



Rugby School

## Curriculum Policy

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September 2021

**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 continues when students move into their GCSE & IGCSE courses. We believe that this range of subjects gives students the best educational experience.

In the Sixth Form we offer our students a choice between the IB Diploma Programme or A levels with the opportunity to complete an Extended Project Qualification in the LXX (year 12).

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

Further to this, we know employers want highly qualified employees, but that they also demand qualities of versatility, resilience, a global mindset, the capability to think critically and creatively, and a habit of reflection. These dispositions are encapsulated in our Rugby Learner Profile and underpin our thinking about the School’s curriculum as a whole.

**Timetable**

Rugby operates a two-week timetable with sixty 50 minute lessons per fortnight.

**The F Block (13+)**

<b>Group</b>	<b>Periods Per Fortnight</b>	<b>Subject details*</b>
Mathematics	6	All students study Mathematics
English	6	All students study English
Science	12 (4)	All students study Biology, Chemistry and Physics (each individual subject is allocated 4 periods per fortnight)
Humanities	12 (4)	All students study Geography, History, Philosophy & Theology (each individual subject is allocated 4 periods per fortnight)

Arts	6 (2)	All students study Art, Design and Drama (each individual subject is allocated 2 periods per fortnight)
Modern Languages	5	All students must study a Modern Language. ** They may choose from: French, German, Italian or Spanish.
Options	5	All students must choose 2 further options from the following list: French, German, Italian or Spanish; Ancient Greek, Latin; Computing; Music+; Learning Development++
Floreat	1	All students have a fortnightly Floreat (PSHEe) lesson
Tutor Period	2	All students have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)
Games	6	All students attend sport on Tuesday and Thursday morning as well as Saturday afternoon.

\*We are flexible in special circumstances and will adjust our curriculum to suit the needs of individual students.

\*\*In some cases it may be the case that a Modern Language is not appropriate for a student with SEN or EAL. In consultation with the parent and student the Modern Language may be replaced with Learning Development lessons.

+ In the case of Music Scholars or other students with considerable musical commitments, we offer the option of Double Music in place of a second option. This is to allow time for Peripatetic Music lessons and instrumental practice.

++ Learning Development Lessons are offered to students with notable SEN or EAL. The lessons take place in either the Option or Modern Language block. Decisions about Learning Development Lessons are made in consultation with parents and the student concerned. We also offer additional support lessons in Mathematics on the same basis.

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 (Department Schemes of Work provide more details).

### The E and D Block (Years 10 and 11)

### IGCSE/GCSE

Group	Periods Per Fortnight	Subject details*
Mathematics	7/8	All students study Mathematics (7ppf in the E Block and

		8ppf in the D Block)
English	8/7	All students study English 8ppf in the E Block and 7ppf in the D Block)
Science	18 (6)	All students study Biology, Chemistry and Physics (each individual subject is allocated 6 periods per fortnight)
Modern Languages	6	All students must study a Modern Language.** They may choose from: French, German, Italian or Spanish.
Options	6	All students must choose 3 further options from the following list:*** <ul style="list-style-type: none"> <li>• Modern Languages: French, German, Italian or Spanish;</li> <li>• Ancient Languages: Ancient Greek, Latin;</li> <li>• Humanities: Geography, History, Philosophy &amp; Theology</li> <li>• Arts: Art, Design, Drama, Music+</li> <li>• Computing</li> <li>• Learning Development++</li> </ul>
Divinity	1	All students have a fortnightly Divinity lesson.
Tutor Period	2	All students have a weekly tutor group meeting (in addition to their weekly 1:1 meeting with their tutor)
Games	6	All students attend sport on Tuesday, Thursday and Saturday afternoon.

\*We are flexible in special circumstances and will adjust our curriculum to suit the needs of individual students.

\*\*In some cases it may be the case that a Modern Language is not appropriate for a student with SEN or EAL. In consultation with the parent and student the Modern Language may be replaced with Learning Development lessons.

\*\*\* Students are offered a free choice of any of the subjects listed, however, we suggest that they do at least one humanity and at least one art subject.

+ In the case of Music Scholars or other students with considerable musical commitments, we offer the option of Double Music in place of a second option. This is to allow time for Peripatetic Music lessons and instrumental practice.

++ Learning Development Lessons are offered to students with notable SEN or EAL. The lessons take place in either the Option or Modern Language block. Decisions about Learning Development Lessons are made in consultation with parents and the student concerned. We also offer additional support lessons in Mathematics on the same basis.

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).

### LXX and XX (year 12 and 13)

IB Diploma Programme		
Group	Periods per	Subjects*

	<b>fortnight</b>	
Literature	Higher Level 9; Standard Level 5	English Literature (HL, SL), Literature and Performance (SL), German Literature (HL, SL)
Mathematics	Higher Level 9; Standard Level 5	Analysis and Approaches (HL, SL), Interpretations and Applications (HL, SL)
Language	Higher Level 9; Standard Level or Ab Initio 5	French (HL, SL), German (HL, SL, AI), Italian (HL, SL, AI), Mandarin (AI, SL & HL by negotiation), Spanish (HL, SL), Latin (HL, SL), Ancient Greek (HL, SL)
Science	Higher Level 9; Standard Level 5	Biology (HL, SL), Chemistry (HL, SL), Computer Science (HL, SL), Design (HL, SL), Environmental Systems and Societies (SL), Physics (HL, SL), Sports Science (HL, SL)
Humanities	Higher Level 9; Standard Level 5	Economics (HL, SL), Environmental Systems and Societies (SL), Geography (HL, SL), History (HL, SL), Philosophy (HL, SL), Politics (HL, SL)
Arts	Higher Level 9; Standard Level 5	Art (HL, SL), Drama (HL, SL), Music (HL, SL)
Theory of Knowledge	3	All IB Diploma students study Theory of Knowledge (ToK)
CAS and Extended Essay	Off timetable	All IB Diploma students complete their Creativity, Activity and Service (CAS) requirements and their Extended Essay (EE) requirement off timetable, although ToK lessons may be used for some Extended Essay work.
<p>* IB Diploma Students must complete 3 HL and 3 SL subjects in addition to ToK, CAS and EE. IB Diploma Students must complete one subject from the English, Mathematics, Languages, Sciences and Humanities groups. Their 6<sup>th</sup> subject may come from the Arts group or be a second from the Languages, Science or Humanities groups.</p>		
<b>A Levels</b>		
<b>Option*</b>	<b>Periods per fortnight**</b>	<b>Subject</b>
Option 1	14	A Level Students may choose any subject for option 1
Option 2	14	A Level Students may choose any subject for option 2
Option 3	14	A Level Students may choose any subject for option 3
Further Mathematics	7	Only Further mathematics may be taken as a 4 <sup>th</sup> A Level option.
<p>* We allow a free choice of A Level options. However the XX in 2021-2022 have the option for 4 A Levels because we did not offer the IB Diploma at that stage.</p>		
<p>** In 2021-2022 The XX (year 13) will have only 6ppf, may be studying any 4 subjects, may be</p>		

studying a Pre-U subject. These are legacies from our previous Upper School curriculum model.

Students in the Upper School who have significant SEN receive a fixed weekly 1-1 session with a member of our Learning Development Department during one of their study periods.

All students in the Upper School have a fortnightly Higher Education and Careers lesson between the second half of the LXX Advent Term and the first half of the XX Advent Term.

All members of the Upper School have a weekly tutor period during which they engage with PSHE (Floreat) learning.

### IB Diploma Programme Subjects

#### Group 1: Studies in Language and Literature

- English Literature (SL, HL)
- German Literature (HL)
- Literature & Performance (SL)

#### Group 2: Language Acquisition

- Classical Greek (SL, HL)
- Latin (SL, HL)
- French (SL, HL)
- German (Ab Initio, SL HL)
- Italian (Ab Initio, SL, HL)
- Mandarin Chinese (Ab Initio, SL)
- Spanish (SL, HL)

#### Group 3: Individuals and Societies:

- Economics (SL, HL)
- Geography (SL, HL)
- History (SL, HL)
- Philosophy (SL, HL)
- Global Politics (SL, HL)
- Psychology (SL)
- Environmental Systems and Societies (SL)

#### Group 4: Sciences

- Computer Science (SL, HL)
- Design Technology (SL, HL)
- Biology (SL, HL)
- Chemistry (SL, HL)
- Physics (SL, HL)
- Sports, Exercise and Health Science (SL, HL)

#### Group 5: Mathematics

- Analysis and Approaches (SL, HL)
- Application and Interpretation (SL, HL)

## A Level Subjects

### Design Centre

- Art
- Design Technology
- Graphics
- Photography
- Textiles

### Classics

- Classical Civilisation
- Latin
- Greek

### English

- English Literature

### Humanities

- Business
- Economics
- Geography
- History
- Philosophy & Theology
- Politics & International Relations

### Mathematics

- Computer Science
- Mathematics
- Further Mathematics

### Modern Languages

- French
- Spanish

### Music

- Music

### Science

- Biology
- Chemistry
- Physics
- Sports Science

### Theatre Studies

- Theatre Studies

### Extended Project Qualification

- Extended Project Qualification

## **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's co-curriculum. 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 enrichment activity and 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 leaders who assist in the planning and organisation of meetings. Students in the Upper School help teaching staff lead enrichment activities for the F & E Block. In addition, there are numerous opportunities for student-led 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. Equally, students have been successful in Linguistics, Maths and Science Olympiads, as well as the junior Challenges. 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 Keepers of the Scholars & Oxbridge (one Arts & Humanities, the other Science & Mathematics) oversee the Scholars' programme. A member of the teaching staff for each year group of scholars in the Middle School. Each year group of scholars meet at least fortnightly or more frequently. There are special lectures, Scholars' outings and events. In the Upper School the Scholars join the rest of the student body in accessing the subject specific Societies. Students, including Scholars, who demonstrate outstanding commitment and aptitude in their chosen subject are invited to access our additional Oxbridge provision.

## **Learning Development & SEN (see also the separate SEN, Learning Difficulties and Inclusion 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 Learning Development Department. Our Head of Learning Development, is very happy to discuss any enquiries or concerns with parents or prospective parents.

### **PSHE: Personal, Social, Health and Economic Education (this includes RSE)**

PSHE (known as Floreat at Rugby School) 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 equips children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. PSHE 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.

We are very fortunate to be able to offer PSHE 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 PSHE including maintaining good mental and physical health, relationships 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. Some tutorials will bring the whole year group together to hear an expert speaker for example Karl Hopwood on Online safety, Fiona Spargo-Mabbs on Reducing harms from Drugs and Elevate on Study Skills and Revision Techniques. In addition, the F Block have one lesson a fortnight dedicated to PSHEe. This lesson is led by the Head of PSHEe and by the Deputy Head (Pastoral)

Our PSHE curriculum is based on the PSHE Association curriculum and is in line as the DfE Statutory Guidance on Relationship and Sex education. 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)) and the DfE Statutory Guidance on Relationships and Sex Education.

### **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 PSHE Department plays an important role in SMSCD 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 in the E & D Blocks too, 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. All members of the F Block also study Philosophy and Theology for 2 lessons a week. Whilst in the F Block our students complete a course with the Chaplaincy and an activism project as part of their Wednesday afternoon service activities.

Opportunities to model and promote British values are taken in all subjects when the opportunities arise. The humanities subjects of Divinity, Philosophy & Theology, History, Geography and Politics play a particularly significant role in this regard. Whole school initiatives such as mock elections run as part of our E Block enrichment programme 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 basis, 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 School Council and house food committees, 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 & Higher Education Department is to prepare students for the transition into Higher Education and the world of work. The provision offered by the Careers and Higher Education Department meets the eight Gatsby benchmarks.

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.

At the end of the E 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 IB Diploma or A level subjects appropriate to their future path. The D Block make their IB Diploma or A level choices in the Lent Term following a period of discussion and consideration that begins in the E Block and includes presentations, tutor group discussions with members of the Academic SMT, external speakers, parent seminars, and 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. Our Head of North American University Admissions leads the lessons for those applying to the US or Canada, and supports those applicants. We work closely with a consultant, *A List*, to support application to US Universities, including running SAT preparation courses.

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 1567 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. The Careers and Higher Education department also run an annual Careers Convention that provides opportunities for students in the D Block, LXX and XX an opportunity to speak to and hear from adults working in a wide range of professions.

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 basis of the School's sport and are played competitively as 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 Middle School major games' programmes where the running of A, B, C and D teams is common place.

<b>Advent</b>	Rugby Football	(boys)
	Hockey	(girls)
<b>Lent</b>	Hockey	(boys)
	Netball	(girls)
<b>Trinity</b>	Cricket, Tennis & Athletics	(boys)
	Cricket, Tennis & 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
- Statement on remote learning during COVID 19 closure

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)).

#### **Appendix: Supporting those affected by the Covid-19 crisis**

During the period of school site closure during the lockdown period (March-July 2020 & January – April 2021) the school continued to teach remotely with provision centred around live lessons that largely mirrored the normal timetable. This allowed students to make progress with their learning comparable to that made during normal school operation.

Provision for hybrid lessons that allow for access for both live and remote learners has been set up and remains in place. Students who are away from school for the long term, or in short term isolation, are able to access all of their lessons remotely and to complete the work set by teaching staff.

In response to concerns about gaps in learning that may have occurred during the lockdown periods the school uses its existing processes to analyse assessment, rewards and sanctions and report data to identify how far progress had been compromised at the cohort and individual student level. Supported study sessions and/or additional provisions have been established by all academic departments to address concerns identified. This provides additional structure for students who need to address gaps in their learning resulting from lockdown.

Provision has also been made to support students wishing to take A Level, Pre-U, IGCSE and GCSE examinations in the 2021 Autumn examination series.

**Authorised Compliance and Risk Committee:**

**Date:**

**22 September 2021**