



CURRICULUM POLICY

Date to be reviewed	June 2027
Date of last review	June 2026
Governors Committee accountable for review	Education
Senior Leadership Team member accountable for review	TMF

Introduction

The RGS **curriculum** is designed to be inclusive, ambitious, challenging, and stimulating for every student, simultaneously cultivating strong values of respect, integrity, and aspiration to build good character. Our core aims are clear: exceptional academic attainment and progress, and the development of confident, responsible, and well-rounded young people.

We define curriculum in its broadest sense, encompassing all planned learning and experiences; academic, co-curricular, and character, designed to support both high achievement and student wellbeing. Learning means knowledge embedded in long-term memory, enabling fluent recall so learning and life skills can truly flourish. This policy details our curriculum's intent, its implementation, and how we measure its impact, with departments ensuring our vision is consistently woven throughout the school.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). We use the national curriculum as a minimum standard and go above and beyond in many areas.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [academy trust governance guide](#).

1. Curriculum Intent

We have designed and structured a curriculum that:

- is ambitious, offers breadth and balance and inspires pupils to learn.
- ensures character development is explicitly taught, implicitly caught, and actively sought through all relevant experiences.
- is designed to give all students, particularly disadvantaged students and students with SEND, the knowledge and cultural capital they need to succeed in life.
- is coherently planned and sequenced allowing knowledge to be assimilated into long term memory.
- is relevant, appropriate, engaging and inclusive, reflecting people of different ethnicities/religions/sexual orientations/genders and disabilities (DEI)
- uses assessment well to help students embed and use knowledge fluently, or to check understanding and inform teaching.
- permits the development of ICT, numeracy and literacy (reading, writing & oracy) across the curriculum.
- promotes personal development of students' through teaching of spiritual, moral, cultural and social development and Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.
- helps to develop an understanding of personal, social and health issues such as drugs, sex and relationships and the importance of a healthy lifestyle.
- provides careers coaching and guidance throughout a student's time at School.
- encourages students to take part in a wealth of co-curricular and enrichment opportunities.
- provides an opportunity to celebrate and recognise achievement and success in academic subjects and in co-curricular activities.

2. Curriculum Implementation

General principles

- In designing and implementing the curriculum, long and medium term thinking and planning is considered, including the rationale for curriculum sequencing.
- In addition to the formal taught curriculum, an extensive range of co-curricular activities designed to support and develop classroom learning and skills development is offered to all students. These include sports, music, clubs and societies, house competitions, subject enrichment activities and trips abroad and within the UK.
- Aspects of Religious Education are covered through School assemblies. Where this may cause conflict, parents may request their child be withdrawn.
- There is an extensive programme of Careers education throughout a student's time at School.
- All subjects with the exception of Mathematics (Y9-13) are taught in mixed ability groups within the context of our academically selective intake.
- Students also follow a programme of Personal, Social, Health and Education (PSHE) throughout their time at School.
- The provision of subjects in all Key Stages is reviewed regularly. Any issues relating to a subject, or discussions of possible new subjects, are discussed by the Senior Team and with the Governors' Education Committee.

The timetable

- The School operates a one-week timetable. There are 8 periods per day, each of which lasts for 35 or 40 minutes. There are 40 periods in each timetable cycle, the majority of which are double periods.
- Each morning starts with a registration/form period which twice a week will include an assembly (one House, one Year Group).
- Afternoon registration is taken at the beginning of period 5.

Options

- Students are able to make option choices in Year 7, Year 9 and Year 11
- In Year 7 students study French, German, Spanish, Latin and Classical Civilisation. They may choose to take one Modern Foreign Language and an additional one of these subjects forward into Year 8. Students will rank their options from first to fifth and the school will choose the subjects they study based on their order of preferences and subject and teacher availability.
- In Year 9 students choose their GCSE subjects as specified below, with one reserve choice.
- In Year 11 students choose their A Level subjects and the majority will choose one or more Enrichment. All students studying three A Level subjects choose at least one Enrichment. For students who qualify for and choose to study four A Levels, the Enrichment is optional.
- At all times the school will endeavour to give the maximum number of students their preferred options.
- If a subject is not able to run due to low numbers, students will be informed.
- Where more students have applied for a subject than the school is able to accommodate, Subject Leaders will be asked for recommendations and students will be given the option to change their preferences. If subjects are still oversubscribed, names will be selected at random.

Key Stage 3 (Years 7-9)

- Our curriculum is designed to allow all students to experience as wide a range of subjects in Years 7-9 as possible.

- In Year 7 all students study a broad curriculum of:
 - English
 - Classical
 - Design & Technology
 - Mathematics
 - Civilisation
 - Cookery
 - Biology
 - History
 - Music
 - Chemistry
 - Geography
 - Physical Education
 - Physics
 - Religious Studies
 - Games
 - French
 - Computer Science
 - PSHE
 - Spanish
 - Science
 - Latin
 - Art
- Year 7 students are taught in their houses (forms), in subsequent years students remain in their house for from time activities and are taught in teaching groups.
- In Year 8, Character Education and Drama are added to the curriculum and students choose to study one MFL and one additional option for the next two years from the following:
 - Latin
 - Classical Civilisation
 - French
 - German
 - Spanish
- In Year 9 class sizes are smaller as the year cohort is divided into 8 teaching sets rather than 6.
- All subjects are taught by subject specialists.

Key Stage 4 (Years 10-11)

- The curriculum remains broad in Key Stage 4. All students study 10 GCSEs. Under exceptional circumstances the school may offer to reduce the number of subjects a student studies.
- The core curriculum subjects taken to GCSE are:
 - English Language
 - English Literature
 - Mathematics
 - Biology
 - Physics
 - Chemistry
 - A language (either MFL or Latin)
 - Geography or History
 - Two further options from French, Spanish, German, History, Geography, Art (Fine) or Art (Graphic Design), Music, DT, Computing, Religious Studies, Latin, Classical Civilisation, Physical Education
 - In addition, all students follow modules in RE/Ethics, PSHCE, Careers, PE and Games.
 - On Thursday afternoons students take part in TAA, an enrichment programme which includes opportunities to be part of the CCF, volunteer for Social Service, play a new or different sport, learn a language and many other activities.
 - Students in Year 10 choose either an academic activity, or an activity that further develops their character, focusing on leadership and service.
 - As students in Year 11 already have more academic time than in Yr 10, they are able to choose either a sporting activity, to promote their physical well-being, or an activity that further develops their character.
- The vast majority achieve the English Baccalaureate.
- The School endeavours to meet the subject requests of all students; however, at times this may not be feasible, due to the constraints of the timetable.
- There is a huge range of co-curricular and enrichment activities beyond the formal curriculum and students are regularly encouraged to develop their transferable skills by trying new

things and taking part in regular activities.

Key Stage 5 (Year 12 and 13):

- All students study three or four subjects (from our available A Level subjects and the Sports BTEC) with a compulsory enrichment subject in Year 12 if on three subjects, optional if starting on four subjects.
- In order to study four subjects students must achieve 64 points from their Best 8 taught GCSEs.
- They continue with three or four subjects with an optional enrichment subject in Year 13.
- Year 12 students also follow a Games programme and a PSHE/Lecture programme.
- Year 13 students also follow a PSHE/Lecture programme.

The subjects currently available are:

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|-----------------------|--|--------------------|
| ○ Ancient History | ○ French | ○ Music |
| ○ Art | ○ Further Mathematics
(usually only as a 4th A level) | ○ Music Technology |
| ○ Biology | ○ Geography | ○ Philosophy |
| ○ Business Studies | ○ German | ○ Physics |
| ○ Chemistry | ○ History | ○ Politics |
| ○ Computer Science | ○ Latin | ○ Psychology |
| ○ Design & Technology | ○ Mathematics | ○ Spanish |
| ○ Economics | | ○ Sport (BTEC) |
| ○ English Literature | | |

- The additional enrichment subjects currently available are:

- EPQ
- Critical Thinking
- UMAT Preparation
- GCSE Italian
- Beginners Japanese
- CCF
- SLST
- DoE Gold Award
- Volunteering
- AS Further Maths (Year 13)

- All Sixth Formers are strongly encouraged to develop themselves through an extensive programme of co-curricular opportunities. These include volunteering, mentoring and school leadership, as well as all the activities available throughout the school.

Adapting the curriculum for individual students

The Headmaster is responsible for the management of the curriculum by virtue of his office, and he delegates the day-to-day responsibility to the Assistant Head (Curriculum). In certain cases which will be supported by evidence, the School recognises that there may be a need to adapt our stated curriculum to the specific needs of an individual. This will be managed in the first instance by the Assistant Head with advice from the Head of Year or SEN Manager. The Headmaster is the final arbiter.

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. This includes a particular focus on the most disadvantaged and SEND students.

- The progress which students make through the School as seen from regular assessment points, attainment and attitude to learning grades, end of year exams and thorough analysis of data drawn from these.
- Curriculum QARs of academic departments to ensure high standards and consistency within and across departments.
- The manner in which the curriculum is applied systemically and systematically from Key Stage 3 through to Key Stages 4 and 5.
- The degree to which students read widely and often, with fluency and comprehension appropriate to their age.
- The degree to which they can apply mathematical knowledge, concepts and procedures appropriately for their age.
- The range and variety of co-curricular and enrichment activities and students' participation in them as indicated by regular pupil surveys.
- 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 Assistant Head, Mr Fossey (admin@rgshw.com).

Complaints Procedure

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, s/he can make a formal complaint using our Complaints Procedure which can be found on the School website www.rgshw.com.