



REIGATE GRAMMAR SCHOOL

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## Curriculum Policy

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## Curriculum

### Aims

This written policy is supported by appropriate plans and schemes of work which are under constant review. Each Scheme of Work considers the ages, aptitudes and needs of all pupils, including those with SEND and Educational Health and Care Plan (EHCP).

We seek a curriculum that is personalised, broad and balanced and one which stimulates intellectual curiosity whilst providing opportunity for all students to learn and make progress. The curriculum is designed to promote the spiritual, moral and cultural development of our students together with their mental and physical wellbeing. These aspects combine to enable our students to achieve their best in public examinations. Our curriculum should command the confidence of our current community, employers and higher education institutes in the future.

We aim to uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum is broad and students acquire speaking, listening, literacy and numeracy skills through study of a wide range of subjects. We avoid early over-specialisation and allow students to develop and pursue interests. We place considerable emphasis on acquiring good work habits: students learn self-discipline and the skills of independent study, so that they are equipped not only for public examinations, but also for the world beyond. The curriculum is designed to give students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We provide effective preparation of students for the opportunities, responsibilities and experiences of adult life in British society. In keeping with the grammar school ethos, our curriculum includes subjects which are traditional, such as separate Sciences and Modern and Classical languages; however, we also offer a broader curriculum including subjects such as Sport Studies and Food & Nutrition. We do not follow the National Curriculum, but schemes of work in many departments encompass many of its features. All pupils receive instruction in Religious Education, Personal, Social Health and Economic Education (PSHEE) and Careers.

Our extensive extra-curricular programme adds breadth to our academic curriculum, providing opportunities for teamwork, leadership, building resilience and independence as well as specific skills from reading music to reading maps.

Students benefit from the use of technology throughout the curriculum, encouraged by teachers to use it as a powerful learning tool both in and out of the classroom, and inspiring confidence in use of IT skills needed both at school and in the whole of work.

There is no streaming, but students are in bands in the Third Form and above for Mathematics and sometimes for Modern Languages.

### First to Fifth Forms

*For a full list of the subjects on offer, please refer to the Curriculum Summary for the current year.*

Students in the First and Second Forms follow a common curriculum designed to provide a broad and balanced knowledge base and the learning skills appropriate to high achieving food students. In the First Form, students choose three from a choice of French, Spanish, German, Mandarin, Latin and High Performance Studies (either in literacy or numeracy). In the Second Form, students choose two from the same options. In addition to the full range of National Curriculum subjects, all students study Drama, Music, Art and Design Technology.

#### In the First Form

Students start the First Form on a language carousel to enable them to trial French, Spanish, German, Mandarin, Latin and High Performance Literacy. Just before October half term, students choose one of the following pathways:

- Pathway A: 3 languages (*each on 2 periods per week*); **OR**
- Pathway B: 2 languages alongside a programme of High Performance Literacy (HPL) or High Performance Numeracy (HPN) (*each on 2 periods per week*).

## In the Second Form

Students choose one of the following pathways:

- Pathway A: 2 languages (each on 3 periods per week); **OR**
- Pathway B: 1 language alongside a programme of High Performance Literacy (HPL) or High Performance Numeracy (HPN) (each on 3 periods per week).

The Second Form pathway need not be the same as that chosen in the First Form.

Pathway B provides additional lessons delivered by the English or Maths departments, alongside time dedicated to study skills. These targeted High Performance Learning programmes have been developed over several years to enhance progress and achievement not just in English and Maths but across the whole curriculum. We find that this opportunity early in a child's learning journey with us has the maximum impact on future outcomes.

The design of the First and Second Form language curriculum not only caters for personalised pathways regarding language choices it also provides an extra period per language in the Second Form to give the best learning structure for all students so that they can flourish in their chosen languages. Families should not view one pathway as superior to the other, but rather which pathway will support their child to be and do their best. I have attached further details about HPL and HPN.

In the Third Form, students start their GCSE/IGCSE courses. All students must take Mathematics, English Literature, English Language, the three sciences, and it is suggested that they study a language and a humanity; this programme is designed to ensure that breadth of study is continued. In addition, to those subjects studied previously, Sport Studies, Philosophy and Ethics, Statistics and Classical Civilization are available as options. Most students sit ten GCSE/IGCSEs. Students also follow an Electives programme which contains a wide range of studies and life skills that are valuable but do not require GCSE examination, as part of a great education.

## Sixth Form Curriculum

***For a full list of the subjects on offer, please refer to the Curriculum Summary for the current year.***

In the Sixth Form at RGS, the range of subjects available broadens even further to include Economics, Business, Government and Politics, Music Technology and Psychology. In addition, students study a non-examined curriculum known as *Henry Smith Studies* which is designed to broaden students' general education and skills through project-based work. This extends our commitment to offering a broad education beyond the confines of the examined curriculum.

## Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, race, disability, religion or belief.

**Disabilities:** In accordance with statutory requirements, the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

## Personalised Learning & Learning Support (see Learning Support Policy for further detail)

We encourage every student to make the best progress through our curricular and extra-curricular provision. We guide each student to study subjects which suit their strengths, needs and aspirations. Students' progress is tracked half-termly and Heads of Department and Heads of Year use this data to identify both individual and cohort progress. Interventions are discussed and reviewed each cycle. The patterns that emerge from the tracking data are also used to inform planning and teaching.

Where a student has an EHCP, this will be used to inform how we meet their individual requirements. For these students, and many others who have an identified learning need, the Learning Support Department provides teachers with a *Student Snapshot* to help support learning. This helps with strategies and differentiation in the classroom. We also use a combination of Learning Support assistance in classes and

withdrawal from lessons to provide individual support by specialist staff. Our few EAL students are given extra specialist support as required.

Our subject specific schemes of work and departmental planning match student ages by being progressive in standard and in subject matter. We provide support materials and clinics for those who find the work more difficult and extend the more able students through class activities and our scholarship programme which offers opportunities to extend knowledge and thinking skills.

## Careers

Advice is given to all students to help with choices of GCSE and A Level courses through assemblies, careers lessons and careers interviews with external providers, as well as through outside speakers and events. This guidance is designed to help each student fulfil his or her potential and enables them to make informed choices about a broad range of careers options.

All students from every year group have members of the Careers Department available every day to speak with and have access to the Careers Library. Students are invited to Careers presentations from outside speakers, which take place at least every other week. Students in the First Form and above are invited to the Higher Education/School Leaver Convention and Careers Conventions.

Careers guidance is presented in an impartial way. Careers interviews are offered to all students in the Fifth Form and Sixth Form with external Careers providers. The Careers Department seek to enable students to discover and access both university courses and other options at 18. This happens through Careers lessons, Careers talks and Careers evenings, as well as through the availability of one-to-one guidance. Students also receive regular bulletins and newsletters informing them of courses and taster days.

Students receive key stage specific guidance on how to make informed choices for GCSE courses through assemblies, departments and an information evening, and for A Level courses through Careers lessons, an information evening and through assemblies.

Preview and Centigrade are offered to students to help them to know their strengths and weaknesses, as well as how this relates to A Level and post-18 choices. Students have considerable access to information and guidance about different careers and opportunities through Careers talks, Careers evenings and through Careers lessons. There are also regular talks and trips run by academic departments. Students are encouraged to seek work experience placements, and events are run to help them with CV writing and with finding placements.

## PSHEE

We encourage respect for other people through topics such as citizenship, physical and mental health, relationships and sex education, cyber safety and substance abuse. We also ensure we cover the 'protected characteristics' as identified in the Equality Act 2010 of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. This is achieved explicitly through the Theology and Philosophy course and through drop down days in the Lower School, and compulsory elements of our Electives Programme and 6Plus in Upper School and Sixth Form respectively. Elements of PSHEE are also covered in curriculum subjects, particularly Theology and Philosophy, and Drama.

## Availability of courses

The curriculum and its delivery are under constant review and may change from year to year. We cannot guarantee the availability of courses or subjects in the future, as these will depend on demand and our ability to provide teaching of a sufficiently high standard.

## Deployment of teaching staff

The school cannot guarantee that any teacher will, or will not, teach any particular pupil. The school timetable is designed for the benefit of the school as a whole and cannot be changed to satisfy individual requirements.

## Policy Review

The curriculum is reviewed regularly by the senior team, in consultation with staff and parents, which in turn reports to the Education and Welfare Committee of the Board of Governors.

## Related documents

For a full list of the subjects on offer, please refer to the Curriculum Summary for the current year. There are separate policies on PSHEE, Learning Support & EAL, Assessment and Homework.

## Curriculum Summary: 2023-2024

*This summary should be read in conjunction with the school's Curriculum Policy. Please note: The courses listed here are available during the current academic year, but no guarantee can be given about their future availability. Prospective parents and students are advised to contact the school to confirm the curriculum for the next academic year.*

There are 35 periods per week, each of 45 minutes. The number of periods studied per subject per week is indicated in brackets after each subject.

## First & Second Forms

We offer a two-year Key Stage 3 programme containing a wide range of subjects and a choice of Languages. The table below shows this programme. *(Numbers in brackets are the number of periods per subject per week.)*

<b>First Form (Year 7)</b>	<b>Second Form (Year 8)</b>
Mathematics (4)	Mathematics (4)
English (4)	English (4)
Science (3)	Science (3)
Languages* (6)	Languages* (6)
History (2)	History (2)
Geography (2)	Geography (2)
Religious Studies (2)	Religious Studies (2)
Art & Design (2)	Art & Design (2)
Design Technology† (2)	Design Technology† (2)
Music (1)	Music (1)
Drama (2)	Drama (2)
Computing (2)	Computing (1)
Physical Education (1)	Physical Education (1)
Games (2)	Games (2)
<i>*3 from French, Spanish, German, Mandarin, Latin or High Performance Literacy or Numeracy</i>	<i>*2 from French, Spanish, German, Mandarin, Latin or High Performance Literacy or Numeracy</i>
<i>† including Food &amp; Nutrition</i>	<i>† including Food &amp; Nutrition</i>

## Third to Fifth Forms (GCSE)

We offer a three-year Key Stage 4 programme of core subjects and a wide range of optional subjects from which students choose four. All students will study Mathematics, English Language and Literature and the Sciences and are expected to include in their four options subjects a Language or Humanity. The table below gives further details of these choices. (Numbers in brackets are the number of periods per subject per week.)

Common Core (all students)	Options (four subjects each with three periods per week)	
Mathematics (4)	French	Art & Design
English Language and English Literature (5)	German	Product Design
Biology/Chemistry/Physics (9)	Spanish	Food & Nutrition
<i>Non-examined:</i>	Mandarin	Music
Electives including PSHEE & Religious Studies (2) [i]	Latin	Drama
Physical Education (1)	Classical Civilization *	Physical Education
Games (2)	History	ICT*
	Geography	Statistics *
	Philosophy & Ethics	Computing

### Notes

Subjects marked \* are dependent on numbers and their availability cannot be guaranteed

- i. The Electives programme is part of the Key Stage 4 curriculum and contains a wide range of studies and life skills that are valuable but do not require another GCSE examination to be part of a great education.

## The Sixth Form

Most students choose three subjects for A Level.

Each of the subjects, is taught for eight periods per week although some subjects with very small groups will be taught on six periods per week. All students also take part in our 6Plus programme and Games.

Subjects available:		
Applied Science (BTEC)	French	Philosophy & Ethics
Art & Design	Geography	Physics
Biology	German	Photography
Business (BTEC)	History	Politics
Chemistry	Latin	Product Design
Classical Civilization	Mathematics	Psychology
Classical Greek	Further Mathematics	Spanish
Computing	Music	Sport Studies (A Level or BTEC)
Economics	Music Technology	Theatre Studies
English Literature		

### Notes:

1. Further Mathematics may be studied to AS or A2 Level. It may be taken only in combination with Mathematics.
2. If the numbers for any given subject are too small, we may not be able to run the course. You will be notified as soon as possible.
3. The courses listed here are available during the academic year indicated, but no guarantee can be given about their future availability. Prospective parents and students are advised to contact the school to confirm the curriculum for subsequent years.
4. We cannot guarantee that every possible choice of subjects will be accessible, but we are usually able to provide most students with their first preferences.