



RENDCOMB COLLEGE

NURSERY • JUNIOR • SENIOR

Curriculum Policy

(ISI: 2a, 2b)

Monitoring:

DHM (Academic) and Head of JS

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August 2024

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August 2025

Rendcomb College Curriculum Policy

OUR MISSION

Our mission is to develop thoughtful, adventurous and academically ambitious young people who are life-long learners. We aim to prepare them with the character and skills to succeed in the ever-changing world after school. Our pupils have the freedom to experience, explore and enquire about the world around them. We aim to encourage independence and tolerance in a safe, caring community and magnificent natural environment.

TO ACHIEVE THIS WE WILL:

- Promote a growth mind-set, where abilities can be developed through dedication and hard-work;
- Provide a co-curriculum that will challenge and support character development, leadership and teamwork;
- Encourage individualism, creativity and contribution to a nurturing and collaborative community;
- Engender physical, spiritual and mental well-being through a strong pastoral system;
- Prepare pupils for a life beyond school;
- Develop an appreciation for and responsible attitude towards their environment and surroundings.

2. Curriculum Structure

Junior School

For pupils in Nursery and Reception, the curriculum is based on the Government's seven areas of learning. These are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Pupils also undertake some fun French activities.

Year 1 and Year 2 are largely class teacher taught. Year 3 to Year 6 operate on a daily timetable with an element of subject specialism. The basis of the curriculum for Year 1 to Year 6 is the National Curriculum, although these programmes are not rigidly adhered to.

Pupils in Year 1 to Year 6 study:

English	French	Computing
Mathematics	Music	Games
Science	Drama	Physical Education
History	Art	Religious Education
Geography	Design Technology	

In addition, pupils receive one PSHE (Personal, Social and Health Education) lesson each week; pupils in Yr1 to Yr4 attend a Forest School session each week for two lessons. Other Languages (Latin, German and Spanish) are studied on a rotational basis across Year 3 to Year 6.

Senior School

The curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. To deliver the curriculum, Heads of Departments draw up appropriate schemes of work. At Key Stages 4 and 5, they select the most appropriate specifications from the external examination boards. As well as subject specific skills, the curriculum seeks to deliver skills such as literacy, numeracy, communication skills, research skills and independent learning across the curriculum as appropriate.

Key Stage 3

The curriculum is planned to provide a broad range of subject areas which broadly follow the National Curriculum content. Curriculum time is allocated in a balanced manner between creative arts, languages, sciences, humanities; core subjects of English and Maths have a greater time allocation in recognition of their general academic importance. An ILP (independent learning project) is started after the November exams and finishes February half term when pupils present to their tutor group. It is compulsory for years 7 and 8 and optional for year 9.

In the Years 7-9 students study a common curriculum comprising lessons in Art, Biology, Chemistry, DT, English, Geography, History, Computing, Maths, Music, PE, Physics and RE,. Students are taught in mixed ability tutor groups except Maths that is streamed from Michaelmas Half Term in Year 7. Many students choose two modern foreign Languages from French, German and Spanish from two language blocks. Other pupils take lessons in English as an additional language or in the Learning Support department instead of one or both modern foreign languages. Some GCSE and IGCSE courses start in year 9 including Geography and Maths in the Summer Term and Sciences in the Lent term.

The Key Stage 3 curriculum is currently under review and in the process of changing. Students are following the new curriculum structure that includes the Rendcomb Award, the three overarching themes of environment, entrepreneurship and empowerment and the carousel. Carousel includes Food and Nutrition, Bronze Arts Award, ceramics and entrepreneurship. German is no longer offered.

GCSE

The GCSE course structure includes a compulsory core of subjects; English Language (with Literature as an option followed by majority of students), Maths, Science (Biology, Chemistry and Physics, examined at either Double or Triple Award Level).

In addition students may choose four further subjects within the timetabled curriculum, from:

Art	Hospitality and Catering (WJEC Level 1 or 2)
Business Studies (BTEC)	History

Computing	German
Design Technology	Music
Drama	PE
French	Spanish
Geography	

Students are advised to choose a Modern Foreign Language, unless there is an educational reasons which prevents this. Drama and Music Scholars are expected to study GCSE courses in these subjects unless they are making a significant contribution to the life of the school in these areas in a different way, and are strongly recommended to continue on to A Level. Some students opt to complete the OCR Free Standing Maths Qualification (FSMQ) during activity time and sit the examination for this qualification at the end of year 11. In exceptional circumstances, individual pupils are allowed to and supported in taking GCSE qualifications early.

All Year 10 pupils attend a Rendcomb Project Qualification lesson (ROQ) lesson once a week. In this lesson pupils gain experience in study skills and independent project work similar to the EPQ. This builds on the independent study project that is completed in KS3.

There are four Option Blocks for GCSEs, created each year based on student choices.

A Level

Students are offered A Levels in the following subjects; in addition, BTECs in Business, Business Diploma and Sport. In September 2021, the College will also offer RSL Vocational Award in Music (Rockschool)

Art	English Literature	Music (Vocational qualification)
Biology	French	Photography
Business Studies (BTEC)	Further Mathematics	Physics
Business Studies (BTEC Diploma)	Geography	Psychology
Chemistry	German	Spanish
Computing	History	Sport (BTEC)
Drama & Theatre Studies	Mathematics	
Design Technology	Music	

Students are expected to choose three at the start of Year 12 and the vast majority will continue with three to A Level. Some students may start with four A Level courses and in exceptional cases, may complete all four. AS courses are not offered. A slim block that carries a reduced timetable allocation offers opportunities for stretch and challenge or additional support. The contents of the slim block are currently the Arts Award, Duke of Edinburgh, Extended Project Qualification (EPQ), EAL, and Sports Leader Qualification.

All pupils have one lesson a week dedicated to the C³ programme. C³ represents 'creation, collaboration and communication', skills they practise through a carousel of three topics: ICT Functional skills, Applied Psychology and Political Literacy

Additional Curriculum Commitments

All students meet with their academic tutor for one period per week to discuss academic progress, and to cover PSHEE topics relevant to their age group. Further social, spiritual, and cultural development is addressed through attendance at weekly Chapel services, and in whole school PSHE courses.

Curriculum Time Allocation (Senior School)

The taught school week comprises of thirty 55 minute periods. The school operates a two week timetable, labelled week A and week B. Teaching time per subject reflects the need to maintain a broad and balanced curriculum; in Key Stage 3 and GCSE a generous time allocation is made for English, Maths, and Science reflecting the importance of these subjects and the need to develop basic skills relevant to the whole curriculum.

Curriculum Time Allocation (Junior School)

The taught school week comprises of thirty-nine 40 minute lessons for Yr3- Yr6. Teaching time per subject reflects the need to maintain a broad and balanced curriculum.

PSHEE (Senior & Junior School)

We aim to ensure that all topics covered in PSHEE and RSE reflect the school's aims and ethos. They encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

In the Senior School, PSHEE is taught in a timetabled lesson on Tuesday afternoons. This programme is led by the Head of PSHEE and delivered in tutor group time. To supplement some of the topics we use external speakers from a variety of sources. These cover areas including Consent, Sexual Harrassment, E-Safety, LGBTQIA+ and Eating Disorders.

Careers Guidance

Careers education and guidance begins in KS3. As part of the tutoring and PSHEE programme, pupils explore the world of work and in discussion with their tutors research careers opportunities. This is built on in Year 11 when students use SACU, a web-based interactive resource designed to introduce teenagers to career options and how their academic and personal skills may lead to opportunities for study and employment in the future. Pupils also meet a member of SMT/SLT for a 'futures' interview where they are able to discuss possible future careers, their next steps in higher education (usually A Levels) and where they can go for ongoing advice and support.

In year 12, all pupils receive further careers advice through the PSHEE programme. Specifically through Unifrog which is a program designed to help pupils explore different pathways, for example, university or apprenticeship. In addition to this, pupils are taught important key skills such as how to create and build upon a CV and how to successfully interview. Pupils are subsequently encouraged to find a work experience placement in the final week of the summer term of Year 12 and are supported by their tutors to do this. At the end of Year 12, all students are taken off timetable to take part in 'moving on' week, designed to introduce pupils to universities, the UCAS process as well as volunteering opportunities. In the Michaelmas

term, all 6th form students are taken to a careers fair where they meet potential employers as well as representative from a range of universities. In addition to this, there are seminars on how to apply to Oxford and Cambridge, how to write a personal statement, as well as more practical advice on how to live well as a student.

Curriculum Diagrams (Senior School)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
7	Ma	Ma	Ma	Ma/En	En	En	En	Sc	Sc	Sc	Sc/Sc	RE/Sc	ML1	ML1	ML2	ML2	Gg	Gg/His	His	COM	COM/Ar	Ar	Dr	DT	Mu	PE	
8	Ma	Ma	Ma	Ma/En	En	En	En	Sc	Sc	Sc	Sc/Sc	RE/Sc	ML1	ML1	ML2	ML2	Gg	Gg/His	His	COM	COM/Dr	Ar	Dr	DT	Mu	PE	
9	Ma	Ma	Ma	Ma/En	En	En	En	Sc	Sc	Sc	Sc/Sc	RE/Sc	ML1	ML1	ML2	ML2	Gg	Gg/His	His	COM	COM/DT	Ar	Dr	DT	Mu	PE	
10	Ma	Ma	Ma	Ma/L2L	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc/Sc	Sc/O1	O1	O1	O2	O2	O2/O3	O3	O3	O4	O4	O4/L2L	
11	Ma	Ma	Ma	Ma	En	En	En	En	Sc	Sc	Sc	Sc	Sc	Sc	Sc/Sc	Sc/O1	O1	O1	O2	O2	O2/O3	O3	O3	O4	O4	O4/M	
PreA	Ma	Ma	Ma	Ma	EAL	EAL	EAL	EAL	EAL	Sc	Sc	Sc	Sc	Sc	Sc	DT	DT	Ar+P	Ar+P	Ar+P	COM	COM	SP	SP	SP	SP	
12	O1	O1	O1	O1	O1	O1/S	O2	O2	O2	O2	O2	O2/S	O3	O3	O3	O3	O3	S/O3	O4	O4	O4	O4	O4	O4	C3/O4	CS	C3/SP
13	O1	O1	O1	O1	O1	O1/S	O2	O2	O2	O2	O2	O2/S	O3	O3	O3	O3	O3	S/O3	O4	O4	O4	O4	O4	O4	C3/O4	S	S/SP

Curriculum Diagrams (Junior School)

Y3	Eng 6	Math 6	Sci 4	Lang 2	Comp 1	His 2	Geo 2	RE 1	PE 2	Games 5	Art/DT 3	Dra 1	Mus 1	Forest 2
Y4	Eng 6	Math 6	Sci 4	Lang 2	Comp 1	His 2	Geo 2	RE 1	PE 2	Games 5	Art/DT 3	Dra 1	Mus 1	Forest 2
Y5	Eng 6	Math 6	Sci 4	Lang 3	Comp 2	His 2	Geo 2	RE 1	PE 2	Games 5	Art/DT 3	Dra 1	Mus 1	
Y6	Eng 6	Math 6	Sci 4	Lang 3	Comp 2	His 2	Geo 2	RE 1	PE 2	Games 5	Art/DT 3	Dra 1	Mus 1	

In addition students have the following weekly commitments within the timetable:

- Distinction Assembly All Years, Friday Period 1
- PSHEE All Years weekly