

Reviewed: May 2021
Review period: Annual

Bacup and Rawtenstall Grammar School



Curriculum Policy

BACUP AND RAWTENSTALL GRAMMAR SCHOOL CURRICULUM 2020-2021

The curriculum at Bacup and Rawtenstall Grammar School reflects our core values, promoting and developing ambitious, resilient students who are encouraged to take full advantage of opportunities but who also support one another, learning the crucial importance of trust and respect.

We provide a broad programme of experiences which enables students to appreciate their cultural inheritance and understand more about themselves and the world in which they live. It also promotes the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building.

Our curriculum aims to:

- inspire and motivate
- foster life-long learning
- develop individuals who are able to live safe, healthy and fulfilling lives
- develop responsible citizens who make a positive contribution to society

The curriculum is broad and balanced, recognises national guidelines and fulfils the requirements of the National Curriculum and beyond. We have chosen to maintain a three year KS3 as we believe all students should have full access to arts, humanities and two modern languages for as long as possible to give them a broad, balanced education with a wide range of study. Art, drama and music are a central part of our curriculum at KS3 and the GCSE uptake reflects this, as do the high number of pupils learning to play an instrument and the range of co-curricular art and music clubs.

Our knowledge-rich curriculum ensures our students' proficiency in a range of fields and develops students who are able to speak knowledgeably and with authority on a wide range of topics and not be bound by their circumstances or experience, gender or their socio-economic background. Our curriculum provides depth: deep knowledge and secure understanding as we believe every learner is entitled to a curriculum that is varied, challenging and inspiring, which enables every individual to fulfil her or his potential to the highest possible standard, developing enquiring minds capable of original thought and well-balanced critical argument.

We provide education that is suited to able students and there is great emphasis on academic excellence. At the heart of our curriculum is a strong academic core for all our students at KS3 and KS4: the English Baccalaureate (EBacc). At KS4, all students select a minimum of one humanity and one MFL (Germanic or Romance). The vast majority of our students also undertake three separate sciences at GCSE as we believe the widest possible participation in STEM education is crucial to a better prepared workforce for the future, enabling all our students, to take full advantage of future opportunities in this field if this is their choice. At post-16, we maintain a particular focus on academic A-Level subjects. We believe all our students are entitled to access an ambitious curriculum programme, securing the best achievable qualifications, providing them with the greatest opportunities in higher education, higher level apprenticeships and employment.

However, we firmly believe that the value of our curriculum goes beyond purely what is examinable. The changing nature of work means that life-long learning and the emotional resilience that goes with it, have become necessities rather than luxuries. The development of the correct attributes, habits of mind and thinking skills are central to our evolving curriculum. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of students at the school and in society more widely. Religious studies is taught from year 7 right through to year 11 by members of the Religious Studies department and is also available as a distinct course for students in KS4 and KS5.

PSHE is a fully timetabled subject and is taught throughout KS3 and 4 by specialist teachers following a spiral curriculum and already incorporates Relationships and Sex Education. The course fully meets, and exceeds, that recommended by the PSHE association. Additionally, we ensure a strong focus on personal development through a structured tutorial programme at KS3, KS4 and our Sixth Form.

It is our intention to lay secure foundations for progression into Further and Higher Education and we consider preparation for Sixth Form Advanced Level study to be a key feature of our 11-16 education, with the Gatsby Career Benchmarks forming a framework for our practice with a comprehensive 'Next Steps' programme. From the beginning of Year 7, students begin to receive specific Careers Education and Guidance through the IAG Programme and our Careers Adviser, aiming to support our students in making the right choice for them and effective transition to the next stage of learning or employment. Students in Year 10 benefit from a diverse range of work experience placements with Year 12 students also able to pursue this opportunity. We also value and encourage the

participation of local business in our wider curriculum. Our curriculum includes a wide variety of co-curricular and enrichment activities and we encourage our students to take full advantage of these.

Key Stage 3

In Key Stage 3 students follow a broad and balanced course.

- Year 7 students follow English, maths, science, art, computing, drama, food technology, geography, German & another MFL (French or Spanish), history, personal, social and health education (PSHE), physical education, product design, religious education, and textiles.
- Year 8 students follow English, maths, science, art, computing, drama, food technology, geography, German & another MFL (French or Spanish), history, personal, social and health education (PSHE), physical education, product design, religious education and textiles.
- Year 9 students follow English, maths, biology, chemistry, physics, art, computing, drama, food technology, geography, German, history, personal, social and health education (PSHE), physical education, product design, religious education, Spanish and textiles.

Comparison of KS3 National Curriculum with BRGS KS3 Curriculum

| Subject | KS3 National Curriculum | BRGS KS3 Curriculum | | |
|---------------------------------------|-------------------------|---------------------|--------|--------|
| | | Year 7 | Year 8 | Year 9 |
| English | ✓ | ✓ | ✓ | ✓ |
| Mathematics | ✓ | ✓ | ✓ | ✓ |
| Science | ✓ | ✓ | ✓ | ✓ |
| Biology GCSE | | | | ✓ |
| Chemistry GCSE | | | | ✓ |
| Physics GCSE | | | | ✓ |
| Art and Design | ✓ | ✓ | ✓ | ✓ |
| Citizenship | ✓ | ✓ | ✓ | ✓ |
| Computing | ✓ | ✓ | ✓ | ✓ |
| Design and Technology | ✓ | ✓ | ✓ | ✓ |
| Drama | | ✓ | ✓ | ✓ |
| Geography | ✓ | ✓ | ✓ | ✓ |
| History | ✓ | ✓ | ✓ | ✓ |
| MFL | ✓ | ✓ | ✓ | ✓ |
| French | | | ✓ | |
| German | | ✓ | ✓ | ✓ |
| Spanish | | ✓ | | ✓ |
| Music | ✓ | ✓ | ✓ | ✓ |
| PE | ✓ | ✓ | ✓ | ✓ |
| Personal, Social and Health Education | ✓ | ✓ | ✓ | ✓ |
| Careers | ✓ | ✓ | ✓ | ✓ |
| Religious Education | ✓ | ✓ | ✓ | ✓ |
| Sex Education | ✓ | ✓ | ✓ | ✓ |

Key Stage 4

At the end of Key Stage 3 students select their GCSE courses. All Year 9 students are provided with advice throughout the school year to help guide them about their GCSE options. This advice takes the form of presentations during the school day about the nature and demands of their subjects at GCSE and potential careers. This is followed by a special parents’ evening, known as the Key Stage 4 Option Evening, to explain and discuss the careers options available to each student. This advice ensures that each student is fully informed regarding the mix of courses selected, leaving open maximum options for the Sixth Form and future career choice.

The GCSE examinations are completed at the end of Year 11 and include a core of:

- English Language, English Literature, mathematics, biology, chemistry, physics (as 3 separate GCSEs)
- one humanity subject, chosen from geography and history
- one modern foreign language (MFL), chosen from French, German or Spanish.

Students also choose 2 GCSEs from the following optional subjects. They are given a free choice and every effort is made to meet those choices:

Art, Computing, Drama, Food Technology, French, Geography, German, History, Physical Education, Product Design, and Spanish.

Students achieve 10 full GCSE qualifications in total. In addition, students follow non-examination courses in PSHE, physical education and Religious Education.

Key Stage 5

In the Sixth Form students choose from 23 different linear A Level courses. All courses are advertised to students when they apply in the autumn term, but courses are offered, subject to demand. A decision is made when all applications have been received based on the numbers of students applying for a course, the priority given by each

student, and the availability of similar courses in the curriculum. All students receive one to one interviews shortly after applying and again on enrolment. In addition, taster sessions are provided during Year 11 to aid understanding and inform choices.

Students start with 4 subjects in Year 12 and continue with 3 of these in Year 13. A-Level linear examinations will be taken at the end of Year 13.

The Extended Project Qualification (EPQ) is also on offer. The numbers taking this is increasing year on year and students are finding huge benefits from studying their own individual project in depth and having to present their findings and evaluations to an audience.

The majority of the Sixth Form proceed to degree courses in universities including Oxford and Cambridge. Sixth Form students are encouraged to develop responsibility for their own learning, a skill crucial for those moving on to Higher Education and the world of work.

The curriculum is completed by a programme of guidance and enrichment activities. Year 12 and Year 13 students are guided by their Form Tutors in a fortnightly timetabled session and on a one-to-one basis by their Form Tutor. Core enrichment activities are undertaken by all Year 12 students on Wednesday afternoons. There are many optional opportunities in computing, debating, the Duke of Edinburgh Award, leadership development, media, music, science, sport and work experience.

YEAR 12 OPTION BLOCKS 2020-2021

| 12A | 12B | 12C | 12D | 12E |
|-------------------|--------------|-------------------------|------------------|------------------|
| Biology | Biology | Biology | Art | Biology |
| Business Studies | Chemistry | Chemistry | Biology | Business Studies |
| Chemistry | Double Maths | Drama & Theatre Studies | Chemistry | Chemistry |
| Computing | Economics | Economics | Computing | English Language |
| History | English Lit. | Law | English Language | English Lit. |
| Physics | History | Physics | Geography | Geography |
| Physical Ed | Law | Psychology | Mathematics | German |
| Psychology | Mathematics | Spanish | Mathematics | Further Maths |
| Religious Studies | Mathematics | | Mathematics | Psychology |
| Sociology | Physics | | Music | |
| | Psychology | | Psychology | |

YEAR 13 OPTION BLOCKS 2020-21:

| 13A | 13B | 13C | 13D | 13E |
|---------------|-------------------------|------------------|------------------|------------------|
| Biology | Biology | Biology | Art | Biology |
| Chemistry | Chemistry | Business Studies | Biology | Chemistry |
| Further Maths | Drama & Theatre Studies | Chemistry | Business Studies | Computing |
| Economics | English Language | Computing | Chemistry | English Language |
| English Lit. | Geography | English Lit. | Economics | History |
| Geography | Physics | German | French | Law |
| Law | Psychology | Mathematics | History | Double Maths |
| Mathematics | Religious Studies | Mathematics | Music | Physics |
| Mathematics | Sociology | Psychology | Physics | Psychology |
| Mathematics | Theatre Studies | Religious Ed. | Psychology | |
| Physical Ed | | Sociology | | |

Monitoring and review

This policy will be monitored by the Assistant Headteacher overseeing curriculum development. It will be reviewed annually.

Date of last review: June 2020

Date of next review: June 2021

Review period: annual

Curriculum Structure

The structure of the BRGS curriculum is monitored and reviewed through the Curriculum Committee of the Governing Body.