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RISHWORTH SCHOOL

Curriculum Policy

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Note:

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Rationale

The Rishworth School curriculum should be seen in its widest sense as the whole learning experience. This experience includes formal lessons, enrichment and extension activities, trips, events, homework, careers guidance and all other learning experiences that take place outside of the classroom. The curriculum is well balanced, equipping students with the skills, knowledge, and behaviours they require to be confident, successful, mindful, and socially responsible in work and life.

The curriculum policy embodies the school motto, ethos, vision and aims, which are outlined below:

School Motto

Res, non verba – Deeds not words

Curiosity – *seeking new opportunities for learning and discovery*
Valour – *safeguard our community, environment, and values*
Kindness – *conduct ourselves with dignity, respect for all and humility*
Individuality – *be unafraid to show initiative, to take a stand and do the right thing*

Ethos

Rishworth School was founded in 1724 to educate girls and boys from local estates. Today, as a modern boarding school Rishworth continues to play an important role in the immediate community, whilst also being home to students from across the world. The School nurtures intellectual enquiry as being at the heart of an exceptional holistic education, with students enriched by inspirational teaching, wide-ranging academic, cultural and sporting opportunities and strong pastoral care. Our students are equipped with the character and skills they need to thrive in a complex world, living our motto of 'Deeds, Not Words'.

Vision

For each student to flourish in every aspect of their lives, developing the self-knowledge and self-reliance to find purpose and enjoy every opportunity in their lives.

Aims

- To create an environment in which the full potential of all students is realised and their achievements celebrated
- To be a space where relationships are strong and the sense of community is constantly developed
- To foster a respect for learning in all students with a desire to understand and appreciate our world

Curriculum Aims

*We aim for our curriculum to develop **successful students** who:*

- Critically reflect, and act on feedback in order to continually develop
- Are creative, resourceful, and able to solve problems both individually and in groups
- Are independent enquirers, seeking new opportunities for learning and discovery
- Develop detailed knowledge and skills across the curriculum and, as a result, achieve well
- Know how to study effectively, in order to achieve or exceed their potential
- Are ready to progress to their next stage of education, employment or training

*We aim for our curriculum to develop **individual students** who:*

- Embrace and celebrate the individuality of themselves and others
- Are resilient in learning, overcoming barriers to make effective progress
- Are self-aware and kind to both themselves and others, being mindful of the impact of their actions
- Are confident in themselves and have a positive self-image
- Can evaluate risk, take managed risks, and keep themselves and others safe from harm
- Are keen to, and know how to further explore their personal interests and talents

*We aim for our curriculum to develop socially **responsible students** who:*

- Are confident and equipped to challenge injustice
- Understand and appreciate diversity
- Demonstrate positive behaviours
- Have positive and respectful relationships with both their peers and school staff
- Are responsible, respectful, active citizens who make positive contributions to society

Core Curriculum

Rishworth School embraces the spirit of the national curriculum, whilst exercising our freedom as an independent school not to adhere to it in every detail. The curriculum offer in place helps us to best meet the needs of our students, stretching them beyond the boundaries of the national curriculum. The curriculum is reviewed on an ongoing basis, ensuring that it meets the needs of students both now and in the future.

Students in Years 10 to 13 are offered a range of academic and vocational qualifications, ensuring that students are able to access a curriculum that meets their individual needs. Rishworth School acknowledges that where some students excel in academic assessments, others excel in vocational assessments.

Preparatory

Nursery and Reception	Years 1 and 2	Years 3 to 6
Mandatory **7 Areas of Learning** **3 Prime Areas** Communication and Language Physical Development Personal, Social and Emotional Development **4 Specific Areas** Literacy Maths Understanding the World Expressive Art and Design **Characteristic of Learning** Playing and Exploring (engagement) Active Learning (motivation) Creating and Thinking Critically (thinking)	***Mandatory*** English (to include drama) Maths Science PE 'Topic' (History/Geography based) Art Music ICT MFL (French/Spanish) PSHCE PE/Games (including Swimming) Learning Support* RE RSE	***Mandatory*** English (to include drama) Maths Science PE History Art Music ICT ('Computing' in Years 4 to 6) MFL (French/Spanish) PSHCE PE/Games (including Swimming) Learning Support* RE RSE (excluding elements covered with in Science curriculum)

Rishworth

Years 7 - 9	Years 10 - 11	Years 12 - 13
Mandatory	***Mandatory***	***Mandatory***
Art	Biology	*English for Academic Purposes (EAP)***
Biology	Chemistry	Enhanced Curriculum
Chemistry	*English for Academic Purposes (EAP)***	Games
Design and Technology	English Language	*Learning Support**
Drama	English Literature	RSE
English	Games	
*English for Academic Purposes (EAP)**	*Learning Support**	***Optional***
Food	Maths	Art
French	Physics	Biology
Games	PSHCE	Business
Geography	RSE	Chemistry
History		Design and Technology
IT	***Optional***	Drama
*Learning Support**	Art	Economics
Maths	Business	English Language
Music	Design and Technology	English Literature
Physical Education	Drama	Extended Project Qualification (EPQ)
Physics	Food	Food and Nutrition
PSHCE	French	French
Religion and Philosophy	Further Maths	Further Maths
RSE	Geography	Geography
Spanish	Higher Project Qualification (HPQ)	History
	History	IT
	IT	Maths
	Music	Music
	Physical Education	Physical Education
	Psychology	Physics
	Spanish	Psychology
		Spanish
		Sport Science

*Learning Support is mandatory only for those who have been identified as requiring additional learning support**

*English for Academic Purposes (EAP) is mandatory only for those who English is a second language, until IELTS Level 7 has been achieved***

Beyond the Classroom

Rishworth School places significant value on students actively engaging with and participating in learning opportunities outside of the classroom. The school offers an extensive range of enrichment and extension activities. Learning beyond the classroom helps students to develop their resilience, confidence, and independence.

- Careers guidance through Morrisby profiling, external talks and in-house advice and guidance
- Community based projects
- Educational and cultural visits and trips
- Enrichment and extension before school, at break times and after school
- Fundraising activities such as the Tenner Challenge where students combine entrepreneurship with raising funds for a chosen charity
- Participation in external competitions
- Sports fixtures
- Study skills drop down days where students focus on the skills required for assessment success

Learning Support (The Hub)

The school's Learning Support team are based in the hub and play a vital role in ensuring all students are provided with the support and resources they require in order to achieve or exceed their potential.

The Special Education and Disabilities Co-Ordinator (SENDCo) identifies all students who are on the school SEND Register, providing all Teaching, and Learning Support staff with up-to-date guidance on the support requirements for each individual student. The use of this information helps to plan a curriculum offer than meets the specific needs of individual students, some of which receive Learning Support as part of their timetabled provision.

Learning Support at the Preparatory is led by the Preparatory SENDCo, under guidance of the Rishworth SENDCo.

For further information see 3b SEND Policy

English for Academic Purposes (EAP)

EAP students are identified by the Subject Lead for English for Academic Purposes. Those identified as requiring EAP support are provided with EAP lessons in addition to their core timetable. EAP students sit IELTS which is a pre-requisite for their progression into UK Universities.

For further information see 2b EAP Policy

Pastoral

The curriculum at Rishworth School is enriched with the provision of excellent pastoral care. All students from Year 1 complete PASS assessments, identifying those who may require additional pastoral support. Year 5-13 also complete weekly Orah wellbeing checks. Support is provided through the process of mentoring. At Rishworth, the Pastoral Manager makes referrals of students to staff mentors upon completion of PASS assessments in the Michaelmas Term and at the Preparatory, Class Teachers act as mentors to their students.

British Values

British Values are well and truly embedded within everything we do at Rishworth School. Our curriculum provides vast opportunity for students to develop the knowledge, skills and behaviours required to demonstrate British Values, in all areas of work and life. The table below provides some examples of how British Values are covered within our curriculum, but is by no means exhaustive:

Value	Curriculum Coverage
Democracy	• Student voice • Student prefect
Rule of Law	• The school behaviour policy and agreement is followed by all students and staff • The importance of biding by the law is covered in PSHE/RSE • A variety of guest speakers share their reflections on working in the legal sector at careers events
Individual Liberty	• Individual liberty is explored in the English curriculum through a wide range of texts • Free will is covered in RP • Remembrance Sunday is commemorated with a service in chapel • Art, DT, Drama and Music explore the work and self-expression of a variety of artists and performers • Students are actively encouraged to be themselves, making decisions based on their interests, whilst respecting the diverse choices made by others
Mutual Respect	• Mutual respect is embedded in all aspects of school life • Thematic assemblies are delivered in every phase of the school • PSHE/RSE explores mutual respect in a range of units • Buddy systems are used for student support • Classroom expectations are clear • Students are actively encouraged to be themselves, making decisions based on their interests, whilst respecting the diverse choices made by others
Tolerance	• Students are actively encouraged to be themselves, making decisions based on their interests, whilst respecting the diverse choices made by others

Careers

Rishworth recognises the importance of Careers Education to both younger and older students, yet also appreciates that there tend to be certain stages (such as the Year 9 GCSE Option stage, the Year 10 Work Experience Week, the Year 11 A-level Option stage, Sixth Formers' Higher Education decision process, and the times when some students may consider undertaking part-time jobs) when focused Careers Education can be of particular relevance.

It is important that students have some understanding of what work-life is like whilst they themselves are still at school and through Schemes of Work, Work Experience, and other provisions, Rishworth endeavours to take this into account.

With the above principles and context in mind, through Careers Education (which forms part of the PSHCE programme) we hope:

a) To raise students' awareness of the realities and possibilities of work and of unemployment.
b) To make the world of work relevant to students' lives now, in and outside school
c) Directly or indirectly, to help prepare students for what they might find life to be like as a working adult.
d) To identify, at an early enough stage, any inclinations in individual students that might benefit from career-specific advice and provide such advice either directly or through referral.
e) To enable students to investigate their own personalities and determine which 'walk of life' may best suit them within an academic career-path.
f) To provide help, support and guidance to those students who are unsure as to what career path may suit them.
g) To encourage parents to support students in their career and academic decisions.

For further information see 2e Careers Policy and 2e Work Experience Policy

Timetable

The school operates a two-week timetable (Red and Blue Weeks). The tables below represent fortnightly learning hours allocated to each subject/option block. Students complete a minimum of 50 hours learning per fortnight.

Subject	Year 7	Year 8	Year 9
Maths	7	7	7
English	7	7	7
Biology, Chemistry, Physics	6	6	6
PSHCE/RSE	2	2	2
Geography	2	2	2
History	2	2	2
IT	2	2	2
French	2	2	2
Spanish	2	2	2
Art	2	2	2
DT	2	2	2
Drama	2	2	2
Music	2	2	2
Food	2	2	2
Religion and Philosophy	2	2	2
Games	4	4	4
PE	2	2	2

Subject	Year 10	Year 11	Year 12	Year 13
Option Block A	6	5	9	9
Option Block B	6	5	9	9
Option Block C	6	5	9	9
Option Block D	0	5	9	9
Option Block E	0	5	9	9
Games	4	4	4	4
PSHCE/RSE/ENC	1	1	1	1
Maths	7	5	0	0
English	8	8	0	0
Biology, Chemistry, Physics	12	12	0	0

Option Blocks (2023 – 2024)

Subject	Year 10 (2023 – 2024)
Option Block A	Business Studies Food & Nutrition History Music Spanish (Higher Tier ONLY) Psychology
Option Block B	Computer Science Drama Geography History PE EAP
Option Block C	Art Business Studies Design Technology French Geography PE Psychology

Subject	Year 12 (2023 – 2024)
Option Block A	Chemistry English Literature Geography IELTS
Option Block B	Economics Music Psychology Sports Studies
Option Block C	Biology Creative and Performing Arts Sports Studies
Option Block D	Art Business Studies History IELTS Physics
Option Block E	Food and Nutrition French Maths

Leadership and Management

The Teaching and Learning Manager (TLM) is responsible for ensuring that a broad and balanced curriculum offer is available to all students, the amount of time allocated to teaching each element of the curriculum is adequate and is reviewed by the governing body, and that teaching standards are being met or exceeded.

For further information see 3a Approaches to Teaching Policy

The Exams Officer (EO) is responsible for ensuring that the school's procedures for assessment meet all legal and regulatory requirements.

The SENDCo is responsible for ensuring that learning needs, and normal way of working are identified and that appropriate interventions are in place to meet the needs of students, within the limits of the school's capacity.

The Careers Lead is responsible for ensuring that all students receive appropriate advice, guidance, and support in relation to career planning. The Careers Lead manages the Morrisby profile and organises external opportunities for students to engage in work experience and receive advice and guidance from industry experts.

The PSHCE and RSE Lead is responsible for ensuring that a robust and up to date PSHCE and RSE scheme of work is in operation and is regularly reviewed and updated based on feedback from teaching staff and students.

Curriculum Area Managers (CAMs) ensure that the curriculum delivered in their area, is carefully planned, monitored, and reviewed. Ensuring students receive an up-to-date, robust, and appropriate educational experience within their specific subject area.

Subject Leads (SLs) are responsible for ensuring that schemes of work and learning materials are well planned, reviewed, monitored, and updated on a regular basis to ensure that students experience a purposeful and relevant curriculum.

Teaching staff are responsible for teaching, monitoring learning, setting targets, adapting practice, planning and implementing interventions and ensuring they keep up to date with developments in pedagogy and practice.