



RMS FOR GIRLS

CURRICULUM POLICY

School update	
Responsible for review of policy	Deputy Head Academic
Last school update	March 2021
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic
Review Period	3 years
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Approved by Sub Committee (Meeting date)	3 March 2021 (Approved by Board Dec '22 – Cadogan Policy was brought in to the main policy)
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Next Sub-Committee Review	March 2024
Related policies	Teaching & Learning Assessment, Marking and Reporting Learning Support
Uploaded to Staff Shared	January 2022
Uploaded to Website	January 2022

1. POLICY STATEMENT

- 1.1 The RMS curriculum is effective in its coverage of all the requisite areas of learning, is suitable for all ages, abilities and needs and supports the aims of the School and recognises that all pupils are entitled to access a curriculum that is broad, balanced and relevant to individual needs.
- 1.2 The curriculum promotes the spiritual, moral, social, cultural, intellectual and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life.
- 1.3 The curriculum comprises all that contributes to the learning of individual pupils and to their success in examinations; it also includes activities planned to promote their broader development and to prepare them for the opportunities, responsibilities and experiences of life in British society and the wider world.
- 1.4 The aims of the School are underpinned by a curriculum which is based on equality of opportunity where each individual is valued and where a love of learning is cultivated so that all pupils gain a sense of achievement from the learning process.
- 1.5 Pupils gain experience in linguistic, mathematical, technological, scientific, human and social, physical, aesthetic and creative education, appropriate to their ages and aptitudes. Pupils are expected to acquire skills in speaking, listening, literacy and numeracy.

2. AIMS

- 2.1 The RMS curriculum:
 - ensures that pupils develop essential speaking, listening, literacy and numeracy skills
 - provides pupils with a full and rounded entitlement to learning
 - fosters pupils' creativity and develop essential skills, including independent learning skills
 - promotes a healthy lifestyle
 - inspires pupils to a commitment to learning which will last a lifetime
 - promotes high standards in all learning and teaching
 - ensures that all pupils have the opportunity to learn and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - provides a programme of activities for pupils of all ages appropriate to their educational needs and in relation to personal, social, emotional and physical development and communication and language skills
 - prepares pupils for the opportunities, responsibilities and experiences of adult life in British society and the wider world
 - ensures that pupils have an understanding of core British Values

3. BREADTH

- 3.1 The RMS Curriculum is enriched to meet the particular needs of all pupils. There are opportunities to study additional modern foreign languages, a classical language, performing and expressive and creative arts subjects, as well as to practise a wide range of sports. Computer Studies is formally taught and IT used extensively throughout the curriculum.
- 3.2 The post-16 programme of studies includes a core curriculum of Life Skills and Physical Education. A range of appropriate activities is on offer eg: Young Enterprise, Model United Nations, Debating, Critical Thinking, Leadership Skills and DofE Award. The Extended Project Qualification is offered.
- 3.3 Subjects are offered at AS and A Level including three vocational options, BTEC Performing Arts, BTEC Health and Social Care and Applied Business Studies.

4. BALANCE

- 4.1 RMS offers equality of access to all subjects. Pupils have an open choice from a wide range of subjects at Key Stage 4 and Key Stage 5. Each pupil is counselled when making these choices to ensure a balanced programme of study. The timetable is built around their choices to ensure as far as possible that each pupil is able to pursue her aptitudes and preferences. The commitment of the School is demonstrated in the generous staffing allocated to run courses for small numbers of students and to maintain minority subjects.

- 4.2 Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief.

5. SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION

- 5.1 Religious Studies is taught to all pupils in EYFS and Key Stage 1-3 and is an examined option at KS4 and KS5. All pupils experience ethics modules in Life Skills at KS4 and KS5. The School has a programme of collective worship involving chapel assemblies, whole-school assemblies, Year assemblies and House assemblies.
- 5.2 The Life Skills curriculum reflects the School's aims and ethos and British Values. Within Life Skills pupils develop an understanding of core British Values including democracy, freedom of expression, tolerance and mutual respect for all individuals, regardless of difference or disability.
- 5.3 Life Skills encourages respect for other people, paying particular regard to age, disability, gender reassignment, sexual orientation, race and religion. Within the programme of Life Skills, sex and relationship education encourages pupils to follow and be guided by moral principles. Pupils are taught to recognise the values of family life; parents may withdraw their daughters from these sessions.
- 5.4 Appropriate careers guidance, including work experience, is available and presented impartially so that pupils are prepared and informed for essential life choices offered in an impartial manner and with input from independent, external advisors, so that all pupils may fulfil their potential.

6. INDIVIDUAL EDUCATIONAL NEEDS

- 6.1 The School has a policy to recognise and cater for individual educational needs. It sets out for parents what help the School can offer in addition to the taught curriculum. All teachers are made aware of any particularly able pupils, those with a specific learning difficulty or disability, EAL pupils and those requiring assisted learning support. Assisted learning support is managed by the Director of Learning Support who leads a team of specialist staff. In Cadogan House, the Head of Learning Support manages all aspects of inclusion for girls in Reception – Year 6.
- 6.2 Disability
The School has an Accessibility Plan and, in line with statutory requirements, aims to make all parts of the School and the curriculum accessible to all pupils, as far as is reasonably practicable.
- 6.3 Disapplication
The School will consider disapplication from certain curricular demands on a case by case basis and in consultation with parents.
- 6.4 Pupils with English as an Additional Language (see EAL Policy)
- 6.4.1 EAL pupils have educational needs of a particular kind and the School is committed to ensuring that the potential of EAL pupils is fully met.
- 6.4.2 Proficiency in English is assessed on entry and appropriate support is offered by Learning Support staff.
- 6.5 Differentiation
- 6.5.1 Schemes of Work are written to present the curriculum through a variety of teaching methods using a range of resources. Regular review of the Schemes of Work is carried out to introduce new material, fresh approaches to assessment techniques and to ensure the pursuit of excellence in the delivery of the curriculum, so that all pupils are appropriately stretched and challenged
- 6.5.2 Setting by ability takes place in Mathematics from Year 5 and additionally in English and Science from Year 9-Year 11. Setting is flexible and is regularly reviewed. Setting by ability also takes place in PE in order to foster confidence.
- 6.5.3 Provision for Able & Interested pupils is made via differentiation within the classroom and extension activities in homework tasks. A range of provision exists for able and interested pupils via subject based competitions and activities. In Cadogan House, there is an enrichment programme that runs throughout the year with the aim of broadening the curriculum offer.

7. CONTINUITY

- 7.1 Continuity between phases of the School is considered to be a vital element in curriculum management. Regular consultation between teachers in various Key Stages and across Departments of the School is encouraged and the exchange of up-to-date data ensures that, as

they move through the School, pupils meet fresh stimulation. Whilst reinforcement is embedded in the Schemes of Work, repetition is avoided.

8. HOMEWORK

- 8.1 Appropriate homework is set and marked regularly to support, reinforce and enrich work covered in class. It provides an opportunity for the development of research and independent learning skills. There is a high expectation that this work is completed in full and on time.
- 8.2 Housemistresses/Parents can become involved in managing pupils' progress by overseeing this work and by communicating any difficulties to their form tutor through the Homework diary. Housemistresses monitor boarders' homework and staff communicate with the Housemistress if there are difficulties.

9. SUBJECTS ON OFFER IN THE CURRICULUM

Key Stage 3

Art	Latin
	Life Skills
Computing	Mathematics
Design and Technology	Mandarin
Drama	Music
English	Physical Education
Food and Nutrition	Religious Studies
French	Science – <i>split Chemistry/Biology/Physics</i>
Geography	Spanish
German	Textiles
History	

In Year 8 pupils may take up German or Mandarin or continue with Latin, in addition to French or Spanish. Pupils not taking a second language are offered an Assisted Learning Programme which may include support in Mathematics and English. The most able linguists may take two modern languages and keep up Latin.

At Key Stages 4 and 5, Heads of Department select the most appropriate specifications from the external examination boards.

Key Stage 4

Art & Design	Health and Social Care (BTEC)
Astronomy	History (IGCSE)
Business Studies	Latin
Chinese (Mandarin)	Mathematics (IGCSE) – changing to GCSE in 2022 examination year
Computer Science	Music
Design and Technology	Physical Education (GCSE)
Drama	Performing Arts (BTEC)
Economics	Religious Studies (GCSE)
English Language	Science (Triple Award)
English Literature	Science (Double Award)
Food and Nutrition	Spanish
French	Textiles
Geography	
German	<i>Non Examined subjects. Life Skills & Physical Education</i>

Post 16

Applied Business	Health and Social Care (BTEC)
Art	History
Biology	Latin
Business Studies	Mandarin (Cambridge Pre U)

Chemistry
Classical Civilisation

Computer Science
Design and Technology
Economics
English Language
English Literature
French
Further Mathematics
Geography
German
Government & Politics

Mathematics
Music
Performing Arts (BTEC)
Photography
Physical Education (AS/A2 level)
Physics
Psychology
Religious Studies
Sociology
Spanish
Textiles

Non Examined Subjects: Life Skill, Physical Education and Wellbeing, Lecture Programme and RMS Edge offer

10. MAKING CHOICES FOR PUBLIC EXAMINATIONS

10.1 GCSE

All pupils take GCSEs in English Language, English Literature, Mathematics, Double Award Science or Triple Science and are strongly advised to take a Modern Foreign Language. The examined curriculum is complemented by general courses in Life Skills and Physical Education. Four Option subjects are added to this core. Most pupils take nine GCSEs, including five core subjects and four options. There are at present no set Option Blocks and pupils have a free choice of subjects in order of preference. Every effort is made to meet preferences but an alternative to any choices may be taken up.

10.2 Sixth Form and A Level

11.2.1 There is no overall minimum standard of entry to the Sixth Form at RMS. Pupils from other schools are accepted on the basis of their GCSE results. Specific criteria operate regarding the admission of overseas students with EAL.

11.2.2 If a grade 4 has not been achieved in GCSE English Language and Mathematics, arrangements will be made to continue study in these subjects, which may involve a charge to parents.

11.2.3. Most Sixth Formers commence studying four subjects in Year 12. Some pupils continue with four subjects into Year 13 but most will take three subjects to A Level. As always, the School will adopt a case by case approach in order to accommodate the needs of individual pupils.

11.2.4 To study a subject at A Level, the minimum of a grade B/grade 6 should have been attained at GCSE, with the following exceptions:

- Applied General Business – no entry requirements
- Biology - Grade 7,7 in Combined Science/Biology and Grade 6 in Mathematics
- Chemistry – Grade 7,7 in Combined Science/Chemistry and Grade 7 in Mathematics
- Classical Civilisation – Grade 6 in any essay based subject
- Economics – Grade 6 in both English Language and Mathematics
- Further Mathematics – Grade 8 or A* in Mathematics
- Health and Social Care BTEC – grade 4 in English Language
- Mandarin Chinese – Grade 7 in Chinese
- MFL – Grade 7 in the relevant language
- Music – Grade 5 theory and practical required in addition to Grade 6 in Music GCSE
- Performing and Production Arts BTEC – to have studied level 2 Performing Arts or GCSE Music or Dance
- Photography – no entry requirements
- Physics – Grade 7,7 in Combined Science/Physics and Grade 7 in Mathematics
- Sociology – Grade 5 in English Language

11. CURRICULUM REVIEW

- 12.1 The curriculum policy is monitored by SLT who consult with Heads of Department. An evaluation is carried out each year so that refinements can be made to ensure that the curriculum remains relevant and appropriate to the needs of all pupils.