



SIR THOMAS RICH'S

Curriculum Policy

This policy should be read in conjunction with the Learning and Teaching Policy (Curriculum Implementation), the Assessment, Recording and Reporting Policy (Implementation and Impact) and the School's five-year development plan.

Date last reviewed: November 2024

Status: Good Practice

Responsibility: The Headteacher and Senior Leaders will review this policy regularly. The Trustees' Evaluation and Curriculum Committee has responsibility for approving the policy and monitoring its implementation.

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1. Curriculum Intent

Sir Thomas Rich's School is dedicated to delivering a broad, balanced, and intellectually rich curriculum that equips students with the essential core knowledge, skills, and behaviours for lifelong success. Central to our curriculum intent is the pursuit of powerful knowledge that enables students to access the best ideas, thoughts, and writings humanity has to offer. This knowledge is imparted by expert teachers who are committed to nurturing students' intellectual curiosity so that they may develop a deep-seated love of learning that will prepare them for an ever-evolving world.

Our curriculum is designed to challenge and stimulate our highly able students, with a majority progressing to A Levels and subsequently to universities or advanced apprenticeships. The rigorous academic framework ensures a comprehensive learning experience that remains as broad as possible for as long as possible, facilitating a natural progression toward specialisation.

Through high expectations and a commitment to excellence, Sir Thomas Rich's fosters a culture of self-discipline and resilience, whilst equipping students with the skills needed to be careful thinkers and independent learners. The curriculum at Sir Thomas Rich's is anchored in key principles that prioritise intellectual growth, personal development, and social responsibility. We believe in equipping students with a foundation in core knowledge within each subject, while also nurturing their ability to apply this knowledge creatively and critically in novel contexts. This approach cultivates advanced thinking skills and encourages students to challenge established ideas, engage in problem-solving, and make meaningful connections across disciplines. In doing so, our students learn to appreciate the relevance of their studies and to see the broader implications of their knowledge in the real world.

Students are encouraged not only to achieve academic success in GCSEs and A Levels but also to develop the learning behaviours essential for life beyond school, such as independence, adaptability, and perseverance. We are committed to shaping well-rounded individuals who are not only academically capable

but also informed, active citizens. Our curriculum integrates Citizenship and Personal Development education, providing students with the social, moral, and spiritual guidance they need to navigate modern life. Emphasizing fundamental British values, we teach respect, tolerance, democracy, and the rule of law. Students leave Sir Thomas Rich's with an understanding of these principles and a commitment to embodying them in their personal and professional lives.

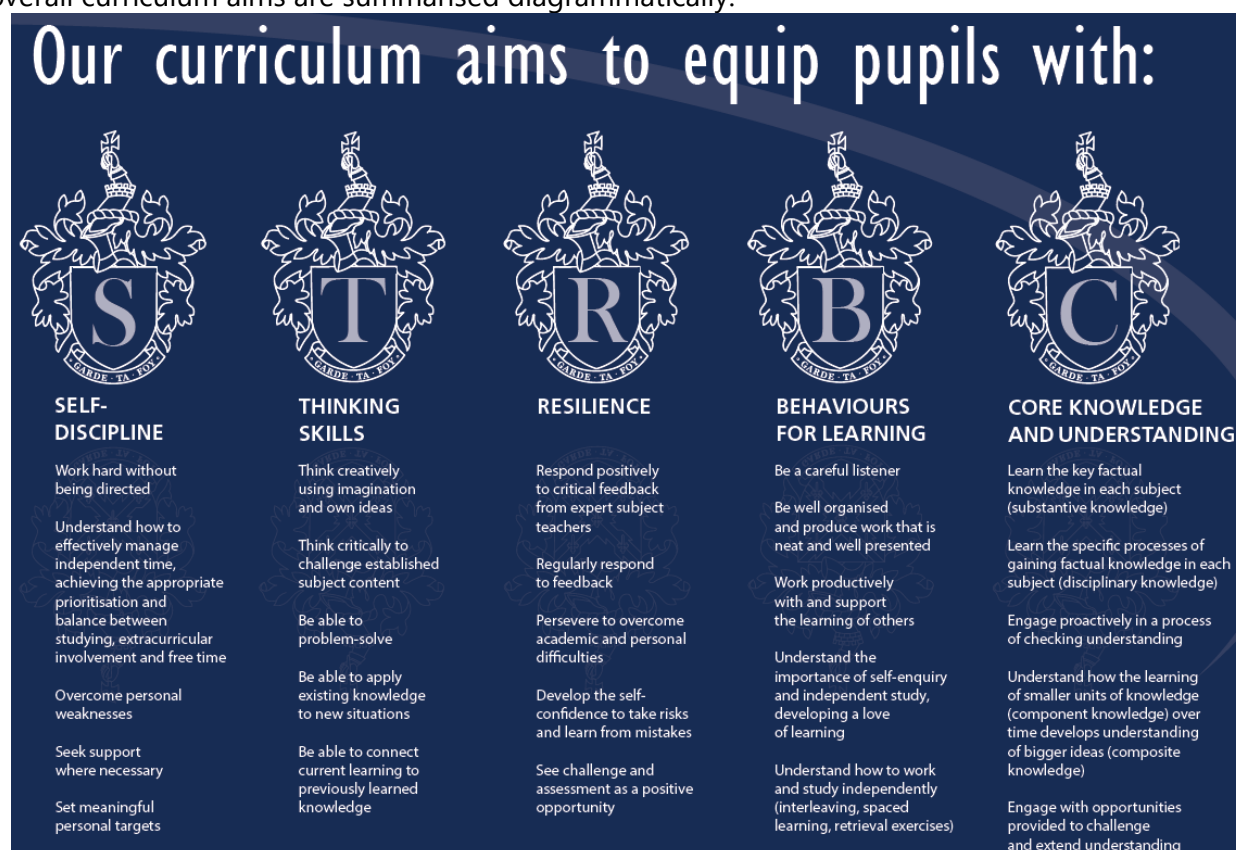
Beyond the classroom, Sir Thomas Rich's offers a rich extra-curricular program aimed at broadening students' experiences, enhancing their cultural capital, further developing self-discipline and fostering a sense of belonging within the School community. Through participation in clubs, sports, arts, and other activities, students develop confidence, teamwork, and leadership skills, gaining invaluable opportunities to learn and achieve outside academic confines. These experiences deepen their sense of identity and ambition, providing them with the resilience and motivation to pursue their aspirations confidently.

The curriculum structure at Sir Thomas Rich's is informed by the National Curriculum, providing a foundation at Key Stage 3 and transitioning into focused preparation for GCSEs at Key Stage 4 and A Levels at Key Stage 5. Each subject's program of study is carefully crafted to be ambitious and suitably challenging, ensuring that students develop both depth and breadth of knowledge. Teachers employ strategies that promote long-term retention, sequencing learning to build upon prior knowledge while encouraging students to make connections across subjects. Regular assessment is embedded into the curriculum model to monitor understanding, address gaps, and promote continuous intellectual development.

In essence, Sir Thomas Rich's School's curriculum aims to produce confident, knowledgeable, and principled individuals ready to contribute meaningfully to society. By instilling a lifelong interest in learning and a commitment to self-improvement, our curriculum prepares students not only for academic achievement but also for fulfilling and impactful lives.

The curriculum will be reviewed at least every two years by the School's Senior Leadership Team and trustees through the Curriculum and Evaluation Committee to ensure it meets the needs of all groups of pupils. Curriculum Leaders are given protected time annually to further refine and develop their curricula.

The overall curriculum aims are summarised diagrammatically:



2. Curriculum Implementation

Opportunities to secure, deepen and develop fluent application of core knowledge and skills underpin the delivery of the School's curriculum.

The timetable

The School operates a two-week timetable of fifty periods.

There are five periods per day, each of which last for 60 minutes. A non-compulsory Period 6 allows for curriculum enhancement (such as lessons in additional languages, interventions and extra-curricular activities).

Each morning starts with a 25-minute registration slot. During this time there is a planned and structured tutor-time programme which includes reading, pupil-led presentations, core studies for Year 11, and private study for the Sixth Form. Pupils also attend regular Whole School, Key Stage, Year and House assemblies during this time.

General principles

In addition to the formal taught curriculum, an extensive range of extra-curricular clubs and activities, subject enrichment and trips and visits are offered to all students.

Aspects of Social Moral Spiritual and Cultural (SMSC) education are delivered through School assemblies. There is a programme of careers education throughout the School with dedicated lessons from Year 7 onwards. With the exception of Mathematics, which is taught in ability sets from Year 9 onwards, and English for which some setting occurs in Years 10-11, lessons are taught in mixed ability groups within the context of our academically selective intake.

Students also follow a programme of personal, social and health education throughout the School (please see Relationships and Sex Education policy).

Key Stage 3 (Years 7-9)

Our curriculum in Key Stage 3 is designed to allow all students to follow as wide a range of subjects as possible while also offering them the necessary foundations in academic subjects to allow them to progress successfully to GCSE.

In **Years 7-9** all students study a broad curriculum of:

English	A Modern Foreign Language	History	Technology	PE
Mathematics	Philosophy and Theology	Art	Computer Science	Drama
Science	Geography	Music	PSHE	Games

Science is taught as a single subject in Years 7 and 8. Technology is taught on a roundabout to allow experience of different aspects of the subject including Food Technology but common skills in these areas are expected to develop independent of the order in which these areas are undertaken.

In Year 8, there is an opportunity for the strongest linguists to study a second Modern Foreign Language during Period 6. In Year 9, Science is split into three separate subjects of Biology, Chemistry and Physics as preparation for GCSE courses.

All subjects are primarily taught by subject specialists who teach the full 11-18 age range.

Key Stage 4 (Years 10-11)

At Key Stage 4, the School provides a balance between a broad curriculum and tailoring studies to the interests and competencies of the individual student.

All students study a core programme of English Language, English Literature, Mathematics, Careers and Games. In Year 10 all students study Religious Studies and those who have not opted to take Philosophy and Theology Full Course will take a Short Course GCSE in the subject at the end of Year 10; all students have dedicated PSHE/Citizenship lessons in the Summer Term. The majority of students choose to study three separate sciences (Biology, Chemistry and Physics) but a small number opt to study Trilogy Science (Double Award) in order to take a fifth option subject, if numbers allow this to be viable.

Students choose either four or five option subjects (depending on their Science choice) of which one must be a Modern Foreign Language. The School does not insist that pupils choose a selection of subjects which meets the EBacc criteria as this is not always in the best interest of pupils' progression to further studies. Option subjects offered are: Art, Business, Computer Science, Drama, Design Technology, Economics, French, Geography, German, History, Music, PE, Photography, Philosophy and Theology (Religious Studies - Full Course), and Spanish.

The School endeavours to meet the subject requests of all students and has a very good record in allowing these; however, on rare occasions, this may not be feasible, due to the constraints of the timetable or low demand in individual subjects.

There is a vast range of extra-curricular and enrichment activities beyond the formal curriculum. These are offered to all students, even if they are not continuing to study the subjects at GCSE, for example, in: Sport, Music, Drama, STEM.

Key Stage 5 (Years 12-13)

In the Sixth Form, students typically start Year 12 studying three or four A Level subjects. By Year 13, many of those who have started with four A Levels will have decided to continue with three of these. Some subjects are available at Advanced Level which are not available at Key Stages 3 and 4. These include Psychology and Philosophy.

The full list of A Level subjects offered is: Art, Biology, Business, Chemistry, Computer Science, Drama & Theatre Studies, Design Technology: Product Design, English Literature, Economics, French, Geography, German, History, Mathematics, Further Mathematics, Music, PE, Philosophy, Religious Studies, Physics, Politics, and Psychology.

The curriculum at Key Stage 5 offers increased scope for personalisation. Alongside a wide range of A Level subjects, students can undertake an Extended Project Qualification in Year 13. There is a structured extension studies programme which incorporates sessions covering PSHE and Careers topics as well as lessons during the week which allow students to take part in sports or other extra-curricular interests such as Debating or The Duke of Edinburgh's Award.

Involvement in school activities beyond the classroom is very much a part of most students' experience. There are multiple opportunities for co-curricular activity. These vary enormously and include sport, music and drama alongside commitments such as charitable fundraising and mentoring of Year 7 pupils.

Adapting the curriculum for individual students

Each Key Stage is led by an Assistant Headteacher who works with Special Educational Needs and Disabilities Coordinator (SENDCo) and Heads of Year to ensure that the curriculum is suitable for all individual students. Where necessary, adaptations are made to support a student with particular needs and allow them to achieve the best possible results for their individual circumstances.

3. Curriculum Impact

The impact of our curriculum is assessed by considering:

- External examination results at both GCSE and A Level, including the numbers gaining top grades in a wide variety of subjects.
- The range and variety of extra-curricular and enrichment activities and pupils' participation in them as indicated by the Tommy's Award.
- The retention of students from Year 11 into the Sixth Form.
- The numbers of students applying to join the School in Year 7 and Year 12.
- The proportion of students who are able to choose the courses they want to at GCSE and at A Level.
- The destinations of our leavers at Year 11 and Year 13.
- Annual reviews of the PSHE and assembly programme.

If parents require any further information about the curriculum they should contact the Deputy Headteacher – Mr D Dempsey (dd@strs.org.uk).

4. Curriculum Review

Staff in Departments are given dedicated time annually to update and review their curricula. CPD on the latest developments in the thinking behind curriculum design is made available to staff as part of this process. Staff review the curriculum content, sequencing, schemes of work and schemes of assessment as well as refining departmental advice on how curricula are delivered via subject-specific pedagogies. The outcome of this review process is shared with senior leaders to ensure a coherent approach is maintained between subject areas, particularly those which are closely related.

5. Complaints

If a parent feels that the School is failing to comply with its legal requirements as to the curriculum or is unreasonable in the way that it complies with them, he/she can make a formal complaint, in writing following the School Complaints Policy.

Appendix 1

The School Day

Morning Registration:	8.30 – 8.35	(5 minutes)
Assembly/Tutor Time:	8.35 – 8.55	(20 minutes)
Period 1	9.00 – 10.00	(60 minutes)
Period 2	10.05 – 11.05	(60 minutes)
Break	11.05 – 11.25	(20 minutes)
Period 4	11.25 – 12.25	(60 minutes)
Period 5	12.30 – 13.30	(60 minutes)
Lunch	13.30 – 14.20	(50 minutes)
Period 5	14.20 – 15.20	(60 minutes)
[Period 6	15.30 – 16.15	(45 minutes)]

Appendix 2

Curriculum Model 2024-25

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	Mathematics (6)	Mathematics (6)	Mathematics (6)	Mathematics (6)	Mathematics (6)	Option A (10+2)	Option A (10+2)
2						Biology	Biology
3						Chemistry	Business Studies
4						Design	Chemistry
5						Theatre Studies	PE
6						English Lit.	Design
7	English (6)	English (6)	English (7)	English (7)	English (7)	Further Maths	English Lit.
8						Physics	Geography
9						PE	History
10						Politics	Further Maths
11						Religious Studies	Psychology
12						Psychology	
13	Science (6)	Science (6)				Option B (10+2)	Option B (10+2)
14			Biology (2)	Biology (4)	Biology (5)	Art	Biology
15						Biology	Business Studies
16			Chemistry (2)			Chemistry	Chemistry
17						Economics	Computing
18			Physics (2)	Chemistry (4)		Geography	Economics
19	MFL (6)	MFL (6)				History	Further Maths
20	French	French	MFL (6)			Further Maths	PE
21	or German	or German	French or German			Physics	Physics
22				Physics (4)		PE	Psychology
23						Politics	
24						Psychology	
25	Geography (4)	Geography (4)				Option C (10+1)	Option C (10+1)
26			Geography (4)	RS (3)		Biology	Art
27				(inc. PSHE)		Business Studies	Business Studies
28						Chemistry	Economics
29	History (4)	History (4)	History (4)	Option A	Option A	Economics	German
30				(5)	(5)	French	Mathematics
31						Geography	Music
32						History	Physics
33	RS (3)	RS (3)	RS (3)	Option B	Option B	Mathematics	Politics
34				(5)	(5)	Music	Psychology
35						Philosophy	
36	Art (2)	Art (2)	Art (2)			Option D (10+1)	Option D (10+1)
37						Biology	Biology
38	Music (2)	Music (2)	Music (2)	Option C	Option C	Business Studies	Chemistry
39				(5)	(5)	Computing	Theatre Studies
40	Computing (2)	Computing (2)	Computing (2)			Economics	English Lit.
41						English Lit.	French
42	Technology (2)	Technology (2)	Technology (2)	Option D	Option D	Geography	Geography
43				(5)	(5)	German	History
44	PSHE (2)	PSHE (1)	PSHE (1)			Mathematics	Mathematics
45		Drama (2)	Drama (1)			Physics	Politics
46	Drama (1)					Psychology	Psychology
47	PE (2)	PE (2)	PE (2)			Enrichment (2)	Enrichment (2)
48							or EPQ
49	Games (2)	Games (2)	Games (2)	Games (2)	Games (2)	Games (2)	Games (2)
50							
		MFL 2 (4)	MFL 2 (4)				
		Spanish	Spanish				

Sixth Form Curriculum

