



**St Richard Reynolds Catholic College**

**Policy:** Secondary Curriculum Statement

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**Aims:**

St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are loved, listened to, challenged and inspired.

At St Richard Reynolds we aim to offer to all students an interesting, broad and balanced curriculum: a curriculum which promotes examination success and recognises personal achievement at all levels. Religious Education is at the heart of our curriculum and lessons are carefully planned to ensure that all areas of the Bishops' Curriculum Directory are met i.e. Revelation, Church, Celebration and Life in Christ. "The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life". (The Bishops' Curriculum Directory 2012). Catholic Social Teaching is also embedded in our teaching to ensure that engagement with religious teaching is not solely the preserve of RE lessons but part of the development of the whole person.

Our College Vision forms the basis upon which our curriculum is based, so that the children entrusted to us will:

- experience the benefit of positive relationships
- develop 'bucket loads' of confidence
- attain the academic outcomes they need and are capable of
- develop the skills and attributes that will help them succeed in tomorrow's world
- grow in faith and strive to live their lives as the person God has created them to be

Our core purpose is to provide outstanding learning and teaching opportunities for all our students. Our curriculum aims to offer challenge, leading to the highest standards of personal achievement through the recognition of individual needs and provides varied co-curricular experiences as well as progression within and between the Key Stages. Our curriculum is delivered allowing a cycle of engagement, development, demonstration and then an opportunity to reflect, review and grow.

Pupils (Primary) and students (secondary) should have a positive attitude to their learning and therefore LORRIC/'Habits of Mind' metacognition (thinking about thinking) and self regulated learning behaviours are explicitly taught and incorporated into the curriculum and enrichment days.

All pupils and students should have a minimum standard of entitlements and opportunities to develop cultural capital (trips, visitors, residential trips, theatre trips and retreats).

***To put our curriculum into practice, staff will:***

- Have high expectations of students
- Employ a variety of appropriate teaching and learning methods
- Ensure that students including those with SEND and PPG are found means to access the curriculum including co-curricular, trips and visits and given opportunities to succeed
- Deliver a curriculum which builds upon students' previous experiences
- Provide work which offers depth, challenge, motivation and inspiration
- Provide regular feedback through assessments and encourages students to evaluate their own learning
- Develops students' skills to become independent learners through metacognition and self-regulation
- Reward and value student achievement
- Work in partnership to keep parents informed regularly

The curriculum is reviewed annually by the Governing Body.

**The EYFS, KS1 and KS2 Curriculum**

The pupils will learn six cross-curricular topics annually with History, Geography and Science driver themes. This provides pupils with an opportunity to see connections between their learning and to apply their reading, writing and Maths skills in a range of contexts. This cross-curricular themed approach also ensures pupils develop a rich and deep subject knowledge. Pupils will understand the purpose and value of their learning and see its relevance to their past, present and future.

Each topic will follow a four-part structure in line with our curriculum intent:

**Stage 1: Engage** – hook the learners through a big question, memorable experience or trip. Pupils will generate questions to steer their learning, be inspired and understand the purpose to their learning. During this stage connections will be made with any residual knowledge.

**Stage 2: Develop** – pupils are developing skills that are cross-curricular and promote personal development. Opportunities are provided to develop learning behaviours (Habits of Mind).

**Stage 3: Demonstrate** – pupils are taught key knowledge, linked to the national curriculum, in a thematic approach. Learning and teaching is challenging, progressive and leads to long-term memory retention.

**Stage 4: Reflect, Review and Grow** – pupils celebrate their success, assess their learning and reflect on the skills and knowledge they have learned.

Learning is carefully planned and structured to ensure deep, secure understanding. We will therefore allow pupils to learn at a pace that enables the formulation of a robust understanding of central ideas; key concepts; key bodies of knowledge and fundamental skills. We will abide by the maxim 'less is more' and may cover fewer items, but we will do so in much greater depth. Our aim in doing so will be to ensure that all units of learning have a high impact on pupils' development. An example of this is our Teaching for Mastery approach in Mathematics supported by The White Rose resources and NCETM.

Pupils' mental health and well-being plays an important part in their ability to engage with their learning and to be happy. So, built into our curriculum, are opportunities to develop strategies to maintain a healthy mind and body. Pupils have a wide range of opportunities to engage in sport and physical education.

Themed weeks and days will enrich the curriculum and provide an opportunity to learn new skills and knowledge (Arts Week, Well-being week, STEM week, National Poetry day and Roald Dahl Day).

### Early Years Foundation Stage:

The Reception curriculum follows the changes brought in with the Early Years Foundation Stage Framework in September 2021. It covers seven areas of learning; three prime and four specific. The three prime areas are Personal, Social Emotional Development, Communication and Language and Physical Development. Success in these areas ensure that children will go on to achieve in the specific areas of learning; Literacy, Maths, Understanding the World and Expressive Arts and Design. Children will learn in a variety of ways in the classroom in a combination of adult directed teaching and child initiated learning. There will be a strong focus on objective led planning which will provide the opportunity for each child to develop their understanding and make progress in a way that engages them and appeals to their personal interests. In addition to the seven areas of learning, pupils will also take part in Religious Education and PSHE lessons which will underpin teaching and learning within the classroom. Play and Exploration is a fundamental part of learning in Reception. It means children are able to choose activities where they can engage with other children or adults or sometimes play alone. During these activities the children will learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. We will provide them with sufficient space both indoors and outdoors, time and choice with a range of activities. Learning activities will be planned through discussion with the children around their current interests, as well as taking into account their learning styles and stages of development.

### Key stage 1 and 2:

Key Stage 1 – Years 1 and 2		Key Stage 2 – Years 3,4,5 and 6	
<i>*As topics are taught in a cross-curricular approach the subject allocation may differ weekly.</i>			
Subject	Lessons	Subject	Lessons
Religious Education <i>(Statutory 10% of teaching time)</i>	2	Religious Education <i>(Statutory 10% of teaching time)</i>	2
Maths Additional Mastering Number sessions (x3 15 minutes weekly)	4	Maths	4
English (including handwriting practice)	4	English (including handwriting practice) Whole class Guided Reading Daily	4
Phonics including daily reading	5	Spelling, grammar and punctuation	5 short sessions
Science	1	Science	1
History or Geography	1	History or Geography	1
Computing	1	Computing	1
Art or D+T	1	Art or D+T	1
PSHE/key skills	1	PSHE/key skills	1
French (specialist)	1	French (specialist)	1
Music (specialist)	1	Music (specialist)	1
Physical Education (specialist)	2	Physical Education (specialist)	2

### Primary Co-curricular:

All pupils are encouraged to take part in co-curricular activities offered within the school which we believe will help them develop fully as individuals and establish the habit of being a lifelong learner. We have a particular focus on ensuring equitable access to clubs by actively ensuring our more vulnerable learners participate in regular co-curricular activities. Pupils are encouraged to learn an instrument and there are many opportunities to take part in music through choirs, music festivals and individual music tuition. There are a range of sporting activities open to all year groups that take place before and after school as well as lunchtime inter-house competitions. Other clubs offered include: drama, cookery, Italian and textiles. An Advent and Lenten Art and Prayer group is open to all pupils during these liturgical seasons.

### Key Stage 3 Curriculum

The formal curriculum is delivered over two weeks, consisting of 60 periods a week with each lesson lasting 50 minutes. All National Curriculum subjects, Religious Education and Latin are taught alongside opportunities to develop spiritually, socially, morally, physically, culturally and academically.

Year 7		Year 8		Year 9	
Subject	Lessons	Subject	Lessons	Subject	Lessons
Religious Education	6	Religious Education	6	Religious Education	6
English	8	English	8	English	8
Mathematics	8	Mathematics	8	Mathematics	8
Science	8	Science	8	Science	8
Art	3	Art	3	Art	3
Drama	2	Drama	2	Drama	2
Geography	4	Geography	3	Geography	4
History	3	History	4	History	4
Classics	2	Classics	2	Latin*	2
MFL French or Spanish	4	MFL French or Spanish	4	MFL French or Spanish	4
Music	3	Music	3	Music	2
Physical Education	4	Physical Education	4	Physical Education	4
Technology	4	Technology	4	Technology	4
Key Skills	1	Key Skills	1	Key Skills	1

\* Opt in Latin in Year 9 (with non electors taking more French or Spanish)

PSHCE is delivered by a drop down morning (rotating on a half termly basis) and includes education on British Values and RSE. Careers education is taught within the PSHE curriculum, as well as a Year 7 and Year 9 Careers Information Day, a Year 8 Enterprise Day plus a Year 7 “dress up day” and work simulation.

### **Key Stage 3 groupings**

Year 7: all students are taught in mixed ability groupings, with Maths set after internal Midyis tests and KS2 SATs (if they are sat) are analysed in the Autumn of Year 7.

Year 8: Maths is taught in ability groupings, all other subjects in mixed groupings.

Year 9: Maths and Science taught in ability groupings, all other subjects in mixed groupings. Year 9 is positioned as a pre GCSE year where many subjects introduce concepts from their GCSE curriculum. Maths and English introduce their KS4 curriculum. Students otherwise engage with a full three year KS3.

### **Key Stage 3 Co-curricular**

All students are expected to take part in co-curricular activities offered within the school which we believe will help them develop fully as individuals and establish the habit of being a lifelong learner. We have a particular focus on ensuring equitable access to clubs and societies by actively ensuring our more vulnerable learners participate in regular co-curricular activities.

All KS3 students are encouraged to learn an instrument, and approximately 75% of our Year 7 students do so. Four choirs, guitar ensemble and orchestra are offered as well as Theory and Advanced Musicianship Clubs. There are many opportunities to participate in music through our gig nights and regular concerts.

All KS3 students are encouraged to participate in sport outside of PE lessons. 16 clubs are offered, from golf to archery, rugby to basketball with 56% KS3 students actively participating, an even distribution between boys and girls.

We put on an annual drama production, the most recent of which was School of Rock. Bronze Duke of Edinburgh Award is offered to Year 9 students with 85% participating. We also offer a broad range of clubs and societies, currently on offer are: Drama, Chess, Science and Book Club. These are launched in a Freshers Fair to KS3 at the start of the academic year to build excitement and set the expectation of participation.

## Key Stage 4 Curriculum

The formal curriculum is delivered over two weeks, consisting of 60 periods a week, with some students studying as a twilight if they take Triple Science. Students study for 6 compulsory GCSEs and choose an additional 3 GCSE subjects; some students are offered the opportunity to take additional GCSEs in Triple Science or Further Maths. Further Maths is delivered to the top set in Year 10 and 11 during existing curriculum time. The choice is open to allow students to tailor the curriculum to their needs and interests, this is done in partnership with parents and teachers. The following subjects are currently available as GCSE Option subjects:

Art, Computer Science, Drama, Food Preparation and Nutrition, Geography, History, Latin, French, Spanish, Music, Physical Education, Product Design, Triple (Separate) Science and Further Maths.

Some students will follow an alternative curriculum outside of the compulsory curriculum. This will involve the study of vocational subjects. Travel and Tourism BTEC for Year 10 is offered as an eighth or ninth option subject.

Some students will be invited to study additional English and/or Mathematics in place of one GCSE option, receiving an additional 6 periods per fortnight teaching in these subjects.

Compulsory		Optional	
Subject	Lessons	Subject	Lessons
Religious Education	6	Option1	6
English (Language & Literature)	11	Option 2	6
Mathematics	9	Option 3	6
Science	12 (14 if Triple Science is taken (see above))		
Physical Education	4		

PSHE is delivered by a drop down morning (rotating on a half termly basis) and includes education on British Values and RSE. Careers education is taught within the PSHCE curriculum, as well as students attending a careers fair, 1:1 careers meetings and completing a week of work experience at the end of Year 10.

## Key Stage 4 groupings

Mathematics and Science are taught in ability groupings and all other subjects are taught in mixed ability contexts.

## Key Stage 4 Co-curricular

Approximately 25 % of KS4 learners continue with instrument tuition and there is strong participation in orchestras and choirs in our older years.

Many KS4 students are encouraged to participate in sport outside of PE lessons. We have successful Basketball, Football (girls and boys) and Rugby (girls and boys) clubs who have won District competitions and we have at least 3 athletes competing at National level.

Silver Duke of Edinburgh Award is offered to Year 10 students with over 47% participating.

KS4 students are also encouraged to become Prefects getting involved in the wider life of the school, for example Mental Health mentoring, hearing children read in our Primary school and presenting on school life for parents and prospective parents. Over 33% of our Year 11 students chose to be involved in the school in this way.

We have a particular focus on ensuring equitable access to clubs and societies by actively ensuring our more vulnerable learners participate in regular co-curricular activities.

### **Key Stage 5 Curriculum**

At Sixth Form the formal curriculum and co-curricular activities come together and are divided into 60 periods a fortnight with each lesson lasting 50 minutes. Students study 3 A level courses and each is given 10 lessons a fortnight. The following subjects are currently available:

Art, Biology, Business Studies, Chemistry, Computer Science, Economics, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Music, PE, Physics, Product Design, Psychology, Religious Education, Sociology and Spanish.

Students then partake in Core Religious Education lessons twice per fortnight in Year 12 and three times per fortnight in Year 13 (to take account of the reduced number of weeks Y13s are in school and to meet the Diocesan requirement in terms of curriculum time). Students study distinct topics in Year 12 and 13:

- Year 12 - crime and punishment, Mark's gospel, sanctity of life, medical ethics
- Year 13 - Prejudice and discrimination, sanctity of life, prayer for others, Islamophobia

The SHaPE (Self-help and Positive Engagement) programme runs for two periods a fortnight and provides the opportunity for students to develop the wider skills they need to prepare for adult life and includes the following types of activities which will be led by our own staff and external visitors and speakers:

- Study skills
- Careers
- Trips and visits
- Universities and UCAS
- Social, emotional, community awareness
- Leadership
- Well-being activities
- RSE

Students are able to use the dedicated Sixth Form study space which is supervised by the Sixth Form Admin Team during study periods. During these study periods, students will either complete specific homework tasks given by teachers or undertake wider research, examination practice, reading or skills development. A range of subject specific resources are provided for students via Google Classroom.

**Year 12:****Year 13:**

<b>Subject</b>	<b>Lessons</b>		<b>Subject</b>	<b>Lessons</b>
A Level 1	10		A Level 1	10
A Level 2	10		A Level 2	10
A Level 3	10		A Level 3	10
Core Religious Education	2		Core Religious Education	3
SHAPE	2		SHAPE	2
Study Periods	26		Study Periods	25

## Careers Education at KS5

<i>Year</i>	<i>Autumn Term</i>	<i>Spring Term</i>	<i>Summer Term</i>
<b>Year 12</b>	Which Career, Which Uni visit <sup>1</sup>	UCAS Conference <sup>2</sup> Futures Workshops for parents and students Unifrog Introduction	Employability workshop Application workshops – personal statement writing, student finance workshops, UCAS application support University Visit – whole year group Work Experience Specialist support for Oxbridge, med, den, vet candidates
<b>Year 13</b>	121 Interviews with Innervate 121 Tutor Meetings to support Personal Statement writing		Post-results day support

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<sup>1</sup> Virtual Event this year

<sup>2</sup> Virtual Event this year