



## **P5 – CURRICULUM**

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### **INTRODUCTION**

St Dunstan's College is academically ambitious and forward-thinking in our approach to education. 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, intellectual challenge, and a breadth of subjects through a heuristic approach to teaching. 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 (2021), 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 Individual Pupil Need, Special Educational Needs and Disabilities Learning Support, EAL Learning Support, 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, and 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, and challenge extremist opinions or behaviours if these occur.

We aim to develop, in every young person, the values, skills and behaviours they need to achieve 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.

## **STRUCTURE OF THE CURRICULUM**

St Dunstan's structures its education around four curricula across the College, named after our four founding Headmasters:

1. The **Hecker Curriculum**. This is our core academic curriculum with timetabled subject lessons, with subjects available outlined later in this policy and prospectus.
2. The **Stuart Additional Curriculum**. This curriculum strand features PSHEE (including Relationships and Sex Education) and is organised into three courses: Relationships (including Sex Education); Skills for the Future (including careers); and Critical Thinking and Rhetoric. Please see our policies on the Stuart Additional Curriculum and PSHEE, , and Relationships and Sex Education for further details.
3. The **Forder Co-Curricular Programme**. Based around the development of character, further details can be found in our Policy P7 – Co-Curricular.
4. The **Usherwood Pastoral Programme**, focusing on developing positive mental health, compassion, and an understanding of neurodiversity. Further information can be found in our policy P2 Pastoral Care and Personal Development.

## **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 THE STUART ADDITIONAL CURRICULUM**

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 Stuart Additional Curriculum and Tutor/Form 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 and Stuart,, and Relationships and Sex Education policies.

## **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 did not 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 to 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 Stuart Additional 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 Director of Futures who acts as the College's 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 Director of Futures and Deputy Head Academic, who have 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 Director of Futures has oversight of

international applications. Tutors have responsibility for collating references where required.

## **PHYSICAL EDUCATION & GAMES**

All pupils in the College participate in both the PE & Games programmes. In the Senior School PE is referred to as 'Sport and Exercise Science' (SES). These programmes 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 pupils accessing up to 30 activities to support them to find sports that they enjoy, and to promote lifelong involvement in physical activity.

The PE (SES) 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, championing a gender-neutral approach. 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 (Senior School) and weekly (Junior School) 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 BY SECTION**

### **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 most curriculum areas. Some subjects such as music, modern foreign languages, computing, art, PE and games, including swimming, are taught by subject specialist staff. From Reception, the humanities and science are taught through the International Early Years Curriculum (IEYC) which becomes the International Primary Curriculum (IPC) from Year 1. Pupils in Nursery, Reception, Year 1, and Year 2 learn Spanish.

### **PREP – KEY STAGE 2 (YEARS 3 – 6)**

In the Prep, the Form Teachers remain responsible, for the most part, for the delivery of core subjects. As pupils progress through the Prep, they are taught by an increasing number of teachers. Specialist teachers deliver the curriculum for art, music, modern foreign languages (MFL), computing, Stuart and PE and games (including swimming). From the Michaelmas term of Year 3, children are set for maths. From Year 3, pupils are taught one lesson per week of French and one lesson of Spanish. 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 (including Photography), Biology, Chemistry, Classics (in Year 7 this is a mixture of Latin and Classical Civilisation, and students choose whether to continue with either Latin or a second MFL option into Year 8, with Classical Civilisation picked up by students not studying Latin in Year 9), Computer Science, Design Engineering, Drama (including Dance in Year 7), English, Geography, History, Mathematics, Music, Physics, Games, Religion Philosophy and Ethics (RPE), the Stuart Additional Curriculum (which includes Relationships, Skills for the Future, and Critical Thinking and Rhetoric, and covers British Values and aspects of PSHEE), Sport and Exercise Science (SES), as well as the Usherwood Pastoral Care Curriculum.

In Year 7, students study two Modern Foreign Languages (MFL) from a choice of French, German, Mandarin, or Spanish. In Year 8 students choose any two from French, German, Latin, Mandarin, or Spanish. In Year 9, all students will take one Modern Foreign Language as part of their timetable, and either continue with Latin (if chosen at the end of Year 7) or study Classical Civilisation.

Students who wish to continue with two MFL subjects to GCSE should choose one as part of their Year 9 Hecker timetable and continue their second MFL through a fast-track Modern Foreign Linguist course as part of our Forder Co-Curricular programme.

Students who wish to study both Latin and Classical Civilisation at GCSE should study Latin in Years 8 and 9, with sufficient elements of the Classical Civilisation course covered through Year 8 and 9 in preparation for the start of the GCSE courses in Year 10.

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 (or Citizenship), and three Sciences, as well as PSHEE as part of our Stuart Additional Curriculum, Games, and also our Usherwood Pastoral Care Curriculum. Students in addition choose 3 options from Art, Business, Classical Civilisation, Computer Science, Design Engineering, Drama, Geography, History, Latin, a second Modern Language, Music, and Religion Philosophy and Ethics (RPE). The expectation is that students begin Year 10 studying nine or ten subjects, to include either Double or Triple Award Science. The most able Mathematicians will have the opportunity to study Further Mathematics in Year 11 as an additional qualification to GCSE Mathematics. Native linguists can complete (I)GCSEs in addition to the aforementioned subjects providing they are deemed to be at a suitable standard by the MFL department, including engaging with formal assessments.

## **SIXTH FORM – (YEARS 12 AND 13)**

Students 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 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. All students will take part in the Diploma Research Programme, which includes the option to study the Extended Project Qualification (EPQ), throughout Year 12.

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, having maintained strong and positive engagement with their wider Co-Curricular and educational development.

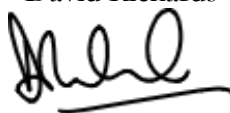
Sixth Form students also engage with timetabled Stuart and Usherwood curriculum lessons. Further details on the St Dunstan's Diploma may be obtained from the Head of Sixth Form.

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 qualification a student may take, if they choose to, is the EPQ as part of their Diploma Research Programme. The A Level subjects offered at St Dunstan's College are (in alphabetical order): Art & Design, Biology, Business, Chemistry, Classical Civilisation, Computer Science, Design

Technology, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, History, Latin, Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religion Philosophy & Ethics, and Spanish. Native linguists can complete (I)GCSEs or A Levels in addition to the aforementioned subjects providing they are deemed to be at a suitable standard by the MFL department, including engaging with formal assessments.

**Documents Related to this Policy:**

Academic Transition through the College
Assessment and Tracking (STARS)
British Values
Careers
Examinations
Feedback
Homework
ICT and Computing
Learning
Literacy and Numeracy
PSHEE and Stuart Additional Curriculum
PSHEE Schemes of Work
Relationships and Sex Education
Reporting
Remote Learning for Isolating Students
RSE – Parent/Carer withdrawal form
Senior School Academic Language Guide
Teaching
Work Experience

<b>Curriculum</b>			
<b>Author/s:</b>	Jonathan Holmes	<b>Date Reviewed:</b>	Michaelmas 2023
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<b>Committee:</b>	Education Committee	<b>Clerk to the Governors</b>  <b>Signature:</b>	David Richards 

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