



SIR THOMAS RICH'S

Curriculum Policy

This policy should be read in conjunction with the Learning and Teaching Policy (Curriculum Implementation), the Assessment, Recording and Reporting Policy (Implementation and Impact) and the School's five-year development plan.

Date last reviewed: November 2022

Status: Good Practice

Responsibility: The Headmaster and Senior Leaders will review this policy regularly. The Governors' Evaluation and Curriculum Committee has responsibility for approving the policy and monitoring its implementation.

Contents:

1. Curriculum Intent
2. Curriculum Implementation
3. Curriculum Impact
4. Curriculum Review
5. Complaints
 - Appendix 1 – the school day
 - Appendix 2 – curriculum model 2022-32
 - Appendix 3 – Sixth Form programme
 - Appendix 4 - curriculum aims rationale

1. Curriculum Intent

Sir Thomas Rich's aims to provide a broad, balanced and rich curriculum. The School believes that the acquisition of powerful knowledge and understanding, delivered explicitly by teachers who are subject experts will ensure that pupils can access the best that has been thought, said and written.

The curriculum aims to prepare pupils for a rapidly changing world by providing them with high levels of core knowledge, appropriate skills and vocabulary as well as a deeper understanding of key areas of each subject discipline so that we can inspire pupils to question; think critically, creatively and develop their intellectual curiosity.

The curriculum is designed to be academically challenging and stimulating for our able cohorts of pupils, the vast majority of whom study A Levels before beginning university degrees or degree-level apprenticeships, and the curriculum remains as full as possible for as long as possible. Through our high expectations of our pupils' approach to learning and our high aspirations for their futures, we aim to develop self-discipline, a thirst for learning and resilience as well as help students to succeed at GCSE and at A Level.

Sir Thomas Rich's aims to challenge, motivate and inspire a lifelong interest in learning, prepare students for the world of work, promote Citizenship and Personal Development as well as offering pupils social, moral and spiritual guidance and an understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

All pupils are encouraged to take part in a wide-range of extra-curricular activities to broaden their experience of school, increase their cultural capital and to enhance opportunities for learning and achievement outside

the classroom. The extra-curricular programme aims to increase pupils' sense of belonging to the School so that they can move on to the next phase of their life with ambition and confidence.

In order to meet the needs of our pupils, the National Curriculum acts as a basis for the Key Stage 3 curriculum in Years 7 – 9 as does preparation for GCSE courses in Key Stage 4. The curriculum allows students to make informed and appropriate choices. Within each subject discipline, curriculum models are constructed according to the key principles of the School's curriculum intent.

Programmes of study aim to be ambitious providing pupils with appropriate levels of challenge, as well as opportunities to secure and deepen knowledge, understanding and skills. Learning and teaching strategies will be used that facilitate long-term retention of knowledge, the development of long-term memory and thorough understanding. Learning is planned and sequenced to ensure that new learning builds on and develops prior knowledge and skills and allows pupils to identify connections within a subject and across different subject disciplines with assessment forming an integral part of the curriculum model.

The curriculum will be reviewed at least every two years by the School's Senior Management Team and governors through the Curriculum and Evaluation Committee to ensure it meets the needs of all groups of pupils.

The overall curriculum aims are summarised diagrammatically:



2. Curriculum Implementation

Opportunities to secure, deepen and develop fluent application of core knowledge and skills underpin the delivery of the School's curriculum.

The timetable

The School operates a two-week timetable of fifty periods.

There are five periods per day, each of which last for 60 minutes. A non-compulsory Period 6 allows for curriculum enhancement (such as lessons in additional languages, interventions and extra-curricular activities).

Each morning starts with a 25-minute registration slot. During this time there is a planned and structured tutor-time programme which includes reading, pupil led presentations, core studies for Year 11, and private study for the Sixth Form. Pupils also attend regular Whole School, Key Stage, Year and House assemblies during this time.

General principles

In addition to the formal taught curriculum, an extensive range of extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.

Aspects of Social Moral Spiritual and Cultural (SMSC) education are delivered through School assemblies. There is a programme of careers education throughout the School with dedicated lessons from Year 8 onwards. With the exception of Mathematics, which is taught in ability sets from Year 9 onwards, lessons are taught in mixed ability groups within the context of our academically selective intake. Students also follow a programme of personal, social and health education throughout the School.

Key Stage 3 (Years 7-9)

Our curriculum in Key Stage 3 is designed to allow all students to follow as wide a range of subjects as possible while also offering them the necessary foundations in academic subjects to allow them to progress successfully to GCSE.

In **Year 7** all students study a broad curriculum of:

English	A Modern Foreign Language	History	Technology	PE
Mathematics	Philosophy and Theology	Art	Computer Science	Drama
Science	Geography	Music	PSHE	Games

Science is taught as a single subject in Year 7. Technology is taught on a roundabout to allow experience of different aspects of the subject including Food Technology

In **Years 8 and 9** Science is split into three separate subjects of Biology, Chemistry and Physics. There is an opportunity for the strongest linguists to study a second Modern Foreign Language during Period 6.

All subjects are primarily taught by subject specialists who teach the full 11-18 age range.

Key Stage 4 (Years 10-11)

At Key Stage 4, the School provides a balance between a broad curriculum and tailoring studies to the interests and competencies of the individual student.

All students study a core programme of English Language, English Literature, Mathematics, Careers and Games. In Year 10 all students study Religious Studies and those who have not opted to take Philosophy and Theology Full Course will take a Short Course GCSE in the subject at the end of Year 10; all students have dedicated PSHE/Citizenship lessons in the Summer Term. The majority of students choose to study three separate sciences (Biology, Chemistry and Physics) but a small number opt to study Trilogy Science (Double Award) in order to take a fifth option subject, if numbers allow this to be viable.

Students choose either four or five option subjects (depending on their Science choice) of which one must be a Modern Foreign Language. The School does not insist that pupils choose a selection of subjects which meets the EBacc criteria as this is not always in the best interest of pupils' progression to further studies. Option subjects offered are: Art, Business, Computer Science, Drama, Design Technology, Economics, French, Geography, German, History, Music, PE, Photography, Philosophy and Theology (Full Course), Spanish.

The School endeavours to meet the subject requests of all students and has a very good record in allowing these; however, on rare occasions this may not be feasible, due to the constraints of the timetable or low demand in individual subjects.

There is a vast range of extra-curricular and enrichment activities beyond the formal curriculum. These are offered to all students, even if they are not continuing to study the subjects at GCSE, for example, in: Sport, Music, Drama, STEM.

Key Stage 5 (Years 12-13)

In the Sixth Form, students typically start Year 12 studying three or four A Level subjects. By Year 13, many of those who have started with four A Levels will have decided to continue with three of these. Some subjects are available at Advanced Level which are not available at Key Stages 3 and 4. These include Psychology and Politics.

The full list of A Level subjects offered is: Art, Biology, Business, Chemistry, Computer Science, Drama & Theatre Studies, Design Technology, English Literature, Economics, French, Geography, German, History, Mathematics, Further Mathematics, Music, PE, Philosophy, Philosophy & Theology, Physics, Politics, Psychology

The curriculum at Key Stage 5 offers increased scope for personalisation. Alongside a wide range of A Level subjects, students can undertake an Extended Project Qualification in Year 13. There is a structured extension studies programme which incorporates sessions covering PSHE and Careers topics as well as lessons during the week which allow students to take part in sports or other extra-curricular interests such as Debating or Duke of Edinburgh's Award.

Involvement in school activities beyond the classroom is very much a part of most students' experience. There are multiple opportunities for co-curricular activity. These vary enormously and include sport, music and drama alongside commitments such as charitable fund raising and writing for the School Magazine.

Adapting the curriculum for individual students

Each Key Stage is led by an Assistant Headteacher who works with Heads of Year to ensure that the curriculum is suitable for all individual students. Where necessary, adaptations are made to support student with particular needs and allow them to achieve the best possible results for their individual circumstances.

3. Curriculum Impact

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects.
- The range and variety of extra-curricular and enrichment activities and pupils' participation in them as indicated by the Tommy's Award.
- The retention of students from Year 11 into the Sixth Form.
- The numbers of students applying to join the School in Year 7 and Year 12.
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level.
- The destinations of our leavers at Year 11 and Year 13.
- Annual reviews of the PSHE and assembly programme.

If parents require any further information about the curriculum they should contact the Senior Assistant Headteacher – Dave Dempsey (dd@strs.org.uk)

4. Curriculum Review

Staff in Departments are given dedicated time biennially to update and review their curricula. CPD on the latest developments in the thinking behind curriculum design is made available to staff as part of this process. Staff review the curriculum content, sequencing, schemes of work and schemes of assessment as well as refining departmental advice on how curricula are delivered via subject-specific pedagogies. The outcome of this review process is shared with senior leaders to ensure a coherent approach is maintained between subject areas, particularly those which are closely related.

5. Complaints

If a parent feels that the School is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can make a formal complaint, in writing following the School Complaints Policy.

Appendix 1**The School Day**

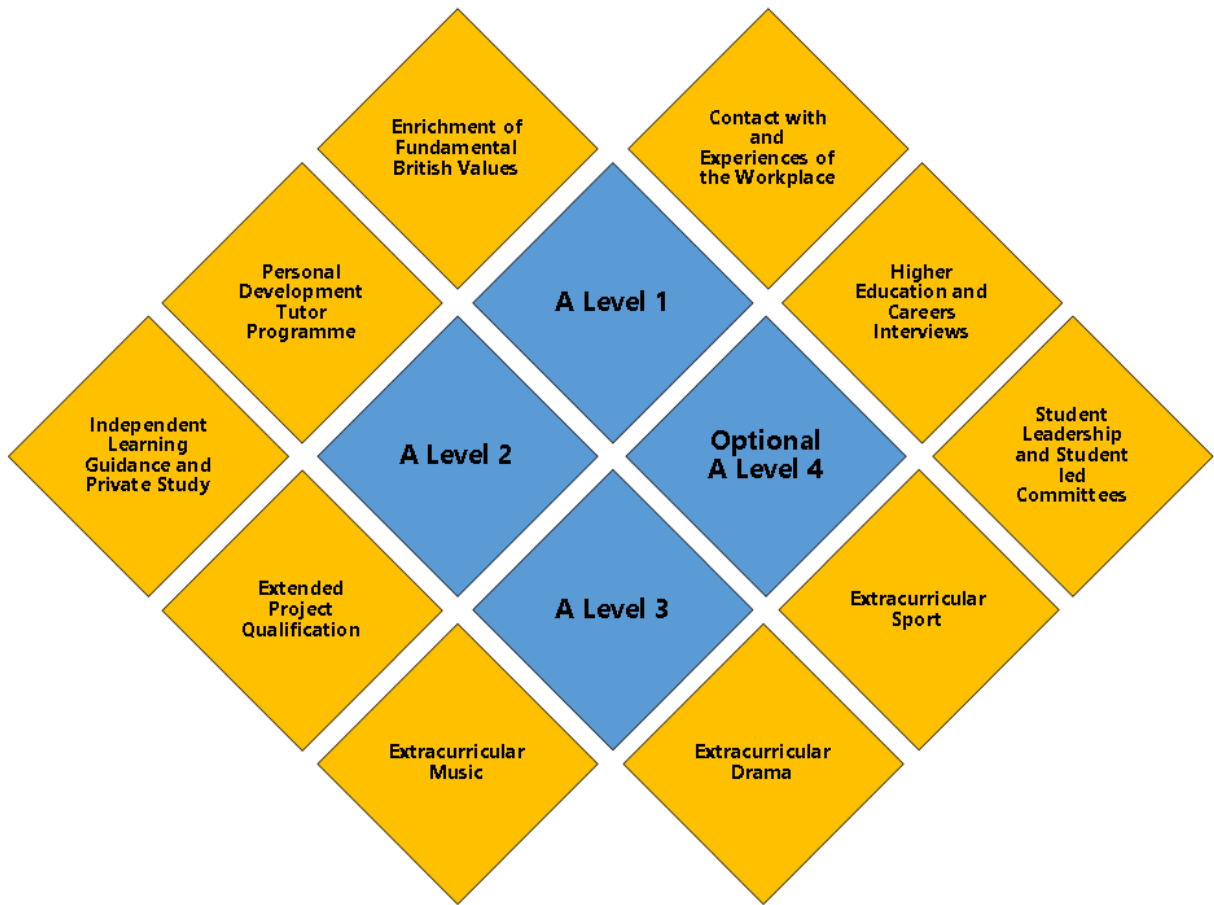
Morning Registration:	8.30 – 8.35	(5 minutes)
Assembly/Tutor Time:	8.35 – 8.55	(20 minutes)
Period 1	9.00 – 10.00	(60 minutes)
Period 2	10.05 – 11.05	(60 minutes)
Break	11.05 – 11.25	(20 minutes)
Period 4	11.25 – 12.25	(60 minutes)
Period 5	12.30 – 13.30	(60 minutes)
Lunch	13.30 – 14.20	(50 minutes)
Period 5	14.20 – 15.20	(60 minutes)
[Period 6	15.30 – 16.15	(45 minutes)]

Appendix 2

Curriculum Model 2022-23

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
1	Mathematics (6)	Mathematics (6)	Mathematics (7)	Mathematics (6)	Mathematics (6)	Option A (10+2) Biology Chemistry Design English Lit. Geography Further Maths History Physics PE Psychology Theatre Studies	Option A (10+2) Biology Business Chemistry Design Economics English Lit. History Physics Psychology	
2								
3								
4								
5								
6								
7	English (6)	English (7)	English (7)	English (7)	English (7)	Option A (10+2)	Option A (10+2)	
8								
9								
10	Science (6)	Biology (2)	Biology (2)	Biology (4)	Biology (5)	Option B (10+2) Art Biology Chemistry Economics Further Maths Geography History Physics Politics Psychology	Option B (10+2) Art Biology Chemistry Computer Science French Geography History Physics PE Psychology	
11								
12								
13	MFL (6) French or German	MFL (6) French or German	MFL (6) French or German	Chemistry (4)	Chemistry (5)	Option B (10+2)	Option B (10+2)	
14								
15								
16	Geography (4)	Geography (4)	Geography (4)	Chemistry (4)	Chemistry (5)	Option B (10+2)	Option B (10+2)	
17								
18								
19	History (4)	History (4)	History (4)	Physics (4)	Physics (5)	Option C (10+1) Art Biology Business Chemistry French Geography History Maths Music Philosophy Phil. & Theol	Option C (10+1) Art Business Chemistry Economics German Maths Further Maths Music Physics Psychology	
20								
21								
22	Philosophy and Theology (3)	Philosophy and Theology (3)	Philosophy and Theology (2)	RS Short Course (3) (inc. PSHCE)	Option A (5) Options: Art Business Computing DT	Option A (5) Options: Art Business Computing DT	Option C (10+1)	Option C (10+1)
23								
24								
25	Art (2)	Art (2)	Art (2)	Option A (5) Options: Drama Economics French Geography German History Music PE Photography Spanish	Option A (5) Options: Art Business Computing DT	Option A (5) Options: Art Business Computing DT	Option D (10+1) Biology Business Computer Science Economics English Lit. German Maths Physics Psychology	Option D (10+1) Biology English Lit. Geography Maths Physics Politics Phil. & Theol Theatre Studies
26								
27								
28	Music (2)	Music (2)	Music (2)	Option B (5) Options: Drama Economics French Geography German History Music PE Photography Spanish	Option B (5) Options: Drama Economics French Geography German History Music PE Photography Spanish	Option B (5) Options: Drama Economics French Geography German History Music PE Photography Spanish	Option D (10+1)	Option D (10+1)
29								
30								
31	Computing (2)	Computing (1)	Computing (2)	Option C (5) Options: History Music PE Photography Spanish	Option C (5) Options: History Music PE Photography Spanish	Option C (5) Options: History Music PE Photography Spanish	Option D (10+1)	Option D (10+1)
32								
33								
34	Technology (2)	Technology (2)	Technology (2)	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (10+1)	Option D (10+1)
35								
36								
37	PSHE (2)	PSHE (1)	PSHE (1)	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (10+1)	Option D (10+1)
38								
39								
40	Drama (1)	Drama (2)	Drama (1)	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (10+1)	Option D (10+1)
41								
42								
43	PE (2)	PE (2)	PE (2)	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (10+1)	Option D (10+1)
44								
45								
46	Games (2)	Games (2)	Games (2)	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (10+1)	Option D (10+1)
47								
48								
49	Games (2)	Games (2)	Games (2)	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (5) Options: Photography Spanish	Option D (10+1)	Option D (10+1)
50								
		MFL 2 (4) Spanish Optional	MFL 2 (4) French or German Optional					

Sixth Form Curriculum



Provide pupils with high levels of core knowledge and understanding

Actually **'teaching'** pupils stuff, explaining it to them well and checking that they understand it

Develop self-discipline and a thirst for learning

Getting pupils to show commitment to **working hard** and really wanting to know and understand stuff and **do well**

Value academic endeavour (scholarship)

Developing respect for and **understanding of key research** such as **established orthodoxies**, methods and theories

Teaching discrete subjects which **nurture powerful knowledge** (*improving understanding not just learning facts*) with applications that are not easily acquired from everyday experience, so that students learn to think critically and creatively as mathematicians, artists, scientists, historians etc.

Each academic discipline has its own methodologies. Critical thinking in science, for example, requires an understanding of the scientific method.

As competence and understanding grow, learners can take on more advanced concepts and challenges because they have a solid disciplinary foundation.

Foster enquiry and creativity

Taking an active approach that privileges **questioning** and fosters the ability for students to bring to mind things that aren't present to our senses and use their imaginations to conceptualise and re-conceptualise key ideas

Discovering the **individual talents** of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions

Develop resilience

Helping pupils **Bounce back from adversity** and develop grit, tenacity and perseverance so that their goals can be achieved and they can succeed in spite of obstacles, negative events and setbacks.

Developing collaboration

Helping students effectively engage in a process whereby two or more agents attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills and efforts to reach that solution

Encourage pupils to think for themselves

Giving pupils the confidence and skills to **think in different ways**, back themselves and challenge orthodoxy and dogma

Seeing patterns and connections

Critically evaluating information and arguments,

Develop intellectual curiosity

Developing the ability for individuals to become capable of transferring what was learned in one situation and applying it to new situations

Ensures pupils are not only generally curious but develop an understanding of breadth as well as depth – they become specifically curious and can navigate the dialogue between a full understanding of the **established orthodoxies**, methods and theories and their own creative and original thinking.

Developing character and meaningful understanding

This intellectual curiosity maximises metacognition and deep learning.