



P5 – CURRICULUM

INTRODUCTION

St Dunstan's College is academically ambitious. Our values of confidence, curiosity, courage, compassion and creativity support healthy aspiration and provide a platform for success in its broadest context, including academic success. We are a community of learners who enjoy and benefit from academic rigour and intellectual challenge. The College seeks to inspire and nurture academic ambition through a vibrant and through-school culture of learning and teaching, underpinned and informed by meaningful assessment. Via the development and delivery of our curriculum, we help pupils to gain the knowledge, skills and interests to make realistic and exciting choices about their futures as individuals.

This curriculum policy has been informed by the National Curriculum and the Statutory Framework for the Early Years Foundation Stage (2017), the SEND Code of Practice 2015, the Equality Act 2010, and duty to Prevent (2015).

GENERAL

The College provides a 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 and aesthetic and creative education.

The curriculum provision enables pupils, including those in the EYFS, to acquire skills in Speaking, Listening, Literacy and Numeracy.

The curriculum enables all pupils to have the opportunity to learn and make progress, including those with special educational needs or disabilities (SEND, and including any with an EHC Plan), those for whom English is an additional language (EAL) and the most able. For pupils whose home language is not English, the school takes reasonable steps to provide opportunities for children to develop. Please see our Policies on Inclusion and Enrichment, SEND Learning Support, EAL Learning Support, and Scholarship and Enrichment, for further details.

The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities and experiences of adult life in a manner that is age appropriate. The College curriculum ensures that students cover the key elements of the National Curriculum, but are also provided with enhanced choice and opportunity beyond it. All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with a statement of SEND whose needs are reviewed annually. Our curriculum provision enables all pupils to have the opportunity to learn and make progress including, as relevant, those with protected characteristics as set out in the Equality Act 2010, namely age, disability, gender reassignment,

marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

Curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views. At St Dunstan's College we embrace our wider role in preparing pupils for their adult life beyond formal education including the opportunities, responsibilities and experiences of life in British society. Part of our role in that preparation is ensuring that we actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. We take our Prevent duties seriously.

We aim to develop in every young person the values, skills and behaviours they need to get on in life. All pupils should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

EYFS PROVISION

For those pupils below compulsory school age in the EYFS setting, provision is made for giving pupils experience in each of the following: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World, and Expressive Arts and Design. The programme of activities is appropriate to their educational needs, particularly in relation to personal, social, emotional and physical development and communication and language skills.

PSHEE AND SKILLS FOR LIFE

The College's curriculum ensures that pupils receive Personal, Social, Health and Economic Education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a). Personal, Social, Health, and Economic Education takes place within St Dunstan's College in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHEE delivered mainly through the Skills for Life programme and Tutor time. This is enhanced by a wide range of opportunities and activities that include assemblies, co-curricular and academic societies, charity and community engagement, lectures and seminars, school visits and, in the Senior School, the Combined Cadet Force (CCF). Further detail may be found in our PSHEE policy.

HIGHER EDUCATION AND CAREERS

The notion of 'a career for life' is becoming less normal. Many people will change jobs ten to fifteen times during their working life, spending less time in each role and devoting more time and energy transitioning from one job to another. In addition, the nature and types of careers available are changing; many careers didn't exist ten years ago. A significant range of careers or roles that will be important in 2030 are unlikely yet to exist. A curriculum that ensures the acquisition of skills and values as much as knowledge and information is therefore essential.

In the Junior School a skills-based curriculum with an international perspective is delivered via the International Primary Curriculum (IPC), as it is crucial for our youngest learners to be prepared for this future world. We encourage our youngest pupils to engage with the world of work and its employment opportunities, free from gender-stereotypes, background or the influence of TV and media. This can range from role play in the EYFS from visiting ‘experts’ linked to the units of works studied as part of the IPC. In the Senior School, pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options; and helps them to understand and focus their potential. This education is provided across the curriculum.

Preparing pupils for the world of work and higher education is a responsibility the College takes very seriously. Skills relevant to, and knowledge and awareness of, the world of work are woven into the Tutorial, Assembly and Skills for Life curriculum. Sixth Formers have access to impartial and independent information, advice and guidance about careers and HE choices through their attendance at HE Fairs, Open Days and Conferences. There is a dedicated HE/UCAS advisor. Most sixth formers will choose to complete a UCAS application in Year 13. Further details of the UCAS support available, including that provided for former students wishing to apply post-A Level, can be obtained from the Head of Sixth Form, who has oversight of the UCAS process. Alternative Higher Education or career pathways, although less common, are valued and supported equally too. Applicants for overseas universities will be supported at St Dunstan’s College. Costs incurred during the application (for testing, application, travel etc.) will be borne by the applicant. Bursary, scholarship or hardship funds may be available. As with UCAS, the Head of Sixth Form has oversight of international applications. Tutors have responsibility for collating references where required.

Careers and Work Experience guidance and support are offered via a dedicated Head of Careers, who can be contacted for more details. Further details may be found in our policy on Careers Advice and Guidance.

PHYSICAL EDUCATION & GAMES

All pupils in the College participate in both the PE & Games programs. These programs present an opportunity to encourage pupils to enjoy and achieve their potential not just in sport and outdoor activity, but when they go back into the classroom and on into their chosen careers. Breadth, balance, a phased approach to physical development and careful management of competition are features of the PE curriculum, with students accessing up to 30 activities to support them to find sports that they enjoy, and to promote lifelong involvement in physical activity.

The PE curriculum is supported by an extensive co-curricular programme. The weekly Games programme focuses on development of, and competition in, the core sports in rotation, and other sports as appropriate. In the Sixth Form pupils may also choose from a wide range of activities that run alongside the core sports. Extensive use is also made of a daily timetabled Forder period after lunch to use coaches and staff from outside the department to run clubs in sports and physical activities not offered in lessons.

CURRICULUM STRUCTURE

PRE-PREP – EYFS & KEY STAGE 1 (NURSERY TO YEAR 2)

In the Pre-Prep, the Form Teacher, supported by Teaching Assistants, is responsible for the delivery of the majority of curriculum areas. Some subjects such as music, art, modern foreign languages, ICT, PE and games, including swimming, are taught by subject specialist staff. From Year 1, the humanities and science are taught through the International Primary Curriculum (IPC). Pupils in Nursery, Reception and Year 1 learn Spanish and in Year 2, pupils learn French.

PREP – KEY STAGE 2 (YEARS 3 – 6)

In the Prep School the Form Teachers remain responsible, for the most part, for the delivery of core subjects. As pupils progress through the Prep School they are taught by an increasing number of teachers. In Year 3, pupils learn French and from Year 4 they learn French, German and Spanish on a ten-week rotation. The humanities and science continue to be covered by the IPC.

LOWER SCHOOL – KEY STAGE 3 (YEARS 7, 8 AND 9)

In the Lower School Students take a broad range of compulsory subjects (in alphabetical order): Art, Biology, Chemistry, Computing, Design Technology, Drama, English, Geography, History, Latin, Mathematics, Music, Physics, PE and Games, Religion Philosophy and Ethics, and Skills for Life (which includes Global Perspectives, British Values, and aspects of PSHEE). In Years 7, 8 and 9 they also study two Modern Languages from a choice of French, German or Spanish. The number of periods allocated to each subject varies by subject and sometimes from year to year.

MIDDLE SCHOOL – KEY STAGE 4 (YEARS 10 AND 11)

Departments choose between GCSE or IGCSE, and between different exam boards, depending on what is in the best interests of students. Students follow a core of (in alphabetical order): English Language, English Literature, Mathematics, at least one Modern Foreign Language, and three Sciences, as well as PSHEE (delivered mostly in Tutorial time), Games and PE. Students also choose 3 options from Art, Classical Civilisation, Computing Science, Design Technology, Drama, Geography, History, Latin, a second Modern Language, Music, and Religion Philosophy and Ethics. Students begin Year 10 studying ten subjects and are normally expected to complete ten in Year 11.

SIXTH FORM – (YEARS 12 AND 13)

Pupils above compulsory school age in our Sixth Form study A Levels as the core academic component of the St Dunstan's Diploma. Students begin Year 12 studying four A Level subjects and are given the opportunity to choose whether or not to drop one of them following internal assessments and consultation at the end of their first term of Year 12. This option is exercised as part of our flexible and choice driven St Dunstan's Diploma framework that ensures ongoing pupil engagement in the co-curriculum and with broader educational courses and learning outside of their chosen

A Level subjects. This includes the option to study a Global Perspectives Pre-U Course, College facilitated access to online courses of their choosing, including MOOCS and Rosetta Stone languages. In a structured and well supported fashion, students across Year 12 and into Year 13 are encouraged and assisted to shape their educational and qualification profile to best suit and support developing individual ambitions and skills.

The Diploma is an exciting, empowering, challenging, flexible, and inclusive framework for all Sixth Formers. The vast majority of Sixth Formers achieve successful transition to post-school opportunities of their first choice having completed at least 3 A Levels alongside a bespoke programme of often certificated elective courses, and having maintained strong and positive engagement with their wider co-curricular and educational development. Further details of the St Dunstan’s Diploma may be obtained from the Head of Sixth Form.

A LEVEL, PRE-U, AND AS LEVEL

All A Level subjects are taught as Linear A Levels. St Dunstan's does not enter students for AS Level qualifications in Year 12. The only Year 12 public examination a student may take, if they choose to, is the Short Course Global Perspectives Pre-U. The A Level subjects offered at St Dunstan’s College are (in alphabetical order): Art & Design, Biology, Business, Chemistry, Chinese, Classical Civilisation, Computing Science (from September 2020), Design Technology, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Psychology, Religion Philosophy & Ethics, and Spanish. In addition, we offer a Pre-U in Global Perspectives.

Documents Related to this Policy:

Academic Transition through the College
Assessment and Tracking (STARS)
British Values
Careers
Examinations
Feedback, Marking and Homework,
ICT and Computing
Learning
Literacy and Numeracy
PSHEE and Skills for Life
Reporting
Senior School Academic Language Guide
Teaching

Curriculum

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