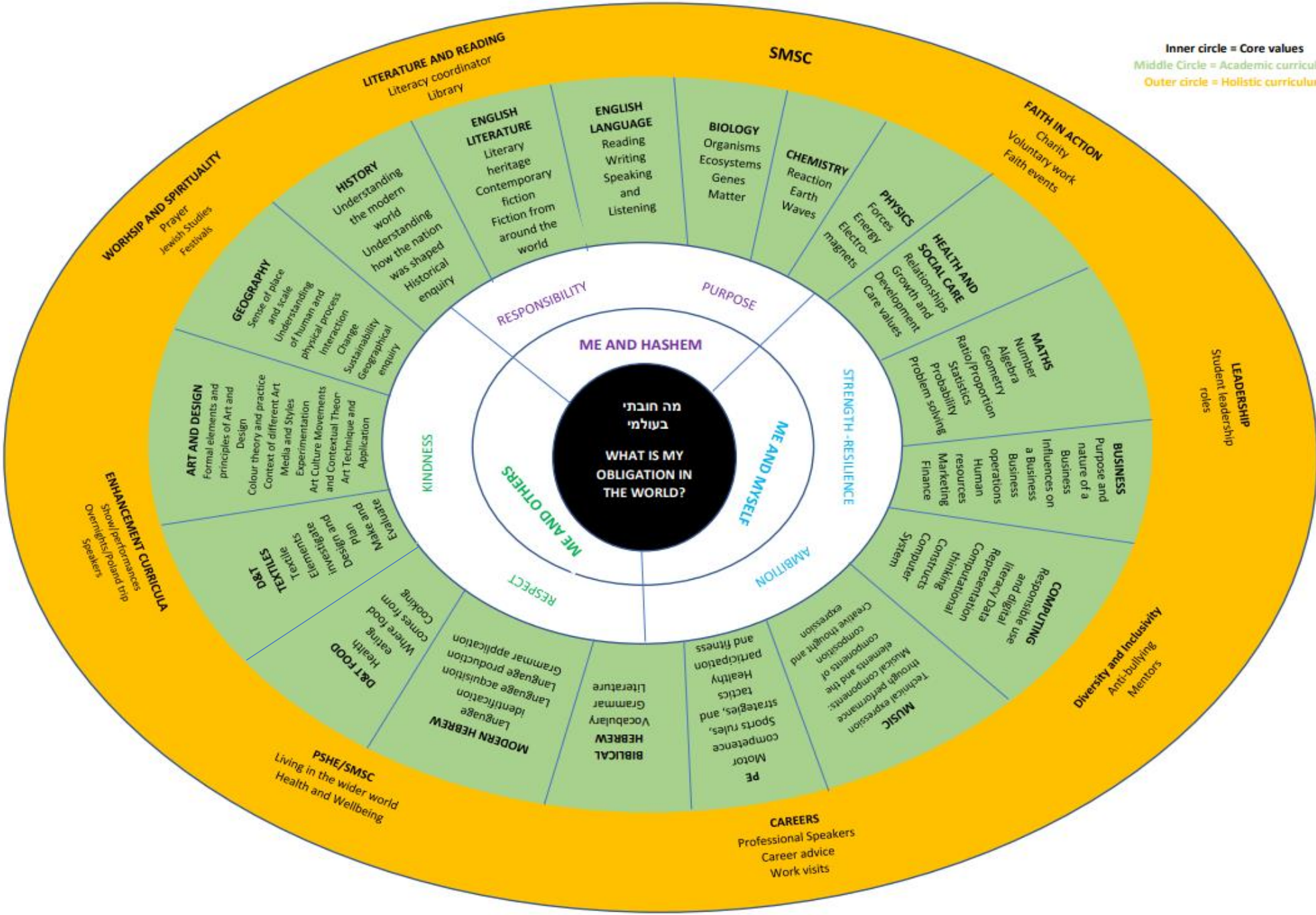
### Understanding the 'why'

We want our students to understand the 'why' behind the curriculum, to understand that everything they learn in school will contribute to their fulfilling their unique purpose in the world and 'be the best I can be'. We believe that a deep understanding of the general and personal goals in learning will engender a sense of mission and help our students become highly motivated and fully engaged learner

Our curriculum is intended for the education and formation of young people who will go out and make a difference to G-d's world. Through both the examined and non-examined curriculum, we focus on the holistic development of our pupils, encouraging them to live out the core values of strength-resilience, purpose, ambition, respect, responsibility and kindness.

The curriculum consists of three elements: lifelong learning and values that are transmitted through all aspects of a child's experience at BYJHS; the academic curriculum (examined) through which they study Core and Foundation subjects which will prepare them for the next steps in their education beyond BYJHS; and the holistic curriculum (non-examined) which means they have access to a wide, rich set of experiences that help develop their own interests and talents beyond the examined curriculum.

Inner circle = Core values  
 Middle Circle = Academic curriculum  
 Outer circle = Holistic curriculum



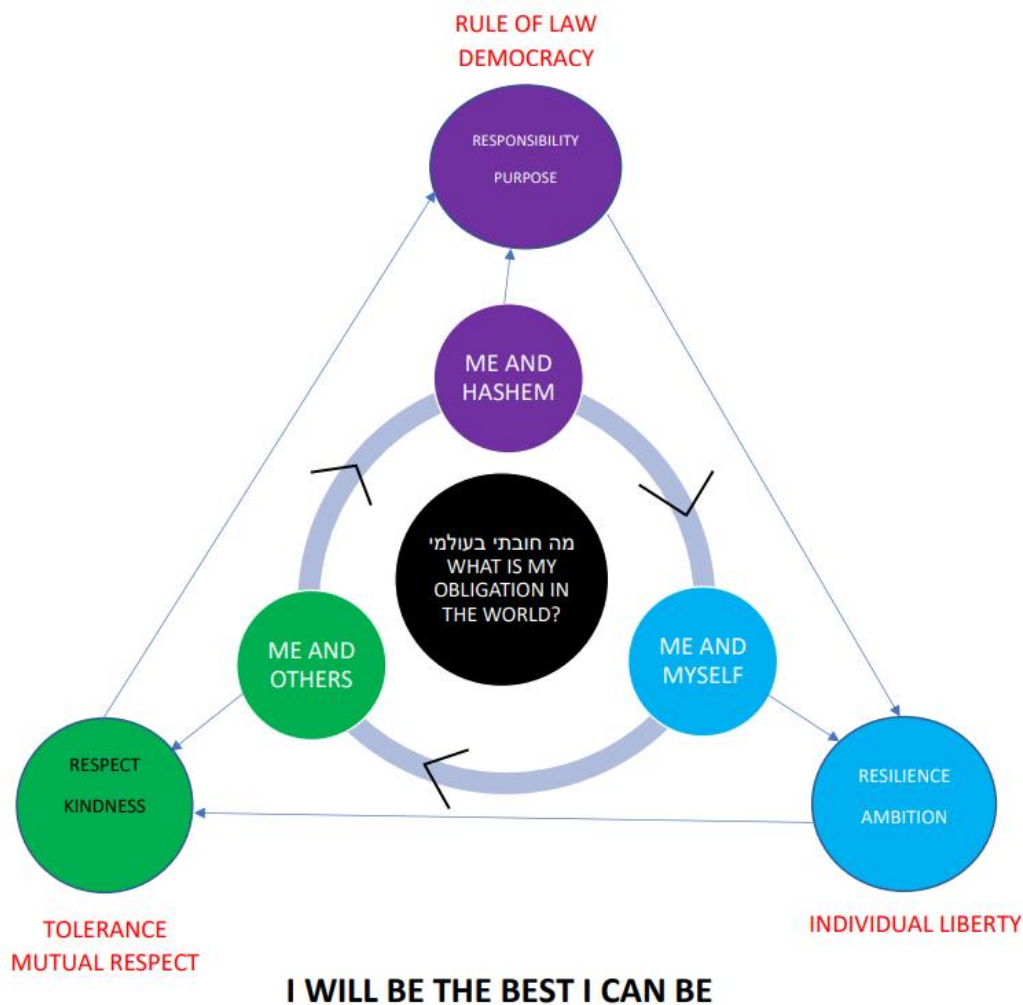
## The curriculum and British Values

BYJHS teachers uphold public trust in the profession and maintain high standards of ethics and behaviour. Teachers do this by not undermining fundamental British values and ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

The British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those different faiths and beliefs

are taught discreetly in form time, assemblies and across the curriculum by all staff. They also are developed in work done within our core values.







# BEIS YAAKOV JEWISH HIGH SCHOOL ACADEMY

## Secular Academic Curriculum 2024-25

Over five years, our pupils experience a full three years of the National Curriculum across KS3 (Y7-9) and an individually tailored educational pathway at KS4

Every subject on our curriculum focusses on core disciplinary knowledge to enable our students to receive a full education of depth and breadth, enabling and equipping them to navigate the world and succeed at GCSE. These core schema of knowledge are mapped across the five year of a student's experience in these subjects.

Subject	Core Knowledge										
Science	Biology			Chemistry			Physics				
	Organisms	Ecosystems	Genes	Matter	Reaction	Earth	Waves	Forces	Energy	Electromagnets	
	Working Scientifically										
Maths	Number	Algebra	Geometry	Ratio and Proportion	Statistics	Probability	Problem Solving				
	Numeracy										
English Language	Reading			Writing			Speaking and Listening				
	Literacy										
English Literature	Literary Heritage			Contemporary Fiction			Fiction from Around the World				
History	Understanding of the Modern World			Understanding how the Nation was shaped			Historical Enquiry				
Geography	Sense of Place and Scale	Understanding of Human and Physical Process		Interaction	Change	Sustainability	Geographical Enquiry				

<b>MFL – Modern Hebrew and</b>	Language identification	Language acquisition	Language production	Grammar application		
<b>Biblical Hebrew</b>	Vocabulary		Grammar	Literature		
<b>Art</b>	Formal elements and principles of visual art and design	Colour theory and practice	Context of different art	Media and styles experimentation	Art culture, movements, and contextual theory	Art technique and application
<b>Design Technology: Textiles</b>	Textile Elements	Investigate	Design and Plan	Make	Evaluate	
<b>Design Technology: Food</b>	Healthy Eating		Where food comes from	Cooking		
<b>PE</b>	Motor competence		Sports rules, strategies, and tactics		Healthy participation and fitness	
<b>Music</b>	Technical expression through performance		Musical components: elements and the components of composition		Creative thought and expression	
<b>Computing</b>	Responsible use and digital literacy	Data Representation	Computational thinking	Constructs	Computer Systems	
<b>Business Studies</b>	Purpose and nature of a Business	Influences on a Business	Business operations	Human resources	Marketing	Finance
<b>Health and Social Care</b>	Relationships		Growth and Development		Care values	