CURRICULUM POLICY

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Newcastle upon Tyne Royal Grammar School

AIMS

The curriculum at the Royal Grammar School (RGS) is designed to provide all students with a broad and balanced curriculum, which offers appropriate intellectual stretch and challenge in the context of a selective academic day school. The School has, as its desired outcome, the intention that all students are as best prepared as they can be for the next stage in their education and for opportunities, responsibilities, and experiences of adult life in British society. There is equal access for all to linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative areas. All subjects encourage the students' development of speaking, listening, literacy and numeracy skills. The syllabus in each subject is designed to offer continuity and progression of learning. RGS is known as a very high-achieving school in terms of exam results but does not allow itself to be tied slavishly to exam syllabuses. On the contrary, the work undertaken subjects often goes well beyond what is strictly required of students in public examinations. We want to ensure that boys and girls are gripped by a fascination with the subject and take their studies further out of interest, not in order merely to get a particular examination grade.

We have long believed in the vital importance of our extra-curricular life, an aspect that does not merely complement but actually strengthens the academic side: our Junior School, GCSE and A Level results demonstrate every year that those who achieve most highly in the classroom and examination hall are often those who have been most fully engaged in sport, the arts and all the other aspects of the RGS's incomparably rich life outside the classroom.

STUDENTS WITH SPECIAL LEARNING NEEDS

Students with Special Learning Needs and EHC plans are catered for within the Learning Support Department – details of this provision are available within the SEND Policy. The head of this department, for both senior and junior schools is Lorraine Cattle, SENDCO.

FLEXIBILITY AND INDIVIDUAL LEARNING

The school works hard to ensure that programs of study and schemes of work are suited to all its students and consider the age, aptitude and needs of all and a respect for the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Differentiation and appropriate variation in teaching ensures that there is access and opportunity for all students to learn and make progress. The school is currently increasing its emphasis on the process of learning, helping students consciously to develop study skills and to understand how they learn.

PROGRESSION

As students progress through the school, there are increasing opportunities for them to follow their own interests, and a careful balance is struck between ensuring balance and allowing students choice. At Sixth Form level, students have the freedom to specialise, though even then the school does its best to ensure that broader learning and development of personal skills continue. The school has an exceptionally wide range of extra-curricular activities which both complement the skills and knowledge learned in the classroom and help to develop wider interests.

This policy applies to the whole school and is published to parents, students, and staff.
Last updated: August 2025 Last reviewed: August 2025 Owner: CQUA

PSHE, PHILOSOPHY AND RELIGION

PSHE or Personal, Social, Health and Economic education is designed to ensure that alongside Philosophy and Religion (P&R) all RGS students develop the skills and knowledge necessary to manage their lives. It is delivered along with SRE (Sex and Relationship Education) to support and guide our students' physical, moral, and emotional well-being and development. These are key to students' health and happiness and for learning to be both enjoyable and productive. Full details are provided in the separate PSHE POLICY and PHILOSOPHY AND RELIGION POLICY and schemes of work available on the website.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENTS OF STUDENTS

Within the PSHE and P&R programs students are encouraged to develop a fuller appreciation of themselves and their impact on and interactions with the communities in which they live and work. Within this, they are encouraged to think about their own behaviour, their moral compass, and how they live a tolerant and respectful life.

This is, of course, reflected in the ethos of the school which actively seeks to imbue students with values of respect, tolerance, and personal responsibility.

Full details are provided in the separate PSHE POLICY and PHILOSOPHY AND RELIGION POLICY.

CAREERS GUIDANCE

Our vision is to ensure that each student will develop the skills and confidence to make the most of their life choices and follow the career path which suits them best, regardless of stereotypes of possible careers associated with one or other of the sexes. Guidance is available to pupils from at least 12 years of age.

In pursuit of this our students should:

- Have developed the appropriate skills to become effective career decision makers and to fulfil their potential.
- Learn about different careers and opportunities.
- Have the opportunity to undertake work-experience.
- KNOW THEMSELVES and how their strengths, weaknesses and interests relate to the world of work.
- Have a clear understanding of the impact of their education, training, and employment choices.
- Make career choices, which are informed and well thought through and are based on impartial advice, self-awareness, understanding of the relevance of their education, skills and experience and awareness of the opportunities and pathways available.
- Be lifelong learners and will be motivated to pursue continuous professional development to achieve their own potential, to become effective employees and to make a valuable contribution to the economy.
- Have access to fit-for-purpose facilities in school, suitably resourced to provide access to relevant information, up-to-date assessment tools and professional, impartial guidance and support as required.
- Have the use of technology to support access to relevant information, advice, and guidance.

Full details are available in the CAREERS & HIGHER EDUCATION ADVICE AND GUIDANCE POLICY and handbook available on the website.

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PREPARATION FOR THE OPPORTUNITIES, RESPONSIBILITIES AND EXPERIENCES OF LIFE IN BRITISH SOCIETY

The curriculum and experience within the school entails developing in every young person the values, skills and behaviours they need to get on in life. All children receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience, self-motivation, self-control and respect for others and self, which underpin success in education and employment. This helps ensure that all pupils can function properly as adult citizens. Through our curriculum and co-curricular activities, pupils are prepared for engagement with public institutions and society at both national and local level; and for civic responsibilities and contact with a wide range of members of society. In the Junior School, references to the 4 Superpowers are woven into the delivery of all subjects to help our younger learners to apply our values to scenarios beyond school.

SUBJECTS OFFERED

This is a broad outline, and some details may change from year to year. In the **JUNIOR SCHOOL**, students learn:

- Art
- Design & Technology
- Drama
- English
- French
- Games
- Geography
- History
- Computing
- Maths
- Music
- PE
- PSHE
- RE
- Science
- Spanish
- Swimming

In the **SENIOR SCHOOL**, in their first two years (Years 7 and 8) students learn:

- Art
- Biology
- Chemistry
- Computer Science
- Drama
- Engineering, Design & Technology (EDT)
- English
- French†
- Games
- Geography
- German†
- History
- Latin
- Maths
- Music
- PSHE
- Philosophy and Religion
- PE/swimming
- Physics
- Spanish†

† In Year 7, students study German as their only Modern Language. In Year 8, students study two languages from French, German and Spanish.

In Year 9 students study a core of:

- Biology
- Chemistry
- English
- French†
- Games
- Geography
- German†
- History
- Maths
- PSHE
- Philosophy and Religion
- PE/swimming
- Physics
- Spanish

† A core Modern Language of French, German or Spanish must be studied by all.

In addition, they can choose **THREE** subjects from the following:

- Art
- Ancient History
- Computer Science
- Drama
- EDT
- Music
- French
- German
- Classical Greek
- Latin
- Spanish

For GCSE, in Years 10 and 11, students study English Language and Literature, Maths, Biology, Chemistry, Physics and a Modern Language (French, Spanish or German according to demand) plus any three from:

- Art
- Ancient History
- Computer Science
- Design Engineering
- Drama
- Economics
- Geography
- German
- Classical Greek
- History
- Latin
- Music
- PE
- Product Design
- Spanish

In the Sixth Form students choose three A level subjects from:

- Art
- Ancient History
- Biology
- Chemistry
- Computer Science
- Drama and Theatre
- Economics
- EDT
- English Literature
- Film Studies
- French
- German
- Geography
- Greek
- History
- Latin
- Maths
- Further Maths
- Music
- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Spanish

In addition, they choose two of the following three strands in the Complementary Studies Program:

COMPLEMENTARY STUDIES COURSES	EXTENDED PROJECT QUALIFICATION	CAROUSEL COURSES
A series of courses designed to complement A level study. Most are bespoke courses designed and taught by RGS staff. In 2025-26 the list of courses is:	An independent research project that is internally assessed and externally moderated results in a Level 3 qualification.	The majority of these are short, 10-week, courses that student choose three from. Some last for the duration of the academic year. These are organised into three strands covering creative, service and innovation. In 2023-24 these are:
AS Computer Science AS Classical Civilisation Chemistry Research Environmental Award Forensic Psychology Music Technology Life Drawing Sports Leadership		Cooking Digital Photography Yoga Mandarin Set Design Gaming Crochet Primary Reading Partnership Working in the Junior School Charity & Community Placement Child Development Mental Health First Aid Public Speaking Answering Tough Questions Critical Thinking Skills Biopsychology European Studies Microsoft Excel Training STEM in Entertainment It's not all about NHS Nissan Engineering F1 in Schools

Some students may choose to study 4 A levels. Those studying Further Maths must choose this option. In these cases, students are unable to choose courses from the Complementary Studies Program.

For full details on the Sixth Form curriculum, please see the SIXTH FORM GUIDE (available

from the website).

CONTACT DETAILS

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