



St Richard Reynolds Catholic College

Policy: Curriculum Statement 2026/27

Date of publication: September 2026

Date of approval by Governing Body: June 2026

Date of next review: June 2027

*St Richard Reynolds is a Catholic community rooted in the love of Christ in which we seek to help each other to become the person whom God has created us to be; and where children come first and all are **loved, listened to, challenged and inspired.***

Aim

We aim to offer to all students an interesting, broad and balanced curriculum: one which promotes academic excellence and recognises personal achievement at all levels. The curriculum is vertically sequenced and horizontally challenging and has many opportunities for building long term memory; it will enable our pupils and students to become the people God created them to be.

Religious Education is at the heart of our curriculum and Catholic Social Teaching is embedded throughout it, lessons are carefully planned to ensure that all areas of the Bishops' Curriculum Directory are met.

Curriculum Intent

Our College vision forms the basis upon which our curriculum is based, so that the children entrusted to us will experience:

A curriculum built on **love**:

- so that pupils and students will grow in **faith** and strive to live their lives as the person God created them to be
- is **adaptive** and **inclusive** and expects everyone to achieve highly and experience the benefit of **positive relationships**

A curriculum that **listens**:

- by building **positive learner behaviour** with a focus on **oracy** and encouraging student talk
- is responsive to student feedback and develops the **skills and attributes** to allow young people to flourish in a changing world

A curriculum that **challenges**:

- by being **ambitious**, broad, well designed and coherently sequenced in order to establish a strong foundation for all students
- all to attain **academic excellence** and qualifications to be proud of

A curriculum that **inspires**:

- as it develops 'bucket loads' of **confidence** for students to take on the challenges now and in the future
- all to ensure they participate fully in life, through retreats, trips, visitors, co-curricular participation and service
- uses technology where appropriate to enhance learning

Curriculum Implementation

To ensure the delivery of our vision, teachers and support staff will

- Have high expectations of all students
- Employ a variety of appropriate teaching and learning methods which are adapted to meet the needs of all learners
- Ensure that all students including those with SEND and PPG can fully access the curriculum including co-curricular, trips and visits and be given opportunities to succeed
- Deliver a curriculum which builds upon students' previous experiences
- Provide work which offers depth, challenge, motivation and inspiration
- Provide regular feedback through assessment and encourage students to evaluate their own learning
- Develop students' skills to become independent learners through oracy, metacognition and self-regulation
- Reward and value student achievement
- Work in partnership to keep parents/carers informed regularly

This approach will be underpinned by high quality Continuing Professional Development that gives autonomy to Subject Leaders to ensure their curricula are meeting the needs of all learners, challenging misconceptions and ensuring academic excellence.

The curriculum is reviewed annually by the Governing Body.

Curriculum Overview

The EYFS, KS1 and KS2 Curriculum	3
Key Stage 1 and 2	4
Key Stage 3	5
Key Stage 4 Curriculum	7
Key Stage 5 Curriculum	8

The EYFS, KS1 and KS2 Curriculum

The pupils will learn six cross-curricular topics annually with History, Geography and Science driver themes. This provides pupils with an opportunity to see connections between their learning and to apply their reading, writing and Mathematics skills in a range of contexts. This cross-curricular themed approach also ensures pupils develop a rich and deep subject knowledge. Pupils will understand the purpose and value of their learning and see its relevance to their past, present and future.

Each topic will follow a four-part structure in line with our curriculum intent:

Stage 1: Engage – hook the learners through a big question, memorable experience or trip. Pupils will generate questions to steer their learning, be inspired and understand the purpose to their learning. During this stage, connections will be made with any residual knowledge.

Stage 2: Develop – pupils are developing skills that are cross curricular and promote personal development. Opportunities are provided to develop learning behaviours.

Stage 3: Demonstrate – pupils are taught key knowledge, linked to the national curriculum, in a thematic approach. Learning and teaching is challenging, progressive and leads to long term memory retention.

Stage 4: Reflect, Review and Grow- pupils celebrate their success, assess their learning and reflect on the skills and knowledge they have learned.

Learning is carefully planned and structured to ensure deep, secure understanding. We will therefore allow pupils to learn at a pace that enables the formulation of a robust understanding of central ideas; key concepts; key bodies of knowledge and fundamental skills. We will abide by the maxim 'less is more' and may cover fewer items, but we will do so in much greater depth. Our aim in doing so will be to ensure that all units of learning have a high impact on pupils' development. An example of this is our Teaching for Mastery approach in Mathematics supported by The White Rose resources and NCETM.

Pupils' mental health and well-being plays an important part in their ability to engage with their learning and to be happy. So, built into our curriculum, are opportunities to develop strategies to maintain a healthy mind and body. Pupils have a wide range of opportunities to engage in sport and physical education. Themed weeks and days will enrich the curriculum and provide an opportunity to learn new skills and knowledge (Arts Week, Well-being week, STEM week, National Poetry Day and Roald Dahl Day).

Early Years Foundation Stage

The Reception curriculum follows the changes brought in with the Early Years Foundation Stage Framework in September 2021. It covers seven areas of learning; three prime and four specifics. The three prime areas are Personal, Social Emotional Development, Communication and Language and Physical Development. Success in these areas ensures that children will go on to achieve in the specific areas of learning; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Children learn in a variety of ways in the classroom through a combination of adult directed teaching and child-initiated learning. There is a strong focus on objective led planning which provides the opportunity for each child to develop their understanding and make progress in a way that engages them and appeals to their personal interests. In addition to the seven areas of learning, pupils also take part in Religious Education and PSHE/RSHE lessons which underpin teaching and learning within the classroom. As part of the EYFS curriculum we deliver the Nuffield Early Language Intervention (NELI) and Talk for Writing approach to support and develop the children's language and early literacy skills.

Play and Exploration is a fundamental part of learning in Reception. It means children are able to choose activities where they can engage with other children or adults or sometimes play alone. During these activities the children learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. The children are provided with sufficient space both indoors and outdoors, time and choice with a range of activities. Learning activities are planned through discussion with the children around their current interests, as well as taking into account their learning styles and stages of development.

Key Stage 1 and 2

Key Stage 1 – Years 1 and 2		Key Stage 2 – Years 3,4,5 and 6	
<i>*As topics are taught in a cross-curricular approach the subject allocation may differ weekly.</i>			
Subject	Lessons	Subject	Lessons
Religious Education (<i>Statutory 10% of teaching time</i>)	2	Religious Education (<i>Statutory 10% of teaching time</i>)	2
Mathematics	4	Mathematics	4
English (including handwriting practice)	4	English (including a whole class guided reading lesson and handwriting practice)	5
Phonics including daily reading	5	Spelling, grammar and punctuation	5 short sessions
Science	1	Science	1
History or Geography	1	History or Geography	1
Computing	1	Computing	1
Art or D+T	1	Art or D+T	1
PSHE/key skills/RSHE	1	PSHE/key skills/RSHE	1
French (specialist)	1	French (specialist)	1
Music (specialist)	1	Music (specialist)	1
Physical Education (specialist)	2	Physical Education (specialist)	2

Primary Co-curricular:

All pupils are encouraged to take part in co-curricular activities offered within the school which we believe will help them develop fully as individuals and establish the habit of being a lifelong learner. We have a particular focus on ensuring equitable access to clubs by actively ensuring our more vulnerable learners participate in regular co-curricular activities. Pupils are encouraged to learn an instrument and there are many opportunities to take part in music through choirs, music festivals and individual music tuition. There are a range of sporting activities open to all year groups that take place before and after school as well as lunchtime inter-house competitions. Other clubs offered include: drama, chess, cookery, Spanish and textiles. An Advent and Lenten Art and Prayer group is open to all pupils during these liturgical seasons.

Key Stage 3

The formal curriculum is delivered over two weeks, consisting of 60 periods a fortnight with each lesson lasting 50 minutes. All National Curriculum subjects, religious education and classics are taught alongside opportunities to develop spiritually, socially, morally, physically, culturally and academically.

Year 7		Year 8		Year 9	
Subject	Lessons	Subject	Lessons	Subject	Lessons
Religious Education	6	Religious Education	6	Religious Education	6
English	8	English	8	English	8
Mathematics	8	Mathematics	8	Mathematics	8
Science	8	Science	8	Science	8
Art	3	Art	3	Art	3
Drama	2	Drama	2	Drama	2
Geography	3	Geography	3	Geography	4
History	4	History	4	History	4
Classics	2	Latin	2	Latin	2
French or Spanish	3	French or Spanish	3	French or Spanish	3
Music	3	Music	3	Music	2
Physical Education	4	Physical Education	4	Physical Education	4
Design Technology	5	Design Technology	5	Design Technology	5
Personal Development	1	Personal Development	1	Personal Development	1

Personal Development is delivered in a weekly tutor period and fortnightly timetabled lessons; it includes RSHE (Relationships, sex and health education) citizenship, Fundamental British Values and careers. Personal Development is also delivered through a range of events within and beyond curriculum time such as external workshops and visits, enterprise days, workplace visits, mentoring, volunteering and guest speakers. The curriculum is planned to allow flexibility for it to respond to issues/needs as they arise.

Key Stage 3 groupings

Year 7: all students are initially taught in mixed ability groupings, with mathematics grouping by ability after internal Midyis tests, teacher assessments and KS2 SATs are analysed.

Year 8: Mathematics is taught in ability groupings, all other subjects in mixed ability groupings.

Year 9: Mathematics and science are taught in ability groupings, all other subjects in mixed groupings. Those in the top set of mathematics study for the Pearson Algebra Level 2 Award.

Students engage with a full three-year KS3.

Key Stage 3 Co-curricular

All students are expected to take part in co-curricular activities offered within the College which we believe will help them develop fully as individuals and establish the habit of lifelong learning: these contribute to the SRR Journey.

We ensure equitable access to clubs and societies by actively supporting our more vulnerable learners to participate in regular co-curricular activities.

All KS3 students are encouraged to learn an instrument, and approximately 220 peripatetic music lessons take place each week. Four choirs, a guitar ensemble and an orchestra are offered as well as 'Theory and Advanced Musicianship' clubs. There are many opportunities to participate in music through our gig nights and regular concerts.

All KS3 students are encouraged to participate in sport outside of PE lessons. A wide range of clubs are offered, from traditional sports such as rugby, football, basketball and netball, as well as sports such as trampolining,

indoor rowing and boxing. The majority of KS3 students actively participate in sports clubs and teams; an even distribution between boys and girls.

We put on regular drama productions, the most recent of which was Shrek The Musical, we also encourage all in Year 7 and 8 to perform to their parents in productions such as The Lion the Witch and the Wardrobe.

Last year, 69% of Year 9 students participated in the Bronze Duke of Edinburgh Award and many progress onto the Silver Award in Year 10.

We also offer a broad range of clubs and societies, such as: Drama, Chess, Science, Scalextric, Book Club, Dungeons and Dragons, Debating. These are launched in a Freshers Fair to KS3 at the start of the academic year to build excitement and set the expectation of participation.

Key Stage 4 Curriculum

The formal curriculum is delivered over two weeks, consisting of 60 periods a fortnight with each lesson lasting 50 minutes. Additionally, some students study as a twilight if they take separate science or an additional modern foreign language.

Students study six compulsory GCSEs and choose up to an additional three GCSE subjects; some students are offered the opportunity to take additional GCSEs in Separate Science or Further Mathematics.

Further Mathematics is delivered to top set mathematicians in Year 10 and 11 during mathematics curriculum time.

Students' choice of options is open to allow them to tailor the curriculum to their needs and interests, this is done in partnership with parents and teachers. The following subjects are currently available as GCSE option subjects: Art, Business Studies, Computer Science, Drama, Food Preparation and Nutrition, Geography, History, Latin, French, Spanish, Music, Physical Education, Design Technology, Triple (Separate) Science and Further Mathematics.

Some students will follow an alternative curriculum outside of the compulsory curriculum. This will involve the study of a vocational subject. Travel and Tourism BTEC for Year 10 is offered as an eighth or ninth option subject.

Some students will be invited to study additional English and mathematics in place of one GCSE option, receiving an additional 6 periods per fortnight teaching in both subjects combined.

Lessons over a fortnight:

Compulsory		Optional	
Subject	Lessons	Subject	Lessons
Religious Education	6	Option1	6
English (language & literature)	11	Option 2	6
Mathematics	9	Option 3	6
Science	12 (14 if Triple Science is taken (see above))		
Physical Education	4		

Personal Development is delivered in a weekly tutor period and by termly drop-down days, it includes RSHE (Relationships, sex and health education) citizenship, Fundamental British Values and careers. Personal Development is also delivered through a range of events within and beyond curriculum time such as external workshops and visits, guest speakers and leadership roles. The curriculum is planned to allow flexibility for it to respond to issues/needs as they arise. Careers education is taught within the Personal Development curriculum, and students have the opportunity to attend a careers fair, have 1:1 careers meeting and complete a week of work experience at the end of Year 10. The Key Stage 4 computing curriculum is delivered through Personal Development, the subject curriculum and as part of the Year 10 work experience programme.

Key Stage 4 groupings

Mathematics and science are taught in ability groupings and there is a top set in English. All other subjects are taught in mixed ability contexts.

Key Stage 4 Co-curricular

Approximately 25% of KS4 learners continue with musical instrument tuition and there is strong participation in orchestras and choirs.

As in KS3, all students are encouraged to participate in a range of extra curricular activities through our extensive clubs provision - including sport, music, drama, art, debating. 73% of students across KS4 attended clubs in the last academic year. We take a proactive approach to ensuring our more vulnerable learners also participate in regular co-curricular activities.

Silver Duke of Edinburgh Award is offered to Year 10 students with over 35% of the year group participating.

KS4 students are also encouraged to become Prefects getting involved in the wider life of the school, for example mental health mentoring, hearing children in our primary school read and presenting on school life for parents and prospective parents. Over 29% of our Year 11 students choose to be involved in the school in this way.

Key Stage 5 Curriculum

At Sixth Form the formal curriculum and co-curricular activities come together and are divided into 60 periods a fortnight with each lesson lasting 50 minutes. Most students study 3 A levels and each A level is given 10 lessons a fortnight in Year 12 with an aim to offer 11 lessons a fortnight to Year 13. The following subjects are currently available:

Art, Biology, Business Studies, Chemistry, Classical Civilisation, Computer Science, Economics, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Music, PE, Government and Politics, Physics, Product Design, Psychology, Philosophy and Ethics, Sociology and Spanish.

Core Religious Education lessons for all students take place twice a fortnight in Year 12 and twice a fortnight in Year 13. Students study distinct topics in Year 12 and 13:

- Year 12: sanctity of human life, human rights and trafficking, business ethics
- Year 13: prejudice, discrimination and Islamophobia, science and religion,

The Personal Development programme runs for two periods a fortnight and provides the opportunity for students to develop the wider skills they need to prepare for adult life and includes the following types of activities which are led by a combination of our own staff and external visitors and speakers:

- Study skills
- Careers
- Trips and visits
- Universities and UCAS
- Social, emotional, community awareness
- Leadership
- Well-being activities
- Relationships and sex education

Students are able to use the dedicated Sixth Form study space which is supervised by the Sixth Form Team during study periods. During these study periods, students will either complete specific independent tasks given by teachers or undertake wider research, examination practice, reading or skills development. A range of subject specific resources are provided for students via Google Classroom. Additionally, designated sixth form study areas offer a variety of subject specific textbooks.

All KS5 students will also have an opportunity to take part in wider college life through the below routes ~~one additional "options" period throughout the year~~ which they will choose or they will be directed to depending on need. The options available are:

1. Mental health support
2. Academic mentoring
3. NEA supervised study
4. Service
5. Student leadership projects
6. Study groups

Year 12:			Year 13:		
Subject	Lessons		Subject	Lessons	
A Level 1	10		A Level 1	11	
A Level 2	10		A Level 2	11	
A Level 3	10		A Level 3	11	
Core Religious Education	2		Core Religious Education	2	
Personal Development	2		Personal Development	2	
Study Periods (Including EPQ and 4th A Level)	22		Study Periods (Including EPQ and 4th A Level)	24	
Additional "Options" period	1		Additional "Options" period	1	