



Curriculum Policy Senior School

Applicable to: Students and staff and information for parents/guardians

The curriculum at Redmaids' High School has been designed to generate an excitement for learning and to stimulate intellectual curiosity in all our students. Our curriculum is modern and innovative, full of creativity and challenge. It offers variety and provides opportunities for all students to find their passion and to develop their expertise so that they can pursue their individual and collective ambitions. We seek to develop an understanding of and an appreciation for diversity in every sense, and use local, national and global contexts to help achieve this aim.

Objectives:

- To build on the prior learning of each student
- To provide guidance for choices in education and life so that students are encouraged to 'know themselves' and how their individual aptitudes and their interests relate to the world beyond school
- To provide the broad range of knowledge and skills that ensure that students can operate effectively in their contemporary world
- To equip students with the relevant qualifications and experience for university, further education or employment
- To provide skills and knowledge and encourage attitudes that will develop independent learning and intellectual curiosity
- To ensure that ICT is embedded into lessons to increase opportunities for learning
- To provide personal, social and moral education and encourage a positive attitude to sport and healthy lifestyle
- To ensure appropriate career guidance and support for all students
- To provide a broad curriculum that balances a range of subjects and opportunities
- To ensure that all students at Redmaids' High School with an EHCP, those who are gifted and talented, those who have English as an additional language and those with learning difficulties or disability, can participate fully in all aspects of school life, both academically and socially. (See Special Educational Needs and Disabilities policy and Athena Code of Practice).
- To ensure the school upholds the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Implementation:

- The Headteacher, Deputy Heads and Senior Management Team together with staff curriculum review groups, have a role in the responsibility for long term planning and review of the curriculum
- All departments will consider National Curriculum guidelines as a starting point for the delivery of their subject

We will:

- Endeavour to make a subject available from KS3 to GCSE and at A Level or IB Diploma level in the sixth form
- Deliver programmes of careers education that help students make appropriate and informed decisions about the choice of GCSEs, A levels and/or the IB Diploma in the context of their future aspirations
- Vary the option subject groupings on an annual basis in order to cater for the subject combinations required by the majority of the year group
- Support the effective delivery of the curriculum by providing opportunities for staff development and INSET to achieve high quality teaching and learning
- The School offers a wide and balanced range of subjects. It aims to reflect the nature of a multi-racial community, celebrate the benefits of cultural and linguistic variety, and recognise the value of cultural and religious differences through the curriculum
- The school is not denominational and proactively supports different religious observance.

Key Stage 3:

- The School ensures a broad and balanced curriculum throughout KS3 where all students are able to experience all subjects and are not required to specialise too early. We believe in breadth of opportunity
- For the first three years all students shadow Key Stage 3 of the National Curriculum
- Subjects include English, Maths, Science, French, German, Spanish, Russian, Latin, Classical Civilisation, History, Geography, Religious Studies, Art, Music, Food Technology, Textiles Technology, Design Technology, Information Technology, Physical Education/Sport Studies, Drama and PSHE (Personal, Social and Health Education)
- All lessons are 1 hour in length
- Mathematics is taught in sets from Year 7 and science subjects are taught in sets from Year 9.
- Subjects studied are listed to the left. The total number of 1 hour lessons per subject over a fortnightly period, are identified in the following columns:

	Year 7	Year 8	Year 9
English	5	5	6
Mathematics	6	5	6
Science	5		
Biology		2	3
Chemistry		2	3
Physics		2	3
Geography	3	3	2
History	3	3	2
Religious Studies	3	3	2

Language 1 (French/ Russian/Spanish)	3	4	4 *
Language 2 (French/German/Spanish)	3	4	4 *
Latin	3	3	3 or 4 *
Art/Drama	2		
Art		2	2
Drama/ICT and Computing		2	
ICT and Computing	2		3*
Technology: One third of year each on Textiles, Product Design and Food	3	2	3*
Physical Education	6	5	4
Food Science and Nutrition			3*
DT Textiles Technology			3*
Classical Civilisation			3*
Music	2	2	2
Music Technology			3*
PSHE	1	1	1
TOTAL:	50	50	50

* In Year 9, students choose two from Language 1, Language 2 and Latin and two further subjects from Latin, Music, Music Technology, Computer Science, Classical Civilisation, Food Science and Nutrition and DT, Textiles Technology.

Key Stage 4 (Years 10 and 11):

The GCSE core at Redmaids' High School consists of IGCSE Maths, IGCSE English, IGCSE Science and a modern foreign language. All teaching groups are of mixed ability except for mathematics, and science. The numbers below are the number of one-hour lessons per fortnight.

English	6
Maths	6
Triple Science	12
Dual Science with educational support	10
Modern Foreign Language	5
PE/Senior Games	4
PSHE/Careers	1
3 x Optional subjects	5:5:5
Study Period	1

Some students follow a modified curriculum with one few subject fewer or no language to support particular needs.

Year 10 Option Blocks 2021–2022:

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Art	Computer Science	Art	Art
Business Studies	Food & Nutrition	Business Studies	Dance
Drama	Geography	French	Drama
Geography	History	Geography	French
History	RPE	German	Latin
Music	Spanish	History	PE
PE		Russian	RPE
Textiles		Spanish	

Year 11 Option Blocks 2021-2022:

BLOCK A	BLOCK B	BLOCK C	BLOCK D
Art	Art	Dance	Business Studies
Business Studies	Classical Civilisation	Drama	Food & Nutrition
Computer Science	Drama	Geography	Geography
Food & Nutrition	German	History	Latin
French	History	Music	Religious Studies
Geography	Russian	Physical Education	Russian
History	Spanish	Religious Studies	Spanish
Spanish		DT: Textiles	

Sixth Form

In the Sixth Form students either study A Levels or the IB Diploma.

A Level Programme:

- There are four A Level options (Blocks A-D) – most students choose three subjects although some may select four subjects.
- Each subject receives 9 hours per subject/fortnight.
- In addition to their A Levels, students select one or two further qualifications from block E and take part in Senior Games and the Futures programme

Year 12 Option Blocks 2021–2022:

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Art	Biology	Art	Biology	EPQ
Biology	Drama	Business Studies	Chemistry	Higher Sports Leaders
Government and Politics	English Literature	Classical Civilisation	Economics	Further Maths
Maths	Further Maths	Chemistry	French	Core Maths

Music	Food & Nutrition	Computer Science	German	Astronomy
Psychology	Physical Education	Geography	History	Photography
Russian	Physics	History	Psychology	Medical Sciences
	Textiles	Maths	Religious Studies	Foundation MBA
			Spanish	

Year 13 Option Blocks 2021–2022:

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Chemistry	Art	Art	Biology	EPQ
Drama	Biology	Chemistry	Classical Civilisation	Higher Sports Leaders
Geography	Business Studies	Computer Science	Further Maths	Further Maths
History	English Literature	Economics	Food & Nutrition	Core Maths
Maths	Government and Politics	Latin	French	Astronomy
Textiles	German	Maths	Geography	Photography
	Music	Psychology	History	
	Physics	Religious Studies	Physical Education	
	Spanish		Psychology	

International Baccalaureate Diploma Programme:

Students need to select six subjects, one from each of the groups below, checking that their subject choices meet the criteria of the IB Circle. Each subject can be studied at Higher Level or Standard Level except for 'ab initio' Italian, Literature in Performance and Environmental Systems and Societies which are at Standard Level only.

Students need to select three subjects to study at Higher Level and three at Standard Level. These subjects, together with TOK, CAS and the Extended Essay form the diploma programme over two years.

- Each Standard Level subject receives 5 hours per fortnight
- Each Higher Level subject receives an additional 3 hours per fortnight.

Year 12 IB Option Boxes 2021–2022:

ENGLISH (N)	MATHS (M)	SCIENCE (W)	LANGUAGE S (W)	HUMANITIE S (Y)	MIX ED (Z)
English Literature SL/HL	Maths A&I SL/HL	Biology SL	Latin SL/HL	Geography SL/HL	Che mist ry SL/ HL
		Physics SL/HL	German SL	History SL/HL	Glob al Polit ics SL/ HL
		ESS SL	French SL/HL	Philosophy SL/HL	
		Psychology SL/HL	Italian ab initio SL		

Year 13 IB Option Boxes 2021–2022:

ENGLISH (N)	MATHS (M)	SCIENCE (W)	LANGUAGES (X)	HUMANITIES (Y)	MIXED (Z)
Literature in Performance SL	Maths A & I SL	Physics SL	Spanish SL	Psychology SL	Art SL
English Literature SL	Maths A & A SL	Biology SL	Italian SL	History SL	Chemistry SL
			Russian SL		French SL
			Global Politics SL		

English Literature HL	Maths A & I HL	Biology HL	French HL	Spanish HL	Art HL
Philosophy SL	English Literature HL	Russian HL	(Philosophy SL)	History HL	Chemistry HL
	(Italian HL)			Psychology HL	

- HL timetables out of block

Remote learning

In the event of prolonged school closure the delivery of the normal school timetable continues online.

Full timetables are taught for all year groups with 45 minutes of every lesson delivered live via Microsoft Teams and 15 minutes designated for completion of work independently to give students and teachers a break from the screen.

**L Beynon/Katie Atkins reviewed June 2021
Review May 2022**

CODE OF PRACTICE

CAREERS EDUCATION & GUIDANCE AND WORK EXPERIENCE

Applicable to: All teaching staff, students and their parents.

CAREERS EDUCATION & GUIDANCE

Aims:

- To provide up-to-date and relevant information on further and higher education choices and alternatives to UK universities and work-based learning opportunities in a broad and impartial way.
- To broaden students' knowledge of career possibilities in the changing workplace.
- To help in the decision making process for GCSE, A-level and additional qualifications, IB, and Higher Education courses and work based options in order that the students make appropriate choices and reach their full potential.
- To introduce the students to the importance of developing their key/transferable/employability skills.
- To encourage teaching staff to promote careers education within their subject areas.

Guidelines:

- To ensure that all Careers Education and Guidance is unbiased and broadly based.
- To ensure that confidentiality is respected.
- To ensure that parents are involved, as appropriate, in the careers decision-making process.
- To ensure that students take an active role in their career learning.
- To encourage students to fulfil their potential by developing an understanding of their strengths and weaknesses and interests.
- To prevent all forms of stereotyping in relation to career opportunities.

Implementation:

- Careers information, including all information from Universities & Colleges, is kept up to date and is readily accessible to students.
- Liaison with external bodies including ISCO and COA.
- Careers education is delivered through tutor time and form periods in Years 7 and 8 as part of the broader PSHE programme.
- Students in Year 9-11 follow a PSHE and careers programme which includes careers lessons to develop the reflective and analytical personal skills and self-evaluation needed to explore future options. The careers library and Head of Careers is available for individual or group meetings at this stage and all year 10 have a programme of guidance interviews running into Year 11.
- Lesson time for Year 10-13 includes sessions on alternatives to University, degree apprenticeships and other apprenticeships.

- Students have access to a range of career websites, such as Kudos, Future Finder, Start Profile & National Careers Service.
- Parents and students attend a Sixth Form Evening where alternative pathways are discussed regarding apprenticeships, armed forces, management training etc.
- Year 12 and 13 receive careers guidance as part of the Futures Programme (see PSHE Futures Programme Scheme of Work) and on an individual basis.
- A database of parents, alumnae and other contacts e.g. parental contacts is constantly updated (to be used in Work Experience placements, lunch-time careers talks, mock interviews for Year 13 students particularly for Oxbridge candidates and those applying for Medicine, Dentistry and Veterinary Science, facilitators for the Year 10 Careers Day).
- Careers Events are organised in conjunction with other schools in Bristol – the Year 10 Careers Conference, the Study Abroad Careers Fair, and the Year 9 Careers Day.
- Work Experience is seen as a vital part of careers education particularly with the implementation of Work Related Learning at Key Stage 4: Year 11 students are expected to do one week of work experience after GCSEs and Year 12 and 13 students are encouraged to do more in preparation for UCAS.
- Year 12 students are all offered a one-to-one interview to discuss Higher Education choices and options.
- Liaison with parents is essential and is mainly through Parents' Evenings but also occurs on an informal / individual basis.
- As part of the Futures Programme, Year 12 & 13 students attend talks on a wide range of careers and Higher Education topics
- Year 12 students receive a broad range of talks and advice from visiting speakers and Redmaids' High staff in Higher Education week
- An annual conference open to Year 10 offers talks and opportunities in a field of interest ranging from Medicine to Creative Arts.
- External companies, such as Rolls Royce, Airbus, Renishaw and MOD attend the Year 10 STEM day.
- Lunchtime talks are organised from companies, such as Airbus and Womble Bond Dickinson.
- Year 12 students all attend the UCAS convention during the spring term.

WORK EXPERIENCE

Introduction:

At Redmaids' High School, we believe that short periods of work experience for students in Year 11 can provide an invaluable help for our students in deciding upon the course of study that they wish to follow at university. It enables them to gain an insight into the qualities which are useful to employers and to understand the value of inter-personal and communication skills as well as experiencing team-working in the work place.

Organising work placements:

At Redmaids' High School, we believe that it is important for our students to develop their initiative and to make the arrangements for themselves, although we are able to provide a helping hand, and have a database of employers, parents and former students and electronic records of previous placements who are all prepared to offer work experience to students from the school. Equally, we encourage pupils to make use of their own, and their families', contacts.

Risk assessments:

We aim to develop a good relationship with the employers with whom we place our students on work experience and aim to visit all the sites on a rolling three-year programme. We have seen copies of their insurance and risk assessments and will call every employer that we do not visit in person, each year.

Insurance cover:

Given the insurance implications of work experience taking place in other countries, we encourage students to seek placements within the UK. Where students find placements within the EU, or further afield, we require details to be passed on to the school in order that we can check that our insurance providers will cover them, in order to approve the placement. We ask all employers in the UK to provide us with a copy of their Employers' Liability Insurance and will not allow a placement to progress until this is received.

Reflection:

We consider Work Experience as an activity that is most worthwhile when planned, reflected upon and evaluated. To this end, each student will complete a short journal, assisting them in these thought processes, to enable them to gain the most from the experience and to inform the School's future planning and advice.

Associated policies:

School Visits
Risk Management

Kate Doarks October 2020