



CURRICULUM POLICY 2026/2027

Lead Deputy Principal, Curriculum and Achievement Approved by SLT

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1. Introduction

1.1. The Collegiate aims to create a curriculum that meets the needs of every student. In 2023 Ofsted stated that “**Leaders curricular thinking is highly developed and ambitious. Subject leaders have developed the curriculum progressively. This helps to build pupils’ knowledge considerably over time. Teachers help pupils to deepen their subject-specific knowledge and skills expertly**”.



Our VALUES continue to underpin our curriculum and have been integral in our curriculum development. The curriculum is the practical expression of the VALUES of Riddlesdown Collegiate. It includes all planned learning experiences for students both in and outside lessons. It also includes what may be called the ‘hidden curriculum’ of ethos, norms, values and relationships. It is an endorsement of the values and outcomes promoted by The Collegiate Trust. This policy is primarily concerned with the formally organised curriculum.

2. Curriculum Overview

2.1 The purpose of Riddlesdown Collegiate’s curriculum is to engage and inspire students through an extensive range of relevant, challenging and thought-provoking learning opportunities. We deliver a rigorous academic, inclusive education, underpinned by our VALUES, which ensures our students develop a deep understanding and knowledge of a rich, broad and balanced curriculum. We believe passionately in learning beyond the classroom and provide a wealth of experiences and opportunities that enhance students’ learning and their understanding of the wider world.

Guiding Principles

Our curriculum will:

- Equip students with a **deep understanding of the skills and knowledge** they need in each subject, and at each key stage, to make excellent progress and achieve outstanding academic success.
- Develop the **personal qualities and social skills** students need to develop into successful adults who respect each other and their surroundings.
- Ensure all students have the opportunity to study the **full breadth of the curriculum and be accessible to all students** regardless of gender, race, disability, religion or belief.
- **Promote the spiritual, moral and cultural development** of our students, together with their **mental and physical wellbeing**.
- Be designed to **engage, stretch and challenge all students**.
- Ensure that in each year **students have a *Flying start*; gaps are identified and closed swiftly**, learning builds upon what students already know and can do.
- **Embed reading and foundational learning skills throughout the curriculum and ensure that all subjects explicitly teach the active dissemination of strategies to support the metacognition of reading**.
- **Develop oracy and the vocabulary** of all students, providing frequent opportunities to discuss, debate and present ideas, facilitated by carefully selected models of academic learning talk.
- Provide students with **creative opportunities to develop and use their talents**.
- Ensure students are **confident and fluent in numeracy and the fundamentals of mathematics**.
- Enable **all students to develop the cultural capital** they need to succeed academically and in the wider world. Opportunities embedded in the curriculum will enable students who arrive

without the same cultural knowledge and experiences to close these gaps.

3. Implementation

3.1. General Principles

3.1.1. As an academy, the Collegiate is required to offer a broad and balanced curriculum including English, Mathematics and Science, and is required to make provision for the teaching of Religious Education, Computing, RSE and PSHCE.

3.1.2. Students follow a core curriculum within their own College, where they are generally taught by teachers from their college. In Key Stage 3 students are taught in well-considered mixed attainment teaching groups. In Key Stage 4 students are streamed in core subjects, 12 groups across two Colleges. The decision on which is the most appropriate group is determined by a student's prior attainment, progress and expected outcomes at the end of each key stage. Groupings are reviewed on a regular basis and students may be moved, when appropriate.

3.1.3. Art, DT, PE, Drama, Dance and Music are delivered by the Creative and Performing Arts (CPA) College. At KS3, all classes are still based on a student's home college, apart from PE, where two Colleges are combined to allow single sex teaching. At KS4, like other GCSE option subjects, classes are mixed colleges.

3.1.4. Teachers are encouraged to make links between subjects, and it is the responsibility of all teachers to promote literacy and numeracy. To facilitate this and to improve transition from primary school, approximately a third of the Year 7 timetable is allocated to the Excellence Curriculum. This is an integrated cross curricular approach, taking the space previously allocated to humanities subjects, and a little time from English and Mathematics. This helps to facilitate the filling of gaps and consolidation of primary learning/skills whilst supporting students' transition to KS3. Much of the work is delivered through enquiry-based projects, mostly with one teacher taking all three classes in each College. The development of cross curricular and transferable skills is an integral part of this curriculum.

3.1.5. A small number of students from each college will undertake a slightly different curriculum pathway in Key Stage 3. Through the MIDYIS Test completed by students the term before they join us, we are able to identify students who need greater support with foundational skills such as literacy, numeracy and handwriting. These students will not participate in Latin or MFL but will instead work with a specialist teacher for 5 periods a fortnight to support with closing the gaps in these areas.

3.1.6. All students in Key Stage 3 & 4 will have fifty 60-minute lessons each fortnight, further details of which are given in the next two subsections.

3.2. Key Stage 3 curriculum

Time allocation for the Key Stage 3 Curriculum is shown below:

| Subject | Lessons Per Fortnight | | |
|--------------|-----------------------|-----------|-----------|
| | Year 7 | Year 8 | Year 9 |
| English | 5 | 6 | 6 |
| Maths | 6 | 7 | 7 |
| Science | 5 | 6 | 6 |
| DT | 2 | 2 | 2 |
| Art | 2 | 2 | 2 |
| Dance | 1 | 1 | 1 |
| Music | 2 | 2 | 2 |
| Drama | 2 | 2 | 2 |
| Computing | 2 | 2 | 1 |
| MFL* | 3 | 3 | 3 |
| PE | 3 | 3 | 3 |
| Latin** | 2 | 2 | 2 |
| History | | 4 | 4 |
| Geography | | 4 | 4 |
| RW | | 3 | 4 |
| PSHCE | | 1 | 1 |
| Excellence | 15 | | |
| Total | 50 | 50 | 50 |

* In Aquila and Phoenix Colleges all students study French, whilst in Orion and Pegasus Colleges, all students study Spanish.

3.3. Key Stage 4 curriculum

3.3.1. At Key Stage 4, there is greater flexibility in the curriculum. Students continue to follow the core curriculum in pairs of Colleges in Mathematics, English, Science, RE, Computing and PSHCE to allow for finer setting by ability. They also have the opportunity to choose from a wide variety of options, with the choices designed to ensure that all students retain a broad and balanced curriculum and can fill all buckets in the Progress 8 measure.

3.3.2. Time allocation for the Key Stage 4 Curriculum is shown below:

| | Year 10 | Year 11 |
|-----------------------|----------------|----------------|
| English | 7 | 7 |
| Mathematics | 7 | 7 |
| Science | 10 | 10 |
| Core Computing | 1 | 1 |
| RW | 4 | 0 |
| PSHCE | 1 | 1 |
| Option A | 4 | 5 |
| Option B | 4 | 5 |
| Option C | 4 | 5 |
| Option D / SS | 4 | 5 |
| Core PE | 4 | 4 |
| TOTAL | 50 | 50 |

3.3.3. In most of these subjects' students are working towards a single GCSE. There are exceptions to this, with all students working towards two GCSEs in Language and Literature in English, and two GCSEs in Science, with the most able working towards three GCSEs in Biology, Chemistry and Physics. There is an extensive range of options, shown in the table below:

3.3.4.

| | | | |
|------------------|-----------|-----------------------------|---------------------------|
| Art | Drama | Health & Social Care (BTEC) | Music |
| Business Studies | DT | History | Physical Education (GCSE) |
| Classics | Economics | Latin | Spanish |
| Computer Science | French | Media Studies | Sport (Cam Nat) |
| Dance | Geography | | |

3.3.5. PE, Computing and PSHCE are not examined.

3.3.6. Students following the Study Support Pathway will study one fewer option subject. The additional time will be used to study AQA Unit Assessment Awards which support students readiness for life beyond school as well as additional Maths and English which support Y11 GCSE examinations.

3. 4 College VI Curriculum

3.4.1. A wide range of A level courses are offered in College VI. Most students are expected to take three A levels, which they are expected to complete, subject to satisfactory progress in Year 12. The most able students may be offered the opportunity to study four A levels. One vocational course, the BTEC Diploma in Sport, is offered at Level 3, and this is a full-time course. Each A level will be taught in ten 60-minute lessons per fortnight. The Extended Project Qualification (EPQ) is offered to students toward the end of Year 12, completed in Year 13.

3.4.2. All students who meet entry requirements to individual A Level and BTEC courses must also have achieved a good pass in English or Mathematics. We are unable to offer re-sits at College VI. Ancient Greek is also offered as an additional course at Level 2 to further challenge those students who are interested in the ancient world.

3.4.3. All students follow a PSHCE programme delivered in Tutor Time and through drop down days in Year 12 and 13. Preparation for UCAS and Careers is an integral part of this, and this is continued through Tutorials into Year 13. Students are able to attend a wide variety of societies, which are largely student-led, developing leadership skills and wider cultural capital. A range of sporting activities are offered to students, including the Teknika Football Academy programme. Regular assemblies from staff and external contributors help to develop understanding of the wider world and support mental health.

3.4.4. The full range of courses offered is shown in the table below:

| | | | |
|------------------------|---------------------|-----------------------|--------------------|
| Art | Drama | Geography | Physics |
| Biology | Design Technology | Government & Politics | Physical Education |
| Business Studies | Economics | History | Psychology |
| Chemistry | English Literature | Latin | Photography |
| Classical Civilization | Extended Project | Mathematics | Sports BTEC |
| Computer Science | French | Media Studies | Sociology |
| Dance | Further Mathematics | Music | Spanish |

The timetable includes fifty 60-minute lessons per fortnight. The lesson times are:

| | |
|--------------|---------------|
| Registration | 08.30-08.40 |
| Period 1 | 08.40-09.40 |
| Period 2 | 09.40-10.40 |
| Break | 10.40-11.00 |
| Period 3 | 11.00-12.00 |
| Period 4 | 12.00-13.00 |
| Lunch 1 | 13.00-13.40 |
| Tutor Time 2 | 13.40 -14.00 |
| Tutor Time 1 | 13.00 – 13.20 |
| Lunch 2 | 13.20 -14.00 |
| Period 5 | 14.00-15.00 |

Please note that the official PM registration takes place during the Tutor Period

3.5. The Personal Development Curriculum

Personal Development at Riddlesdown is a pivotal part of our offer, extending across all Key Stages and focusing on the non-academic development of our students.

Our *VALUES Curriculum* is delivered during Tutor Time, supporting students' holistic advancement and seeks to equip them with the social and emotional life skills necessary to function as good, caring and responsible citizens. Sessions are bespoke to the phase of learning and rotate through a different VALUE each week. Through this programme, we promote, teach and develop behaviours and habits that epitomise how we *live* our **VALUES** and The Riddlesdown Commitment.

By placing due emphasis on personal and social development, we enable students to enjoy school, actively engaging in the decision-making processes through contribution to College Councils, the College VI Executive Committee, regular student surveys and opportunities to be involved in Quality Assurance Reviews and recruitment processes, for example. Such activities also help students to make a positive contribution to the Collegiate and the wider community. In addition, all members of the Collegiate are encouraged to participate in co-curricular activities with a wider offer designed to encourage all students to develop their talents outside the classroom.

3.6. British Values

At Riddlesdown Collegiate, we recognise our responsibility for promoting British Values to ensure that young people leave school prepared for life in modern Britain. The British Values are defined as:

- Democracy
- Respect for the rule of law
- Individual liberty
- Mutual respect
- Tolerance of different beliefs

These values permeate the curriculum and are delivered through our provision of SMSC (Spiritual, Moral, Social and Cultural) Education. Some of these themes are covered under specific topics in PSHCE, Excellence, RE and History, others are covered in other curriculum subjects and many more are covered through the VALUES Curriculum that is delivered in tutor time, assemblies, pastoral activities and the behaviours which inform the day- to-day culture and ethos of the Collegiate. British Values are a continuous thread that run throughout our Personal Development curriculum and aim to develop each student's understanding and application of British Values. In addition, students are given opportunities to understand the values in action through, for example, guest lectures, videos, role-playing, student voice, hustings and mock elections, debating and other extra-curricular activities and clubs.

3.7 Work Experience

The school's curriculum is strategically designed to foster foundational employability skills and provide students with meaningful encounters with the world of work across all key stages, ensuring alignment with national careers standards and Gatsby Benchmark objectives. At Key Stage 3, students participate in an internal work experience program where they are deployed to various school departments, such as reception and student services, for a double period annually. This initiative ensures that by the conclusion of Year 9, every student has completed a full day of service-based work, enhancing their professional communication and organisational competencies. These experiences are further enriched

by community-focused projects, including local conservation work and volunteering hours completed as part of the Duke of Edinburgh's Award scheme.

As students transition into Key Stage 4, the focus shifts toward developing digital research skills and exploring career pathways through guided virtual work experience. By utilising established platforms such as Springpod and Futures For All, students are encouraged to engage with industry-led modules that offer insight into various professional sectors without disrupting their GCSE preparations. This serves as a vital bridge to Key Stage 5, where all Year 12 students undertake a mandatory one-week external placement, strategically scheduled toward the end of the academic year to maximise real-world immersion.