



2a. Curriculum Policy and Plan	
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Curriculum Policy -

Be Ambitious, Be Curious, Be Yourself

At Rye, the Curriculum, along with the schemes of work is designed to take into account the ages, aptitudes and needs of all children, including those with special educational needs. At Rye the curriculum includes EYFS, through to Year 13.

The teaching of the curriculum, throughout the School, will ensure that pupils acquire speaking, listening, literacy and numeracy skills.

The curriculum has been developed to support the aims of the school, which are to;

- Deliver a stimulating and inspiring academic education which develops a love for learning and intellectual curiosity.
- Develop each pupil's talents and gifts through an aspirational education that promotes creativity, team work and builds life-long skills.
- Acknowledge and develop each pupil's talents so that they recognise their own sense of worth, their vocation, their aptitudes and talents so that they become unique, confident, curious and valued individuals.
- Challenge pupils to be aspirational in their thinking and approach, and to push themselves to achieve their best, thus creating resilient and confident individuals.
- Provide a strong moral and spiritual framework based on the values of respect, kindness, integrity and justice.
- Recognise and foster an environment of love, hope and joy based on Gospel values in which individuals are cherished and genuine relationships are nurtured.
- Nurture and instil a sense of responsibility towards others in the wider community; locally nationally and internationally, through charity and service.

Access, Equality and Anti- Discrimination:

Our school curriculum teaches our pupils about their value as a person, their human rights, the options available to them and their expectations for adult life. Consequently, we establish and maintain a positive, inclusive culture of equality in which every pupil can feel valued and flourish and in which pupils with protected characteristics do not experience unlawful discrimination. Pupils are prepared for the opportunities, responsibilities, and experiences of life in British society. Staff understand the School's obligations to encourage respect for other people under the 2010 Equality Act with regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. If there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the school would help the children understand the issues, and ensure the children respect all those with those characteristics.

The curriculum does not undermine but promotes fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; while recognising the Catholic foundation of the School. This is monitored by the Head and Academic Deputy Head, as well as the governors, who ensure the pupils receive a balanced view of the world.

Learn and make progress for all pupils:

Our curriculum, plan and schemes of work take account of the needs of all pupils. Rye is committed to high-quality educational provision for all its pupils in order to facilitate continual progress. All pupils at Rye have the opportunity to learn and make progress. All lessons follow the 'Rye Way', a teaching strategy that focuses on the five cornerstones of successful teaching and learning; high expectations and routines, clear learning objectives, questioning, retrieval, and clear reflective lessons.

We set our programmes of study according to the needs of all abilities within our school and differentiate appropriately within the classroom to ensure that all pupils at the school can learn and make progress. We ensure that our admissions, discipline, and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs.

Pupils' needs are individually assessed wherever individual circumstances or needs are suspected of impeding or challenging that learning and support provision is led by the Learning Support department under the SENCo. We provide individual education plans (IEPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities. These provide a description of the difficulty and guidelines for support are provided to teachers and tutors who are aware of those identified students and incorporate suitable, suggested teaching strategies into their teaching.

English as an Additional Language (EAL) provision is also included in this support framework. Lessons are conducted in English; where English is not a pupil's first language then tests are conducted on entry point to ensure that the pupil is able to benefit from the curriculum provision.

We meet the needs of able students by providing appropriate stretch and challenge and extension activities. Setting is used in some year groups for some subjects, where deemed beneficial, to aid differentiation by ability. The curriculum is constantly evolving in order to accommodate the needs of our students and to add extension and enrichment opportunities.

Pupils who need to focus on particular targets during the course of the year, may be placed on a 'Personal Progress Plan'. During this period (a minimum of two weeks) pupils hand their progress card to each of their teachers at the beginning of a lesson and the teacher writes some feedback for the pupil. The Deputy Head Academic reviews the card with the pupil at the end of the week and will keep parents informed of the progress being made. In order to further support what is taught in the classroom and to allow individual pupils the opportunity to revise and review topics already covered, a number of academic subjects offer lunch time surgeries alongside revision sessions for examination years.

The Structure of the curriculum:

The curriculum, throughout the School will give pupils experience of the following areas:

Linguistic: Pupil's communication skills will be developed, and their command of language increased through listening speaking, reading and writing in English as well as in Modern Foreign Languages, where these areas are assessed as core skills. Communication, presentation, and literacy skills are developed in all subjects. We also offer many opportunities for pupils to develop formal debating skills in English lessons and through Debating Clubs throughout their schooling. Speaking skills are enhanced by providing opportunities to take part in assemblies, LAMDA exams, Mass and taking a role in our school plays and Nativity production.

Mathematical: Pupils will learn to make calculations and to understand and appreciate relationships and patterns in number and space. Through practical activity, exploration and discussion, pupils will develop the capacity to think logically and express themselves clearly and succinctly. Pupils' knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration, and discussion. In the Early Years this also includes learning through story books and role play. Pupils can take part in Young Enterprise, where they learn to set up and run their own business, here they learn the finances of a working business.

Scientific: Pupils will gain knowledge and understanding of nature, materials and forces through the study of Biology, Chemistry and Physics. In the Early Years, these subject disciplines form part of the Understanding the World strand of the curriculum. These practical subjects will develop skills, such as observing, forming and testing hypotheses, recording findings in a logical and systematic fashion, drawing conclusions and forming generalisations. Outdoor learning is used wherever possible and our youngest pupils take part in weekly Forest School sessions.

Technological and Digital: We support pupils in developing, planning, and communicating ideas through working with tools, equipment, materials and components to produce good quality products with a function as well as learning how to evaluate the processes and products. Computer Science is taught throughout the school and a range of technologies and programs are used across the curriculum to further enhance learning, for example; the use of Beebots in the Prep School when learning about direction and angles in Mathematics.

Human and Social: Teaching of the humanities, including History and Geography will enable pupils to become aware of their environment and the impact of humans, not only at the present but also how the past has influenced events and conditions. Effective use is made of educational trips and local studies to enhance learning in these areas. Our youngest pupils are encouraged to develop their curiosity and understanding through the use of immersive curriculum days, such as Evacuation Day, through the use of role play areas, drama, dress-up and the exploration of artefacts.

Physical Education (PE): Timetabled PE lessons throughout the School aim to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. Team sports play an important part in developing co-operation and support of others. They will acquire the knowledge and understanding of the basic principles and health. In the Early Years, Physical Education also incorporates the development of pupils' fine motor skills, in preparation for writing and the manipulation of small implements. Pupils learn how to swim in our school pool and take part in in-house and competitions and Sports Days. PE lessons also support an extensive extra-curriculum programme, where pupils compete with other local schools.

Aesthetic and creative: While acknowledging that all subjects have aesthetic and creative elements, the study of art, music, dance and drama will play an important part in pupils learning the processes of making, composing and inventing.

Religious Education (RE): As part of its religious foundation, RE is timetabled until the end of Year 13. Through the teaching of Christian and other religions and belief systems, pupils learn tolerance and respect. This is in-line with the School's aim for pupils to *'learn to be courageous, show integrity, discernment and a love of themselves and others'*.

Personal, Social, Health and Economic Education (PSHEE) and Relationship and Sex Education (RSE): PSHEE lessons continue throughout the school with an emphasis on physical and mental wellbeing. The courses are designed to support the School's aim that a Rye pupil stands out as being confident, creative, imaginative, curious, resilient, and their own individual self. The curriculum has been developed to instil a respect for others and an understanding and tolerance of all protected characteristics, recognising that everyone has at least some protected characteristics (eg age and gender). Pupils will learn the important elements of relationships, based on trust and honesty. The PSHEE and RSE curriculum is adapted to the various year groups (see separate PSHEE and RSE policies). In Early Years, Personal, Social and Emotional Development is a Prime Area of Learning and as such is planned for and taught throughout the school day, using carefully selected core texts as the context for pupils' learning and facilitated through play and adult intervention.

Careers education:

The Careers Advisor is responsible for developing the Careers programme which provides up to date and broad information by working closely with higher education institutions and employers. Impartial careers guidance is given to the pupils in Year 11 through to Year 13. For the pupils in Year 11 guidance is given over the choice of A-level course; ensuring they do not make career-limiting decisions. In Years 12 and 13, pupils will learn that there are a number of pathways to a successful career, which may or may not include a university degree. In short, the guidance encourages pupils to fulfil their potential; to achieve this they need to understand their own strengths and weaknesses.

The Curriculum, along with the Teaching and Learning Policy, work together to ensure that the pupils have the opportunity to learn and make progress.

Curriculum Outline EYFS

We follow the Early Years Foundation Stage Curriculum which includes the following Prime Areas of Learning:

- Communication and Language
 - Listening, attention and understanding
 - Speaking
- Physical Development
 - Gross motor skills
 - Fine motor skills
- Personal, Social and Emotional Development
 - Self-regulation
 - Managing self
 - Building relationships

And the following Specific Areas of Learning:

- Literacy
 - Comprehension
 - Word Reading
 - Writing
- Mathematics
 - Number
 - Number Patterns
- Understanding the World
 - Past and present
 - People, Culture and Communities
 - The Natural World
- Expressive Arts and Design
 - Creating with materials
 - Being imaginative and expressive

In addition to this, Reception pupils receive a weekly French lesson.

Curriculum Outline Pre-Prep

- Linguistic – English, Phonics, Guided Reading, French
- Mathematical – Mathematics
- Scientific – Science, Forest School
- Technological – Computing, Design and Technology
- Human and Social – Religious Studies, PSHE (including RSE) History, Geography
- Physical – Physical Education
- Aesthetic and Creative – Music, Drama, Art

Curriculum Outline Prep-School

- Linguistic – English, Guided Reading, French
- Mathematical – Mathematics
- Scientific – Science
- Technological – Computing, Food and Nutrition (Year 5 and 6 only)
- Human and Social – Religious Studies, PSHE (including RSE) History, Geography
- Physical – Physical Education
- Aesthetic and Creative – Music, Drama, Art

Curriculum Outline

All subjects have responsibility for promoting the academic and interpersonal skills of speaking and listening, literacy (both in English and in digital competence) and numeracy. Pupils for whom English is not a first language are assessed and given English support sessions when appropriate.

Years 7-9

- Linguistic – English, French and Spanish. Some students who struggle with Languages may have learning support instead, for one or both languages.
- Mathematical – Mathematics
- Scientific – an Integrated Science course (including Biology, Chemistry and Physics) in Year 8. Separate Sciences are studied in Year 9
- Technological – Computer Science, Food and Nutrition
- Human and Social – Religious Studies, PSHE (including RSE), History, Geography
- Physical – Physical Education
- Aesthetic and Creative – Music, Drama, Art, Dance

Years 10&11

Years 10 and 11 Pupils normally take 10 subjects at GCSE, all at the end of Year 11. Some students may take fewer according to an agreed need. More able Mathematics pupils may take GCSE Further Maths in addition to GCSE Mathematics.

Core Subjects:

- English Language
- English Literature (a small group of students who require extra support will not take the examination)
- Mathematics
- Science (Triple or Combined)
- Religious Studies
- PE
- PSHE

Subjects offered at GCSE as options:

- Fine Art
- Textile Design
- Graphic Communication
- Business Studies
- Computing
- Drama
- Dance
- Food and Nutrition
- French
- Geography
- History
- Music

- Physical Education
- Spanish

Sixth Form curriculum outline:

Our curriculum in Sixth form is broad and allows scope for the pupil's talents and interests and helps prepare them for the opportunities and responsibilities of adult life.

The following subjects are offered:

Fine Art

English Literature

Business Studies (BTEC)

Computing (BTEC)

Chemistry

Drama

French

Geography

Graphic communication

History

Mathematics (and Further Mathematics)

Music

Psychology

Photography

Politics

Physics

Spanish

Textiles

Philosophy, Ethics and Theology

Physical Education (BTEC)

In addition to three Level 3 qualifications, we strongly encourage pupils to take the Extended Project Qualification or Leith's Food and Wine qualification.

In addition, all Rye Sixth formers will have a course of Physical Education, Study Skills and compulsory Religious Studies and PSHE.

Curriculum Scheduling:

Rye St Antony's provides full -time, supervised education through operating a one-week timetable.

Early Years Scheduling:

Subject	Nursery Hours	Reception Hours
Early Years Foundation Stage Curriculum	24.5	15.25
Guided Reading		2
Phonics	1.75	1.75
Computing		1
Religious Studies		2.5
PE	1	1
Music and Movement	1	1
Languages		0.5
Forest School	1	1

KS1 Scheduling:

Subject	Year 1 Hours	Year 2 Hours
English	5	5
Guided Reading	2	2
Phonics/Story	2	2
Maths	5	5
Science	1	1
Computing	1	1
Religious Studies	2.5	2.5
PSHE	0.7	0.7
History	0.75	0.75
Geography	0.75	0.75
Art	0.5	0.5
D&T	0.5	0.5
PE	2	2
Music	1	1
Languages	0.5	0.5
Forest School	1	1

KS2 Scheduling:

Subject	Year 3 Hours	Year 4 Hours	Year 5 Hours	Year 6 Hours
English	5	5	5	5
Guided Reading/Story	2.75	2.75	2.75	2
Drama	1	1	1	1
Maths	5	5	5	5
Science	2	2	2.5	2.5
Computing	1	1	1	1
Religious Studies	3	3	3	3
PSHE	1	1	1	1
History	1	1	1	1
Geography	1	1	1	1
Art	1	1	1	0.75 carousel
Food and Nutrition				0.75 carousel
PE	2	2	2.5	2.5
Music	1	1	1	1
Languages	1	1	1	1

KS3 Scheduling:

Year 7	Hours	Year 8	Hours	Year 9	Hours
Maths	3	Maths	3	Maths	3
English	3	English	3	English	3
Science	3	Science	3	Science	3
RS	2.5	RS	2.5	RS	2.5
PE	2.5	PE	2.5	PE	2.5
French	1.5	French	1.5	French	1.5
Spanish	1.5	Spanish	1.5	Spanish	1.5
Geography	2	Geography	2	Geography	2
History	2	History	2	History	2
Music	1	Music	1	Music	1
Drama	1	Drama	1	Drama	1
Dance	1	Dance	1	Dance	1
Art	1	Art	1	Art	1
Food	1	Food	1	Food	1
Computing	1	Computing	1	Computing	1
PSHE	0.5	PSHE	0.5	PSHE	0.5

KS4 Scheduling

Year 10	Hours	Year 11	Hours
Maths	4	Maths	4
English	4	English	4
Science	6	Science	6
RS	3	RS	3
PE	2.5	PE	2.5
Option 1	2.5	Option 1	2.5
Option 2	2.5	Option 2	2.5
Option 3	2.5	Option 3	2.5
PSHE	0.5	PSHE	0.5

KS5 Scheduling

Year 12	Hours	Year 13	Hours
Block A	4	Block A	4
Block B	4	Block B	4
Block C	4	Block C	4
Block D	4	Block D	4
Block E	4	Block E	4
PE	2	PE	2
SS	1	SS	1
RE	1	RE	1
PSHE	0.5	PSHE	0.5