



Curriculum Policy

September 2019

Responsibility for updating this document: Deputy Head Academic

Academic Life at Rugby School

Teaching and Learning is at the core of what we do at Rugby School. Students at Rugby have the benefit of fantastic educational facilities and highly qualified staff. They learn what is needed to prepare fully for public examinations but, more than that, they develop a love of learning which stays with them long after they have left the School. We set high expectations of students not only in terms of their work ethic but also in terms of their intellectual ambition. Students aim high, and our record in public examinations and university entrance is testament to this.

Students joining the School in the F Block receive a broad and balanced education in all the subjects which we feel are important for young men and women of the 21st century. This breadth and balance is continued when students move into their GCSE courses. Although we are not constrained to work towards the English Baccalaureate at Rugby, or to follow the National Curriculum, we do believe that this range of subjects gives students the best educational experience up until the age of 16.

Ultimately our aim at Rugby is to prepare students for university life and beyond. It is clear what universities are looking for. Top notch grades at both IGCSE/GCSE and A level but also an intellectual appetite. We firmly believe that the opportunities available here at Rugby address both of those aspects, and our students flourish.

The Upper School at Rugby is very different from many other schools. We have a tradition of innovation in the curriculum and have been central to innovation in a number of ways, but particularly our work in developing courses for the CIE Pre-U qualification and our pioneering work with the Extended Project qualification. We offer A levels, or the alternative CIE Pre-U qualification, in 28 subjects.

Students can also take an Extended Project qualification. This was developed at Rugby through the pilot Perspectives on Science Qualification. Following a number of introductory sessions our students choose a topic area which interests them, are allocated a supervisor, and then begin the process of research.

The course is assessed by a written dissertation of 4,500 to 6,000 words, not dissimilar to those expected of undergraduates, together with a viva voce style presentation. Students develop their skills of research (including critical reading of documents and source evaluation), analysis, presentation, ethical enquiry and philosophical arguments. It has proved to be popular and its success can be measured by some extraordinary research projects and by the boost this mode of study has given to the self-confidence of the students.

Rugby was closely involved with the Cambridge Pre-U from its origin. It began in a series of discussions held between Rugby and Heads of similar schools all seeking a more academic and less fragmented sixth form diet with the hope of bringing the sixth form debate back into the embrace of schools and away from the political arena. Indeed the reversion to linear A Levels, which has been welcomed by Rugby, is a vindication of many of the founding principles of the Pre-U. Developed by the international examination section of OCR the Pre-U is now taught in a number of schools both independent and from the maintained sector. The Pre-U is distinctive because of its academic stretch and its support for free subject choice in the sixth form and its endorsement. It is academically robust and well supported by universities. We currently offer the Pre-U in Maths, Physics, Chemistry, Art and Design, German, French, Italian and Spanish.

Rugby operates a two week timetable with 60 50 minute lessons per fortnight

The F Block (13+)

English 6

Mathematics 6

Biology 4

Chemistry 4

Physics 4

History 4

Geography 4

Art 2

Design 2

Drama and Theatre
Studies 2

Philosophy and
Theology 4

Tutor period 2

PSHE
1

Students choose 3 5 German, Italian, Music, Latin, Ancient Greek, Learning
subjects from the Development, Computing, French, Spanish
following list. At
least one must be a
modern foreign
language. Each
option is allocated 5
periods per fortnight

60

Music Scholars must take Music as one of their options. In some cases, Music Scholars choose to take Music twice in the curriculum to support their particular programme. Music could also be an option for those learning several instruments and who feel that they would benefit from additional, timetabled practice.

Learning Development is for students with EAL needs or with significant learning support needs due to specific learning difficulties.

**Extra Mathematics is for those who would benefit from a consolidation of basic mathematical skills. Individual students will be advised to take this option when appropriate.*

From the curriculum programme outlined above, students have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education (ISI Regulatory Requirements Part 1 Regulation 2). The curriculum as outlined above allows students to acquire speaking, listening, numeracy and literacy skills and we believe the subject matter is appropriate to their ages – see individual departmental Schemes of Work for more details.

In addition, all students in the F Block have at least three Sport sessions per week.

The E and D Block (Years 10 and 11)

IGCSE/GCSE

English	7	
Mathematics	8	
Science IGCSE Triple OR Double Award	18 12	Students choose four subjects from the list below Students choose five subjects from the list below
Options NB Choice must include - <i>at least one of History, Geography and Religious Studies</i> - <i>at least one of French, German and Spanish</i>	24	<i>Four/five subjects chosen from Art, Classical Civilisation, Computing, Design & Technology, Drama, Extra English, French, German, Geography, Greek, History, Religious Studies, Latin, Music, Physical Education, Spanish, Italian</i>
Divinity Tutor periods	1 2	
	60	

From the curriculum programme outlined above, students have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, and creative education (ISI Regulatory Requirements Part 1 Regulation 2).

In addition, all students in the E and D Blocks have three Sport sessions per week.

Stretch and challenge at Rugby School

Students at Rugby are challenged according to their ability in lessons in accordance with the document above. However, many more activities outside of class allow students to develop their skills and interests intellectually.

Academic departments offer a rich variety of activities. Clubs and societies are an integral part of Rugby. Most Departments hold University preparation sessions where students are encouraged to go beyond the confines of exam curricula, to discuss, explore and develop their ideas. There is also a wide-range of clubs for students in the Middle School. The Co-curricular brochure gives a good sense of both the number and diversity of clubs and societies offered. Students take the lead in the organisation and management of a number of these activities. Many societies have student secretaries who assist in the planning and organisation of meetings, while there is dedicated slot on Thursday afternoon for student-led enrichment. In addition there are numerous opportunities for student-led talks, such as the Rugby TED talks. There is also an extensive programme of visiting speakers. A sense of the calibre and diversity of talks is given by the term card which advertises these events.

More subject specific activities exist also. There are essay competitions such as the Peterhouse prizes in English and History, the Foxcroft competition in Science and the general Erasmus prize. The School has enjoyed success in all these competitions in recent years. Equally, students have been successful in Maths and Science Olympiads, as well as the junior Challenges for which all top mathematicians and physicists are encouraged to enter. Top engineers and/or Design students have been awarded Arkwright Scholarships, subject specific magazines have published articles by our students (Molecule of the Month, for example) and students are encouraged to produce their own in-house magazines. The History Department, for example, produces its own regular magazine, 'The Bloxham Project' which rivals many professionally produced publications.

The Scholars' Programme

As well as the subject specific activities mentioned above, all Academic Scholars (both Honorary and full) are enrolled on the Scholars' programme. The Keeper of the Scholars oversees the Scholars' programme, assisted by at least three members of staff, each of whom takes responsibility for one year group of scholars in the Middle School. Each year group of scholars meet at least fortnightly and usually more frequently. There are special lectures, Scholars' outings and both Senior and Junior Scholars' Question Time.

Learning Development & SEN (see also the separate SEND policy)

Our aim is to ensure that all students achieve their full potential and overcome any challenges they may experience with their learning. We provide for students with a range of learning difficulties and those whose first language is not English, tailoring support to their needs.

Graduated support is provided for pupils according to their learning needs. This may take the form of learning development lessons as an option choice in the Middle School in small groups (of up to 5 students). In the Upper School, pupils may be supported in a weekly 1:1 session in one of their study periods. Drop-in sessions take place twice a week and these may be accessed by all pupils as well as more ad hoc support lessons when appropriate. We are experienced in providing for pupils with an Education, Health and Care Plan (ISI Regulatory Requirement Part 1 Regulation 2(h)).

Working in our well-equipped rooms, teachers will use a wide range of resources, including computer software such as ClaroRead, Dragon voice recognition system and mind-mapping programmes, alongside more traditional books and materials, to help students develop their learning, and particularly their literacy skills.

Classroom teachers also have regular INSED training to enable them to provide for students with learning difficulties in their classroom and teachers are kept informed of the strengths, needs and strategies they can use to provide for each student.

Subject teachers, parents, tutors or students can request assessments and support. The in-house assessment that follows will inform future support needs and may be followed by further assessments with an Educational Psychologist who works closely with the school.

We also offer support lessons for pupils for whom English is not their first language. We are able to prepare pupils to take the IELTS examination which some may require in order to satisfy visa requirements to study at a UK university.

We are proud of the high standards that are achieved in public examinations by pupils who receive support from our department exams. Our Head of Learning Development, is very happy to discuss any enquiries or concerns with parents or prospective parents.

PSHEe: Personal, Social, Health and Economic Education

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE education develops the qualities and attributes students need to thrive as individuals, family members and members of society.

PSHE education makes an important contribution to the School's statutory responsibilities to provide a curriculum that is balanced and broadly based and which

- promotes the Welfare, Health and Safety of students
- promotes the Spiritual, Moral, Social and Cultural development of students
- prepares students for the opportunities, responsibilities and experiences of later life
- achieves the whole curriculum aims
- promotes community cohesion
- actively promotes fundamental British values
- promotes respect for others, giving particular attention to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Our PSHEe programme effectively complements the School's pastoral provision and academic curriculum, and contributes to the fulfilment of the School's ethos of providing students with a genuinely holistic education. An effective school ethos requires effective relationships between all members of the school community and school policies to be compatible with what is taught in PSHE education.

PSHE education equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the

complex and sometimes conflicting range of values and attitudes they encounter now and in the future. It has also been proven that there is a very close link between personal development and academic achievement.

We are very fortunate to be able to offer PSHEe in small groups of students in all year groups at Rugby School. Each house tutor group has a PSHE tutorial lesson with their Tutor on Monday period 4. These encompass many aspects of PSHEe including maintaining good mental and physical health, relationships, careers and study skills. These lessons are very varied and include taught lessons by the tutor, sessions run by in-house teaching experts such as the Counsellors, San Team and PE staff, and others are provided by external speakers including Warwickshire Trading Standards on consumer rights and Barclays bank staff on finance. Some tutorials will bring the whole year group together to hear an expert speaker for example Karl Hopwood on Online safety, Warwickshire Police on Sexting and Consent and Elevate on Study skills and Revision techniques. In addition the F Block have one lesson a fortnight dedicated to PSHE. This lesson is led by the Head of PSHEe, or by the Deputy Head (Pastoral)

Our PSHEe curriculum is based on the PSHE Association curriculum for PSHE education as well as the DfE Statutory Guidance on Relationship and Sex education which will come in in September 2020. It is tailored with particular reference to life in this boarding School after discussion with Senior Management, Hms, San team, Counselling team, Chaplains and the students themselves. The Schemes of Work are reviewed and updated regularly with reference to specific issues (e.g. internet safety, mental health and financial capability), and the Head of Department can speedily contact all tutors should an urgent matter arise unexpectedly which needs to be discussed.

Housemasters and mistresses are encouraged to feedback to the Head of PSHEe, and the Pastoral Committee also suggests matters which could be helpfully considered in PSHEe.

All tutors are full-time or part-time members of staff who understand the pressures and joys of this particular School. Tutors meet formally and informally and attend INSED sessions led by experts. They are coordinated and supported by the Head of PSHEe.

We believe our PSHEe policy reflects the School's aims and ethos (ISI Regulatory Requirement Part 1 Regulation 2 (d)).

Spiritual, Moral, Social and Cultural Development of Students

Rugby recognises its responsibility to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As outlined above the PSHEe Department plays an important role in SMSC development but these efforts do not occur in isolation. Assemblies and Chapel services do much to promote British values. Divinity lessons, which all students have from the F Block to the D Block, focus on spiritual development, and while these lessons reflect the School's Christian ethos and tradition, a key part of this ethos and tradition is toleration and acceptance of other views and opinions.

Opportunities to model and promote British values are taken in all subjects when the opportunities arise. The humanities subjects of Divinity, Religious Studies, History, Geography and Politics play a particularly role in this regard. Whole school initiatives such as mock elections run by the Politics department help to deepen students understanding of the way in which democracy functions.

Rugby recognises that all staff have an important part to play in SMSCD. This is done through the taught curriculum, by tutors and Hms who see the students in their House on a daily bases, and through sports and co-curricular opportunities.

Furthermore documents distributed to students such as ‘Guidelines for Life at Rugby School’ and Student councils such as the Sixth Form Council ensure that students understand the values and ethos of the School which are very much in accordance with British values.

We believe the range of approaches outlined above ensures Rugby meets its SMSC responsibilities (ISI Regulatory Requirement Part 2, Paragraph 5)

Careers Guidance

The aim of the Careers Department is to prepare students for the transition into Higher Education and the world of work.

Throughout their time in the School, all students receive guidance on subject choices and careers from their tutor.

Guidance starts in earnest in the F Block as students are supported in making their GCSE choices. The Careers department supports Hms, tutors and subject teachers in providing appropriate advice to students on which GCSE options to select. In January of each year there is an annual options fair at which HoDs and the Careers Department are available to provide advice.

In the D block students are offered Morrisby Profiling to help them to discover their strengths and suggest a wide variety of careers which might suit these strengths. The profiling is administered by the Independent Schools Careers Organisation (ISCO), and is followed up by a one to one interview with a careers adviser from the organisation. The information helps students to choose A level subjects appropriate to their future careers path. The D Block make their A level choices in the Lent following an options fair and consultation with their tutors, Hms, subject teachers and where necessary the Careers Department.

The Careers Department is based in the Collingwood Centre where students have HE lessons during the LXX and XX. These lessons inform the students of the breadth of opportunities available to them and the qualifications, skills and qualities they will need to achieve their goals and the lessons prepare them for the application process both for internships and to university.

Members of the careers team are available to give careers advice and guidance on a one to one basis. Parents can also contact the department on any issues regarding university applications or career planning.

Presentations for parents are given at parents’ meetings, and information is available to take away.

On the morning of Speech Day the school hosts a GAP and Higher Education fair for D block, LXX and XX students and their parents. Leading universities are represented as well as organisations providing both long and short GAP year placements.

At the end of the D block year students are expected to arrange two weeks work experience in an area of interest to them.

This policy provides appropriate Careers Guidance for secondary school students (ISI Regulatory Requirement Part 1 Regulation 2 (g))

Games

Games figures prominently in the life of the School. All students are expected to be involved in physical activity at least twice a week. There are a wide variety of Games and physical activities on offer for all students.

Extracurricular activities are available for all students on most afternoons of the week and also on many evenings.

The major games form the main basis of the School's sport and are played competitively in the following terms listed below. Coaching in the major sports is available to all students. In this way, the School not only concentrates on sporting excellence, but also promotes a vibrant 'sport for all' philosophy. This is reflected in the lower school major games' programmes where the running of A, B, C and D teams are common place.

Advent	Rugby Football	(boys)
	Hockey	(girls)
Lent	Hockey	(boys)
	Netball	(girls)
Trinity	Cricket, Tennis & Athletics	(boys)
	Tennis, Rounders & Athletics	(girls)

In addition to the major games, the following wide range of activities are available and, unless marked*, provide teams that compete on a regular inter-school basis.

Soccer	Basketball	Squash	Badminton
Table Tennis	Rackets	Swimming	Cross Country
Golf	Fencing	Girls Cricket	Sailing
Volleyball	*Fitness Centre	*Aerobics	*Horse Riding
*Polo	Real Tennis	*Pilates	*Dance
Shooting	Rugby 7's	*Windsurfing	*Water polo
Clay Pigeon			

This policy provides a range of activities appropriate to students' needs (ISI Regulatory Requirement Part 1 Regulation 2 (h)).

This policy should be read in association with other policies and guides as listed below:

- Academic Policies Upper School Curriculum Guide
- E and D Block Curriculum Guide
- F Block Curriculum Guide
- LXX and Beyond (Careers Guidance)
- Co-Curricular Brochure
- Visiting Speakers' term card

Curriculum progress is built into our guides for F Block, E and D Block and the Upper School as well as providing them with the appropriate experiences for adult life (ISI Regulatory Requirement Part 1 Regulation 2 (i) and (j)).

Authorised Compliance and Risk Committee:

Date:

25 September 2019