



RMS FOR GIRLS

CURRICULUM POLICY

School update	
Responsible for review of policy	Deputy Head Academic
Last school update	November 2024
Governor Sub-Committee approval	
Sub Committee to review and approve	Academic
Review Period	3 years
Last Sub Committee review date	November 2024
Scheduled review	November 2027
Approved by Sub Committee (Meeting date)	12 November 2024
Next Sub-Committee Review	November 2027
Related policies	Teaching & Learning Assessment, Marking and Reporting Learning Support
Uploaded to Staff Shared	November 2024
Uploaded to Website	November 2024

1. POLICY STATEMENT

- 1.1 The RMS curriculum is effective in its coverage of all the requisite areas of learning, is suitable for all ages, abilities and needs and supports the aims of the School and recognises that all pupils are entitled to access a curriculum that is broad, balanced and relevant to individual needs.
- 1.2 The curriculum promotes the spiritual, moral, social, cultural, intellectual and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life.
- 1.3 The curriculum comprises all that contributes to the learning of individual pupils and to their success in examinations; it also includes activities planned to promote their broader development and to prepare them for the opportunities, responsibilities and experiences of life in British society and the wider world.
- 1.4 The aims of the School are underpinned by a curriculum which is based on equality of opportunity where each individual is valued and where a love of learning is cultivated so that all pupils gain a sense of achievement from the learning process.
- 1.5 Pupils gain experience in linguistic, mathematical, technological, scientific, human and social, physical, aesthetic and creative education, appropriate to their ages and aptitudes. Pupils are expected to acquire skills in speaking, listening, literacy and numeracy.

2. AIMS

- 2.1 The RMS curriculum:
 - ensures that pupils develop essential speaking, listening, literacy and numeracy skills
 - provides pupils with a full and rounded entitlement to learning
 - fosters pupils' creativity and develop essential skills, including independent learning skills
 - promotes a healthy lifestyle
 - inspires pupils to a commitment to learning which will last a lifetime
 - promotes high standards in all learning and teaching
 - ensures that all pupils have the opportunity to learn and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
 - provides a programme of activities for pupils of all ages appropriate to their educational needs and in relation to personal, social, emotional and physical development and communication and language skills
 - prepares pupils for the opportunities, responsibilities and experiences of adult life in British society and the wider world
 - ensures that pupils have an understanding of core British Values

3. BREADTH

- 3.1 The RMS Curriculum is enriched to meet the particular needs of all pupils. There are opportunities to study additional modern foreign languages, a classical language, performing and expressive and creative arts subjects, as well as to practise a wide range of sports. Computer Studies is formally taught and IT used extensively throughout the curriculum.
- 3.2 The post-16 programme of studies includes a core curriculum of Life Skills and Physical Education. A range of appropriate activities is on offer eg: Young Enterprise, Model United Nations, Debating, Critical Thinking, Leadership Skills and DofE Award. The Extended Project Qualification is offered.
- 3.3 Subjects that are offered at Sixth Form include one vocational option, Leiths Cookery Course.

4. BALANCE

- 4.1 RMS offers equality of access to all subjects. Pupils have an open choice from a wide range of subjects at Key Stage 4 and Key Stage 5. Each pupil is counselled when making these choices to ensure a balanced programme of study. The timetable is built around their choices to ensure as far as possible that each pupil is able to pursue their aptitudes and preferences. The commitment of the School is demonstrated in the generous staffing allocated to run courses for small numbers of students.
- 4.2 Entry to all programmes of study is based on academic suitability and appropriateness, regardless of race, disability, religion or belief.

5. SPIRITUAL, MORAL, SOCIAL & CULTURAL EDUCATION

- 5.1 Religious Studies is taught to all pupils in EYFS and Key Stage 1-3 and is an examined option at KS4 and KS5. All pupils experience ethics modules in Life Skills at KS4 and KS5. The School has to raise understanding and appreciation of a diverse range of cultural and religious observances and issues. This includes but is not limited to a programme of whole-school assemblies, Year assemblies and House assemblies.
- 5.2 The Life Skills curriculum reflects the School's aims and ethos and British Values. Within Life Skills pupils develop an understanding of core British Values including democracy, freedom of expression, tolerance and mutual respect for all individuals, regardless of difference or disability.
- 5.3 Life Skills encourages respect for other people, paying particular regard to age, disability, gender reassignment, sexual orientation, race and religion. Within the programme of Life Skills, sex and relationship education encourages pupils to follow and be guided by moral principles. Pupils are taught to recognise the values of family life; parents may withdraw their daughters from these sessions.
- 5.4 Appropriate careers guidance, including work experience, is available and presented impartially so that pupils are prepared and informed for essential life choices offered in an impartial manner and with input from our dedicated careers advisor and independent, external advisors, so that all pupils may fulfil their potential.

6. INDIVIDUAL EDUCATIONAL NEEDS

- 6.1 The School has a policy to recognise and cater for individual educational needs. It sets out for parents what help the School can offer in addition to the taught curriculum. All teachers are made aware of any particularly able pupils, those with a specific learning difficulty or disability, EAL pupils and those requiring assisted learning support. Assisted learning support is managed by the Director of Learning Support who leads a team of specialist staff. In Cadogan House, the Head of Learning Support manages all aspects of inclusion for pupils in Reception to Year 6.
- 6.2 Disability
The School has an Accessibility Plan and, in line with statutory requirements, aims to make all parts of the School and the curriculum accessible to all pupils, as far as is reasonably practicable.
- 6.3 Disapplication
The School will consider disapplication from certain curricular demands on a case by case basis and in consultation with parents.
- 6.4 Pupils with English as an Additional Language (see EAL Policy)
 - 6.4.1 EAL pupils have educational needs of a particular kind and the School is committed to ensuring that the potential of EAL pupils is fully met.
 - 6.4.2 Proficiency in English is assessed on entry and appropriate support is offered by Learning Support staff.
- 6.5 Differentiation
 - 6.5.1 Schemes of Work are written to present the curriculum through a variety of teaching methods using a range of resources. Regular review of the Schemes of Work is carried out to introduce new material, fresh approaches to assessment techniques and to ensure the pursuit of excellence in the delivery of the curriculum, so that all pupils are appropriately stretched and challenged.
 - 6.5.2 Setting by ability takes place in Mathematics from Year 5 and additionally in English from Year 8 and Science from Year 9 -Year 11. Setting is flexible and regularly reviewed.
 - 6.5.3 Provision for Able & Interested pupils is made via differentiation within the classroom and extension activities in homework tasks. A range of provision exists for able and interested pupils via subject based competitions and activities. In Cadogan House, there is an enrichment programme that runs throughout the year with the aim of broadening the curriculum offer.

7. CONTINUITY

- 7.1 Continuity between phases of the School is considered to be a vital element in curriculum management. Regular consultation between teachers in various Key Stages and across Departments of the School is encouraged and the exchange of up-to-date data ensures that, as they move through the School, pupils meet fresh stimulation. Whilst reinforcement is embedded in the Schemes of Work, repetition is avoided.

8. HOMEWORK

- 8.1 Appropriate homework is set and marked regularly to support, reinforce and enrich work covered in class. It provides an opportunity for the development of research and independent learning skills. There is a high expectation that this work is completed in full and on time.
- 8.2 Housemistresses/Parents can become involved in managing pupils' progress by overseeing this work and by communicating any difficulties to their form tutor. Housemistresses monitor boarders' homework and staff communicate with the Housemistress if there are difficulties.

9. SUBJECTS ON OFFER IN THE CURRICULUM

Key Stage 3

Art Computing Design and Technology Drama English Food and Nutrition French Geography History Latin Life Skills	Mathematics Mandarin Music Physical Education Religious Studies Science: Biology Science: Chemistry Science: Physics Spanish Textiles
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In Year 8 pupils may take up Mandarin or Latin , in addition to French or Spanish. Pupils not taking a second language are offered an Assisted Learning Programme which may include support in Mathematics and English. The most able linguists may take two modern languages and keep up Latin.

At Key Stages 4 and 5, Heads of Department select the most appropriate specifications from the external examination boards.

Key Stage 4

Art & Design Astronomy Business Studies Chinese (Mandarin) Computer Science Creative iMedia (Level 2) Design and Technology English Language English Literature Food and Nutrition French Geography Health and Social Care (GCSE)	History Latin Mathematics Music Physical Education (GCSE) Drama & Theatre Studies Religious Studies Science: Biology Science: Chemistry Science: Physics Science (Double Award - until Sep 2025) Spanish Textiles
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Post 16

Art	Leiths Cookery Course (Level 2 2023-2024, Level 3 from 2024)
Biology	Mandarin
Business Studies	Mathematics
Chemistry	Music
Classical Civilisation	Drama & Theatre Studies
Computer Science	Photography
Design and Technology	Physical Education
Economics	Physics
English Language	Psychology
English Literature	Religious Studies
French	Sociology
Further Mathematics	Spanish
Geography	Textiles
Government & Politics	
History	
Latin	
<i>Non Examined Subjects: Life Skills, Physical Education and Wellbeing, Lecture Programme and RMS Edge offer</i>	

10. MAKING CHOICES FOR PUBLIC EXAMINATIONS

10.1 GCSE (2024-2025)

All pupils take GCSEs in English Language, English Literature, Mathematics, Double Award Science or Triple Science and are strongly advised to take a Modern Foreign Language. The examined curriculum is complemented by general courses in Life Skills and Physical Education. Four Option subjects are added to this core. Most pupils take nine GCSEs, including five core subjects and four options. There are at present no set Option Blocks and pupils have a free choice of subjects in order of preference. Every effort is made to meet preferences but an alternative to any choices may be taken up.

GCSE (2025-2026)

All pupils take English Language, Mathematics and at least one science and are strongly advised to take a modern foreign language. The examined curriculum is complemented by general courses in Life Skills and Physical Education. Six Option subjects are added to this core. Most pupils take nine GCSEs, including three core subjects and six options. There are at present no set Option Blocks and pupils have a free choice of subjects in order of preference. Every effort is made to meet preferences but an alternative to any choices may be taken up.

10.2 Sixth Form and A Level

- 10.2.1 There is no overall minimum standard of entry to the Sixth Form at RMS. Pupils from other schools are accepted on the basis of their GCSE results. Specific criteria operate regarding the admission of overseas students with EAL.
- 10.2.2 If a grade 4 has not been achieved in GCSE English Language and Mathematics, arrangements will be made to continue study in these subjects, which may involve a charge to parents.
- 10.2.3. Sixth Formers commence studying three or four subjects in Year 12. Some pupils continue with four subjects into Year 13 but most will take three subjects to A Level. As always, the School will adopt a case by case approach in order to accommodate the needs of individual pupils.
- 10.2.4 To study a subject at A Level, the minimum of a grade B/grade 6 should have been attained at GCSE, with the following exceptions:
- Applied General Business – no specific entry requirements
 - Biology - Grade 7,7 in Combined Science/Biology and Grade 6 in Mathematics

- Chemistry – Grade 9-7 in Combined Science/Chemistry and Grade 7 in Mathematics
- Classical Civilisation – Grade 6 in any essay based subject
- Economics – Grade 6 in both English Language and Mathematics
- Further Mathematics – Grade 8 or A* in Mathematics
- Health and Social Care BTEC – grade 4 in English Language
- Mandarin Chinese – Grade 7 in Chinese
- MFL – Grade 7 in the relevant language
- Music – Grade 5 theory and practical required in addition to Grade 6 in Music GCSE
- Performing and Production Arts BTEC – to have studied level 2 Performing Arts or GCSE Music or Dance
- Photography- Grade 4 in GCSE English Language or Literature
- Physics – Grade 9-7 in Combined Science/Physics and Grade 7 in Mathematics
- Sociology – Grade 5 in English Language

11. CURRICULUM REVIEW

12.1 The curriculum policy is monitored by SLT who consult with Heads of Department. An evaluation is carried out each year so that refinements can be made to ensure that the curriculum remains relevant and appropriate to the needs of all pupils.