



2a Curriculum Policy

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Linked documents: Academic Development Plan, Teaching Marking Assessment and Pupil Performance Policy, SEND, EAL and AG&T Policy, Careers and Higher Education Policy, PSHE and RSE Policy, Curriculum Plan, Curriculum Booklets, Pupil Performance Policy, Exams Policy, Equal Opportunities Policy, Equality, Diversity and Inclusion Policy, Health and Safety Policy, Admissions Policy, Accessibility Plan, Co-curricular Policy, Academic Societies and Clinics Booklet, SMSC and PSHE Audit, EDI Audit, Remote Education Guidelines, Community Action Programme.

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1 Key Staff

Staff Name	Responsibility
Ashley Currie	Deputy Head Academic
John Golding	Principal Deputy Head
Nat Pitts	Assistant Deputy Head, Academic
Various	Academic Heads of Department
Anna Parish	Head of PSHE, Deputy Head Inclusion and Wellbeing
Clifford Dammers	Master of Scholars (AG&T)
Pippa Parker	Head of Personalised Learning
Ben Miller	Head of English and EAL
Jon Hill	Exams Officer
Anton Smith	Director of School Operations
James Wilton	Director of Digital Learning
Tim Owen	Director of Careers

2 Introduction

2.1 The Whole School Curriculum (the “Curriculum”) at Repton provides for the full-time supervised education of pupils. It includes both the Academic Curriculum and the Co- Curriculum.

2.2 The Curriculum embraces all the opportunities for learning provided by the School, both academic and those beyond the classroom.

2.3 The Curriculum provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative, and speaking, listening, literacy and numeracy education. Further details are given in Appendix One.

2.4 This Curriculum Policy should be read in conjunction with the School’s Values and Aims, the Curriculum Booklets, schemes of work and other relevant whole school policies.

2.5 This Curriculum Policy should also be read in conjunction with the policies concerning EAL, SEND, AG&T pupils, the school’s online-safety policy, the school’s PSHE and RSE policy and the school’s Physical Education policy.

2.6 The Curriculum provides for the spiritual, moral, social and cultural development of pupils as set out in the School’s Policy on SMSC and Fundamental British Values. In particular, the School actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

2.7 The school actively embeds equality, diversity and inclusion across the curriculum.

2.8 The school actively embeds human, social, cultural, political and economic education as part of the curriculum. The curriculum enables pupils to develop their ability to distinguish right from wrong, respect the civil and criminal law of England, acquire a broad and general knowledge of and respect for public institutions and services in England, accept responsibility for their behaviour, respect others (with an awareness of protected characteristics), contribute positively to the lives of others, appreciate other cultures and respect democracy.

2.9 Activities in the formal Co-Curriculum, and Wednesday afternoon activities are listed in the Co-Curricular Policy.

2.10 Academic Societies and Clinics are listed in the Academic Societies and Clinics booklet. Academic societies provide enrichment beyond the taught lesson in all subject areas while academic clinics provide support and intervention for pupils who need intervention with the taught curriculum.

2.11 This policy is on the School's website.

3 The Academic Curriculum

3.1 The Academic Curriculum considers, and is based on, subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with a statement/EHC plan.

3.2 The Academic Curriculum provides for all pupils to have the opportunity to learn and make progress.

3.3 The Academic Curriculum provides for pupils to acquire skills in speaking, listening, literacy and numeracy. This is both within specific subjects to develop these skills, such as English and Mathematics, and within the curriculum as a whole with the range and depth of subjects provided.

3.4 The Academic Curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of life in both a British and global society.

3.5 Further details of the Academic Curriculum and its implementation are given in department handbooks, plans and schemes of work.

4 B Block (Year 9)

4.1 All pupils coming to Repton in B Block study Biology, Chemistry, Creative Studies (some or all of Music, Drama, Design, Art), English, Geography, History, Mathematics, Physical Education, Physics, PSHE and Religious Studies.

4.2 Pupils opt to study a combination of foreign languages (French, German, Spanish and Latin) and creative subjects (Music, Drama, Art and Design). Block 1 comprises French and Creative Subjects. Block 2 comprises German, Spanish and EAL.

4.3 Pupils make one choice from each Block. Some Personalised Learning is also taught in each of Blocks 1 and 2.

4.4 The Creative Studies programme provides lessons in Art, Design, Drama and Music.

4.5 Pupils have a Study Skills Lecture series which is delivered throughout the course of the year. This imparts a range of skills including but not limited to: academic organisation, use of Outlook, independent study, making notes, essay writing, research skills, revision techniques and presentation skills. This course culminates in the Headmaster's Project which is a mini-EPQ project.

5 A and O Blocks (Years 10 and 11)

5.1 The core subjects taken by all pupils are Mathematics, English Language, English Literature and the Sciences (studied separately as Physics, Chemistry and Biology and taken at GCSE as such, or as Combined Science GCSE by those pupils would benefit from this approach). Most pupils also take a core Modern Foreign Language (French, German or Spanish). All pupils study PSHE.

5.2 Those who do not study a core Modern Foreign Language are provided with Personalised Learning support to assist them in their studies or receive support in English as an additional language.

5.3 There is an option system in A Block and O Block which enables a pupil to take three GCSEs in addition to core subjects. Full details of the courses available are outlined in the GCSE Curriculum Booklet which is issued each year. The curriculum provides an appropriate, though demanding, workload over a range of subjects.

5.4 The following option subjects (as set out in option blocks revised each year) are usually available at GCSE level: Art, Business, Design Technology, Drama, French (for those who wish to take this subject in addition to either German or Spanish as a core Modern Foreign Language), Geography, History, Latin, Music, Physical Education and Religious Studies. Art, Textiles, Photography and Music can also be studied "off timetable".

6 The Sixth Form

6.1 Most Sixth Formers study three subjects at the start of Lower Sixth Form, though some take four. The Sixth Form Curriculum Booklet sets out the structure of the academic programmes.

6.2 Pupils can usually opt from the following subjects (as set out in option blocks revised each year): Art, Biology, Business, Business (CTEC), Chemistry, Design Technology, Drama,

Economics, English Literature, French, Geography, German, History, Latin, Mathematics, Further Mathematics, Music, Physical Education, Photography, Physics, Politics, Psychology, Religious Studies, Spanish, Sport (BTEC), and Textiles. Full details of the courses available are outlined in the Sixth Form Curriculum Booklet.

6.3 Pupils can take the Extended Project Qualification. In the Lower Sixth, pupils follow an academic programme devised by the School, "Future Leaders". Future Leaders incorporates a Lecture Series designed to challenge and stretch pupils beyond the curriculum, a Higher Education and Careers programme, a Research Skills course and Public Speaking classes. As part of the Public Speaking classes, pupils have the opportunity to complete Lamda Public Speaking or Acting qualifications.

6.4 Sixth Form pupils receive a PSHE curriculum comprised of weekly lessons given by their tutor in addition to lectures and seminars (led by their HsM, Matron or external speaker). This is detailed in PSHE and RSE Policy.

7 Other Aspects of the Academic Curriculum

7.1 The Academic Curriculum provides personal, social, health and economic education which reflects the School's aims and ethos. It encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. Further details are given in the School's policy on PSHE, which in addition to broader content includes the core content of the statutory RSE curriculum on Relationships and Sex Education and Physical and Mental wellbeing.

7.2 Where a pupil has a statement/EHC Plan, the School will provide education which fulfils its requirements. Further details are given in the school's policy on the educational provision for those pupils with special educational needs.

7.3 The School provides appropriate careers guidance for pupils at all levels, including advice on option choices at GCSE and in the Sixth Form and on work experience. Careers guidance enables pupils to do the following:

- 'know themselves' and how their strengths, weaknesses and interests relate to the world of work;
- make informed choices about a broad range of careers options which helps them fulfil their potential;
- obtain individual guidance;

- have some work experience; and gain information about training, education and occupations beyond school.

The careers guidance that is provided by the School:

- is presented in an impartial manner;
- is accurate and up-to-date; and
- helps to encourage them to fulfil their potential;

Further details are given in the school's policy on Higher Education and Careers.

7.4 In the Sixth Form, there is a full programme of advice on higher education and careers under the direction of the Head of Higher Education and their team, and the Head of Careers.

7.5 Education in ICT and digital literacy is delivered throughout the Curriculum via academic departments.

7.6 The tutor programme incorporates elements of the curriculum that are not taught in academic departments. The Curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society by including education in: PSHE, RSE, FBV, social and cultural knowledge and understanding, and human, social and economic matters.

8 The Co-Curriculum

8.1 The School provides a programme of activities for its pupils which is appropriate to their needs and educational needs in relation to personal, social, emotional and physical development and communication and language skills. It is the School's aim to run a rich and varied programme of sport and other extracurricular activities and all pupils are expected to participate in them. This is detailed in the school's Co-curricular Policy.

8.2 There is a compulsory sports programme for all pupils at the School.

8.3 Students are encouraged to have instrumental lessons from the team of resident and visiting music teachers. Those who learn musical instruments are encouraged to play in the many orchestras, bands, choirs and ensembles.

8.4 All pupils are encouraged to make use of the Design Technology workshop facilities and Art School facilities, where they can work in a variety of media.

8.5 A wide range of theatrical opportunities is open to boys and girls using The 400 Hall and the Studio Theatre. There are regular School, and other, productions.

8.6 Links with the wider community are provided on a local level by such activities as the Community Action programme. There are frequent sporting and cultural trips both in the UK and abroad.

8.7 Pupils in A and O Blocks undertake activities such as CCF and The Duke of Edinburgh Award.

8.8 All members of the Common Room are expected to contribute to the extra-curricular life of the School.

9 Equality, Diversity and Inclusion in the curriculum

Repton is committed to making the curriculum accessible to all of its pupils as far as is reasonably practical. Entry to the school is defined in our Admissions Policy, which is applied in accordance with our Equality Policy, Teachers plan lessons with due consideration of the needs of every child in the class, so that all can make progress and enjoy learning in the classroom and in the wider curriculum. Further details of the support we offer to those with specific learning needs can be found in the SEND, EAL and AG&T Policy. An SMSC and FBV audit is undertaken on a yearly basis and this includes a substantial review of our curriculum.

Repton is committed to reviewing and improving diversity within our curriculum and conducts regular curriculum reviews as a Through School. Bursary pupils are supported so that all aspects of school life are accessible to them.

10 Review and Monitoring

Review of the Curriculum Policy is the responsibility of the Deputy Head Academic and the Academic Committee. It will be reviewed according to the school's policy review cycle.

11 Appendix One: Learning experiences of pupils of pupils of a compulsory school age

Linguistic: this area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Pupils have lessons in written and spoken English language as a core subject to GCSE level and develop linguistic skills through their other studies. Most pupils also study other languages.

Mathematical: this area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. Pupils have lessons in Mathematics as a core subject to GCSE level and also within other subjects such as the sciences, DT, Economics and Business.

Scientific: this area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Pupils have lessons in science (taught as Biology, Chemistry and Physics) as a core subject to GCSE level.

Technological: this includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Pupils are taught technological skills through Creative Studies lessons in B Block and A Block, through option choices at GCSE and through their other subjects.

Human and social: this area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. This is taught through timetabled History, Geography and Ethical and Religious Studies and the School's PSHE programme.

Physical: this area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health through some timetabled Physical Education and related subjects, the PSHE programme and the School's sports programme.

Aesthetic and creative: this area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they

call for personal, imaginative, and often practical, responses. This is taught by means of the B Block curriculum, English Literature, option subjects to GCSE level and the School's extra-curricular programme.

Speaking, listening, literacy and numeracy: this area overlaps with the pupils' linguistic and mathematical education but specifically has a focus on developing oracy skills alongside reading and listening skills in English. Numeracy focuses on developing the ability to use mathematics in daily life rather than more advanced skills like algebra. Numeracy is the ability to understand, reason with, and to apply simple numerical concepts