



SENIOR SCHOOL CURRICULUM POLICY

Our Aims

Royal Russell is a family school which values the things which make each of us distinctively brilliant. Our school motto is 'non sibi sed omnibus', which translates to 'not for oneself, but for all'. As such, our commitment is to help every member of our community strive for their vision of success – to take a wider view of what their personal ambitions are.

We are committed to ensuring that every pupil follows a personalised learning journey through a challenging and engaging curriculum guided by passionate and dynamic experts. We believe in a holistic education and facilitate this by extending pupils' learning beyond the classroom through a rich curriculum of enrichment activities and cultural experiences, learning together in an open community that reflects the real world and celebrates both individual and collective achievements.

Our Values

Our values speak to who we are and who we strive to be. Our values help to guide us in our learning together and also as we navigate our way through life.

Through our curriculum, we seek to develop pupils who are:

Ambitious

Our pupils have high expectations of themselves and take responsibility for their success. They seek out opportunities to extend their learning beyond the classroom, taking advantage of the numerous co-curricular and extra-curricular opportunities available.

Open

As a family school, being a positive member of the Royal Russell community is key. Our pupils engage respectfully with ideas and the opinions of others, guided by our Respect Charter. They also embrace feedback and welcome the challenge and support offered on their Royal Russell journey.

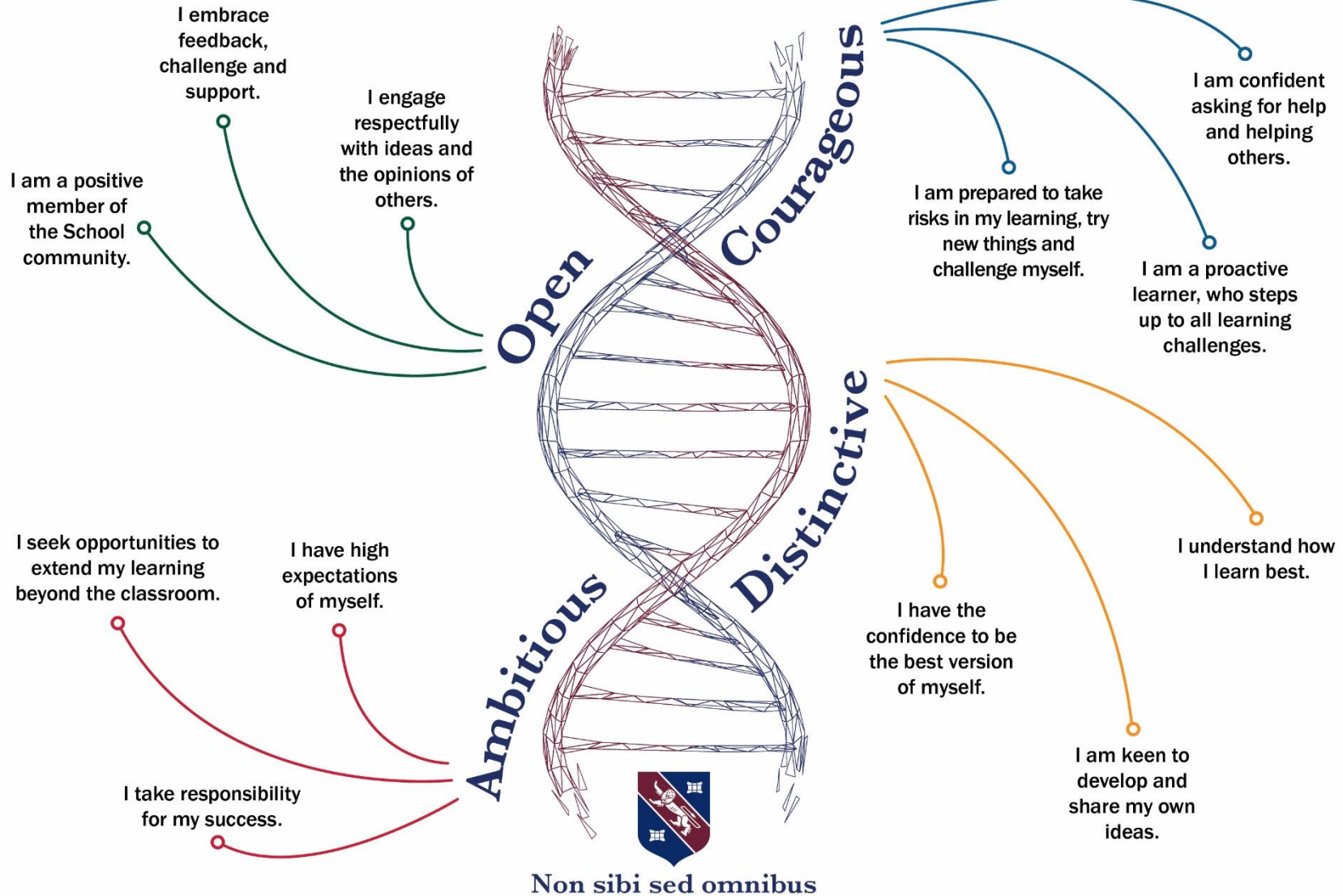
Distinctive

Our curriculum supports our pupils to understand how they learn best so that they can achieve their vision of success and confidently be their authentic selves.

Courageous

Our pupils take risks in their learning, try new things and challenge themselves. They step up to all learning challenges and have the confidence to ask for help and help others.

ROYAL RUSSELL
Learning Values



Our Curriculum Delivery

Our curriculum is broad, coherent, challenging and inclusive. We deliver this through our model of Learning Excellence.

Connecting

Our curriculum promotes positive relationships that nurture the wellbeing of all members of the school community. We celebrate diversity and inclusivity and encourage our pupils to look outward: connecting locally, nationally and globally.

Inspiring

Our curriculum reflects real world experiences and is delivered with passion by experts. We facilitate risk taking and build resilience. We inspire innovation and educate on the importance of a sustainable present and future. We challenge our pupils to learn through enquiry, extending their learning through numerous opportunities beyond the classroom.

Engaging

Through our curriculum we facilitate independence, collaboration and pupil-centred learning to ensure the highest levels of engagement from our pupils. We endeavour to empower our pupils to think deeply and achieve mastery.

Personalising

Each of our pupils is distinctively brilliant. We offer a personalised curriculum journey with adapted learning experiences that meet the needs of all of our pupils. We empower our pupils to have the highest expectations of themselves and seek to support and challenge so that each individual can develop the skills and habits required to achieve their vision of success.

Reflecting

Our curriculum recognises the importance of reflection, offering plenty of opportunity for pupils to re-activate prior learning and also supporting pupils to make progress by responding fully to feedback. We also actively teach pupils to develop the skills to strategically plan, self-regulate and assess their own learning.

ROYAL RUSSELL Learning Excellence

Inspiring

How are we demonstrating passion and expert subject knowledge within a curriculum that reflects real world experiences?

How are we challenging our pupils to learn through enquiry, extending their learning beyond the classroom?

How are we facilitating risk taking, resilience, innovation and sustainability?

How are we adapting learning experiences for the needs of every pupil?

Personalising

How are we using modelling and scaffolding to support and challenge?

How are we empowering our pupils to have the highest expectations of themselves and take ownership of their learning?

How are we facilitating independence, collaboration and pupil-centred learning?

Engaging

How are we supporting every pupil to think deeply and achieve mastery?

How are we ensuring that every learning minute counts?

Connecting

How are we looking outward: locally, nationally and globally?

How are we celebrating diversity and inclusivity?

How are we promoting positive relationships that nurture the wellbeing of all members of the school community?

Reflecting

How are we ensuring active pupil response to focused feedback?

How are we helping pupils to develop the skills to strategically plan, self-regulate and assess their own progress?

How are we encouraging links with and re-activation of prior learning and experience?

Key Stage 3 Curriculum Intent

The curriculum at Key Stage 3 builds on Key Stage 2 learning and secures the foundation of knowledge and skills required for success at Key Stage 4. Pupils study a broad range of subjects and benefit from a number of challenging learning experiences.

Key Stage 3 Overview

Core	Languages[^]	Humanities	Arts	Technology	Sport
English	French	Geography	Art	Computer Science	Physical Education
Mathematics	Spanish	History	Music	Design and Technology	Games
Science	English as an additional language (EAL)	Theology and Philosophy	Drama	Food, Preparation and Nutrition	
Wellbeing	German (Year 9 only)				
	Japanese (Year 9 only)				
	Beginner's French (Year 9 only)				

[^]the majority of pupils in Years 7-9 study two Modern Foreign Languages

Pupils in the Royal Russell Junior School benefit from an extensive transition programme that includes a range of taster sessions; workshops and assemblies with Senior School staff and pupils; and regular visits to the Senior School from Years 3 to 6. All Year 7 starters enjoy a New Pupil Induction Day in June of Year 6 and a Transition Day and team building afternoon at the beginning of Year 7.

All Key Stage 3 pupils are issued with an iPad and access to the Microsoft 365 suite, which enables technology to be seamlessly incorporated into all curriculum areas. In Year 7 Computer Science lessons, pupils work towards their ICT Digital Licence offering an introduction to using technology and devices for learning. Tutor sessions and weekly Wellbeing lessons ensure pupils are safe, healthy and prepared for life's opportunities. The Wellbeing curriculum contains carefully guided lessons for pupils regarding health and wellbeing; living in the wider world; and relationships. The Tutor Programme supports pupils' independence and the development of their learning skills and strategies.

At the end of Year 8, pupils are given the opportunity to attend taster lessons in German and Japanese to help inform their Year 9 Modern Foreign Language choices. Most pupils continue to study two Modern Foreign Languages in Year 9, although some pupils may attend lessons in English as an additional language (EAL) or extra literacy sessions alongside one Modern Foreign Language option.

The Key Stage 3 curriculum is complemented by the Russell Elevate Programme; leadership opportunities via House or as Subject Ambassadors; and numerous trip opportunities, such as the Year 9 STEM visit to Legoland.

Key Stage 4 Curriculum Intent

The curriculum at Key Stage 4 is designed to build on the solid foundations established at Key Stage 3 and to prepare our pupils for success in Key Stage 5. The curriculum offer is broad and balanced, whilst also enabling pupils to follow their particular interests and expertise.

Key Stage 4 Overview

The vast majority of our pupils take 9 GCSEs/iGCSEs:

Core	Languages [^]	Options ^{**}			Sport
English Language	French	Art and Design	Food Preparation and Nutrition	Media Studies	Games*
English Literature	German	Business	French	Music	
Mathematics	Japanese	Computing	Geography	Religious Studies	
Double Award Science (Foundation GCSE or iGCSE) or Biology, Chemistry and Physics	Spanish	Design and Technology	German	Physical Education	
Wellbeing*	English as an additional language	Drama	History	Spanish	

*not a GCSE/iGCSE qualification

[^]the majority of pupils choose one Modern Foreign Language

^{**} pupils have a free choice of three options subjects:

The choice of specification delivered in Years 10 and 11, including between GCSE and the equal-value (International) iGCSE, is determined by the Head of Department in consultation with the Senior School Leadership Team.

Pupils and parents attend a GCSE Options Evening in January of Year 9, designed to offer information and guidance with respect to the GCSE subjects on offer and the options process for choosing specific courses. The evening complements the publication of the Options Booklet, both of which explain how the options choice process works and how to make appropriate choices for each individual. In early February, a subject Parents' Evening occurs with focus being placed upon the subjects being considered for GCSE level study.

All Key Stage 4 pupils are issued with an iPad and access to the Microsoft 365 suite, which enables technology to be seamlessly incorporated into all curriculum areas. Tutor sessions and weekly Wellbeing lessons ensure pupils are safe, healthy and prepared for life's opportunities. The Wellbeing curriculum contains carefully guided lessons for pupils regarding health and wellbeing; living in the wider world; and relationships. All Year 10 pupils also supported to write CVs with cover letters

and attend mock interviews with industry professionals. They also attend a Sixth Form Taster day, enabling them to practically explore their post-16 options.

The Key Stage 4 curriculum is complemented by the Russell Elevate Programme and numerous workshops and trip opportunities, including Holocaust Memorial Day, Study Skills and international visits.

The Curriculum Assistance Programme (CAP)

CAP is provided within the curriculum for Year 10 and 11 pupils upon parental request and / or teacher recommendation from specific subject areas when pupils have opted for a reduced curriculum either by withdrawing from a particular subject area or a GCSE option block. CAP occurs in small groups and is often led by core subject teachers to provide extra support and practice in these GCSE skills. Options subjects also provide suitable and personalised tasks to support learning.

Pupils who receive additional Learning Support may also attend 1:1 or small group sessions with a member of the Learning Enrichment team at this time.

Pupils may join CAP at the beginning of Year 10 or may transfer to CAP part way through the GCSE courses with the Assistant Heads – Middle School and Deputy Head – Learning reviewing and confirming these curriculum decisions.

Key Stage 5 Curriculum Intent

The curriculum at Key Stage 5 supports pupils to achieve greater levels of specialisation in their academic studies. It also focuses on thoroughly preparing pupils for life beyond Royal Russell.

Key Stage 5 Overview

Year 12

In Year 12, the majority of pupils study 3 A-level or BTEC subjects with only a small number of pupils studying 4 (depending on their performance at GCSE and/or in admission tests). International pupils with English as an additional language, who do not have at least a grade 5 at GCSE or iGCSE English will also study the IELTS (International English Language Testing System) course as part of their programme. They will study this at least until examination in May of Year 12. Providing they achieve a suitable grade for their intended post-18 destinations, they may then stop studying EAL formally. For those pupils who need to re-sit, we run an IELTS course in Year 13 or offer GCSE in English as a second language.

The following subjects are available to study in the Sixth Form:

Art & Design	Computer Science	Enrichment Electives*	Further Mathematics	Psychology
Biology	Design Technology	French	Media Studies	Religious Studies
Business Studies	Drama	Games*	Media Studies BTEC	Russian
Business Studies BTEC	Economics	Geography	Music	Spanish
Careers*	Performance Sport Programme*	Politics	Music Technology	Sport BTEC

Chemistry	English Literature	History	Photography	Wellbeing Speaker Programme*
Chinese	English as an additional language (IELTs)	Mathematics	Physics	

*Not an A-Level or BTEC qualification

(Specification choices are determined by the Head of Department in consultation with the Senior School Leadership Team.)

Twelve 55 minute periods per fortnight are designated to the study of each subject. In addition, pupils attend a weekly Wellbeing Speaker programme. They also attend weekly careers lessons (fortnightly in the Autumn term only) and can choose between a wide range of Games or Enrichment electives on a Wednesday afternoon. Selected pupils are also invited to join the Performance Sport Programme, which runs over four 55 minute periods. Pupils' non-contact periods are spent completing silent and supervised independent study in the Library or collaborative work in Drapers' Café.

Pupils embark upon an induction course during the first week of Year 12. This is specifically designed to allow the year group to bond and recognise the differences of studying in the Sixth Form. It has a strong emphasis placed upon the importance of academic success, whilst making Year 12 pupils aware of what is expected of them as senior members of the school. To this end, it creates a strong community feel which reinforces the ethos of the school.

Year 13

In Year 13, twelve 55 minute periods per fortnight are designated to the study of each subject. In the Autumn term, they attend fortnightly careers lessons, focusing particularly on the UCAS and apprenticeship application process. On a Wednesday afternoon, pupils choose between a wide range of Games or Enrichment electives. Selected pupils are also invited to join the Performance Sport Programme, which runs over four 55 minute periods. Pupils' non-contact periods are spent completing silent, supervised independent study in the Library or collaborative work in Drapers' Café.

Sixth Form pupils are required to bring their own device as appropriate for their curriculum choices. Pupils have access to the Microsoft 365 suite, which enables technology to be seamlessly incorporated into all curriculum areas.

Through the Royal Russell Upper School experience pupils will:

- 1) Develop academic enquiry
- 2) Consider their own and others' mental health and wellbeing
- 3) Give back to the community through action and service
- 4) Embrace cultural and international enrichment
- 5) Champion equality and diversity
- 6) Be prepared for Higher Education and all other routes
- 7) Know how to stay safe
- 8) Value physical health and fitness
- 9) Understand the importance of healthy food and nutrition
- 10) Gain financial awareness

Pupils deliver these skills and experiences through a range of opportunities, including:

- Sixth Form Transition Programme

- Team building days
- Tutor sessions
- Chapel services
- Assemblies
- Weekly Wellbeing talks in Year 12
- Weekly, pupil-led Russell Talks
- Research at Royal Russell
- Timetabled careers lessons in Years 12 and 13
- Leadership training
- UCAS and Apprenticeship Application Information Evening in Year 12
- Higher Education & Apprenticeship Fair
- Footsteps to Futures Programme
- Enrichment Electives
- Challenge Day: Healthy Relationships and Sex Education
- Mentoring opportunities

Timetable

The curriculum is delivered through a two week timetable of six 55 minute lessons each day. Every morning begins with a 25 minute Tutor time in House, which includes House assemblies; Year assemblies; and tutor-led sessions focusing on a range of pastoral, wellbeing and academic topics that are carefully planned for each year group. In addition, an extensive programme of clubs and activities run at lunch and after school.

Curriculum Mapping

Curriculum maps and programmes of study for all taught subjects are created by departments under the leadership of each Head of Department. These are stored centrally and are live documents reflecting the ever-changing dynamics of each successive year group, and the ongoing enhancements to curriculum provision in every area. Curriculum maps also make clear how each department is:

- Planning for coherent progression to next academic year
- Assessing
- Inspiring and challenging
- Supporting and adapting
- Celebrating diversity and inclusivity
- Promoting innovation and sustainability

Grouping

In Years 7, 8 and 9, pupils are generally taught in mixed ability class sets of 24. Pupils are in smaller groups of 12 for Design and Technology and Food Preparation and Nutrition. In Years 7 & 8, pupils are banded by ability in Mathematics and then set from Year 9. All other subjects are taught in mixed ability groupings.

In Year 9, an additional teaching group is added and all Year 9 are reassigned to a new teaching group. At GCSE, teaching groups are assigned due to option subject choices and department criteria for core subjects. Our intention with GCSE options is that subject classes contain cohorts of no more than 24 pupils. In Mathematics, pupils will be placed into ability-based sets, dependent on their performance during the course of study. This will be reviewed regularly by the Maths department. Some sets in Year 11 may be entered in November for the iGCSE Foundation tier, dependent on their performance during the course. In English, from Year 10, most pupils follow the iGCSE Language and Literature courses. A small number may focus on Language only in Year 11 and some pupils may be invited to join an AQA GCSE English Language and English Literature

group, which is assessed by exam only (depending on their performance in coursework in Year 9). At the end of Year 10, pupils in Science will follow one of three pathways based upon performance in exams to date: iGCSE Biology, Chemistry and Physics; iGCSE Double Science; or AQA Foundation Double Science.

At A level and BTEC, class cohorts are determined by subject choice. Our intention is to have class sizes that are no greater than 16 in number. If a Sixth Form cohort has 3 or fewer pupils then this will be subject to a reduced number of lessons throughout the course. Entrants into the Sixth Form need to meet the Sixth Form and subject entry requirements.

Due to facilities and resources, some subjects run maximum class sizes lower than the 24 and 16 stated above.

Support classes, clinics and revision classes

Academic support classes, for all age groups, run throughout the course of the year. These occur before school, during the lunch break, after school and, for boarders, in the evening. A schedule is compiled at the beginning of the academic year and published widely.

Each year, an extensive schedule of clinics and revision classes is provided to support pupils with exam preparation at GCSE, A Level and BTEC. Additional revision classes occur in the Christmas and Easter break, into the summer term and throughout the duration of the external exam season as required.

Pupils requiring literacy support in Years 7, 8 and 9 may be invited to attend small group sessions led by our Learning Enrichment team when their peers are studying a second Modern Foreign Language. Pupils who receive additional Learning Support may have a weekly or fortnightly session on their timetable with a member of the Learning Enrichment team. This may happen for the duration of the academic year or for a limited period according to the specific need of the pupil. Learning support lessons can take place during any of the main teaching periods, but we endeavour to schedule these during Curriculum Assistance Programme (CAP) sessions in Key Stage 4 or during non-contact periods in Key Stage 5. We ensure that any pupils with an EHC Plan receive an education that fulfils the requirements of plan.

Co-curricular programme

The Senior School offers a very wide and varied programme of co-curricular/enrichment events. These may be accessed through the House system, clubs and societies, School teams, trips and official organisations (such as CCF, Duke of Edinburgh, and MUN). All pupils are actively encouraged to participate in a wide range of activities which offer both a balance to their academic studies and/or complement those studies. All pupils are encouraged to attend the annual Activities Fair in September to sign up to co-curricular activities for the year ahead. All activities are also available to view and sign up to on SOCs.

Educational trips are a key part of the school's curriculum and we offer a wide range of subject based trips giving our pupils opportunities to enhance their classroom learning. We also value those trips that challenge pupils and require them to step out of their comfort zone, such as our biennial trip to Uganda. Overseas residential visits include trips to the USA, Norway, Canada, Dubai, Spain, Germany, France and many other destinations.

Home Languages

Pupils who are fluent speakers of a language other than English (typically known as their 'home language') may be eligible for support in sitting early GCSE and A level qualifications in these languages.

GCSE Timeline:

Year 10- September	Exams Officer will contact all pupils, asking for an expression of interest in sitting a home language exam
Year 10- December	A trial exam paper will be completed by all potential candidates
Year 10 - February	Exams Officer will complete the entries for home language GCSEs and provide candidates with specifications and practice papers for exams in the summer of Year 10
Year 10 - Summer	Pupils will sit their home language GCSE

Some support may be available with access to specific texts or written works; this can be coordinated between the Exams Office, the Head of Modern Foreign Languages and the Deputy Head - Learning.

A-Level Timeline:

Year 12 - September	Year 12 pupils may register their interest in taking their home language A level as a fourth subject. This is not supported at this time with curriculum teaching.
Year 12 -May Year 13 -September	Following the results of the Year 12 exams, and the completion of IELTS exams in May, some pupils may begin studying their home language A level. This would typically be the case if a D or below is scored in the Year 12 exams in one of their subjects, or if their prospects of successful university application would be enhanced by having an additional A level in their home language. This will be determined in discussion between the Upper School team, the pupils and their parents.
Year 13 – Sept to May	Pupils who began the study of their home language A level will continue their preparations for the A level exams. A full A level teaching allocation is provided (if the subject is offered), in some instances a reduced time allowance is required to complete the study, this will be decided on a case-by-case basis.
Year 13 - Summer	Pupils will sit their home language A level.

Associated policies and documents:

Assessment, Feedback and Reporting Policy
 Wellbeing Policy
 Careers Education, Information, Advice and Guidance Policy
 Safeguarding Policy
 Relationships and Sex Education Policy
 English as an additional language Policy
 High Achievers Policy
 SEND & Inclusion Policy
 Admissions and Entrance Policy
 Transition Policy
 Curriculum Maps

Reviewed regularly	Deputy Head, Learning	Since October 2022
Reviewed and Approved	EWC	February 2023
Reviewed and Approved	Board	March 2023
Reviewed and Approved	EWC	October 2024
Reviewed and Approved	Board	December 2024
Reviewed and Approved	EWC	October 2025
Reviewed and Approved	Board	December 2025

Next Review		September 2026
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