

## Aims

Our curriculum serves the aims of Ribblesdale High School and the 'Ribblesdale Way' to:

- Enhance the educational achievement of our young people.
- Elevate the life chances of young people and from all backgrounds to help them succeed at the highest levels of education, employment and the professions.
- Lead a drive, based on rigour and high expectations, designed to improve standards.
- Nurture pupils into being active British citizens, with a sense of responsibility for their actions.
- Encourage pupil social participation within their community.
- Promote the development and nurturing of young leaders.
- Give pupils a practical and more successful understanding of their rights and responsibilities in society.
- Allow pupils to develop their individuality and creativity.
- Promote the physical and mental wellbeing of pupils.
- Empower pupils with the necessary skills and abilities to play a full and inclusive role within society, consistent and comfortable with their beliefs and principles.
- Promote engagement with 21<sup>st</sup> Century Technology to prepare pupils for future employment and education.
- Develop our young people as leaders.

The following 9 Pillars are designed to offer inclusivity in a broad and balanced curriculum, delivered in an environment that is stimulating, safe and where pupils are encouraged to:

Be Knowledgeable:

- Secure strong communication/numeracy skills.
- Develop skills of language and subject discipline including extended vocabulary.
- Manage, receive and record information.
- Nurture a thirst for knowledge.
- Apply skills across curricular.
- Develop information processing skills.

Be Curious:

- Engage in first hand experiences.
- Embrace experiences that are remarkable to the individual invoking a sense of awe and wonder.
- Develop an appreciation and responsibility for the environment.
- Develop skills of enquiry.
- Develop questioning skills.

#### Be Resilient:

- To treat failures as a practice for success.
- To explore different approaches to task and goal achievement.
- Apply a range of strategies to complex situations.
- To value the qualities of 'stickability' and not giving up easily.
- Foster intrinsic motivation.
- Develop determination and ability to persevere.

#### Be Adventurous:

- Work within one's own comfort zone and outside it.
- Work in the real world with first hand experiences.
- Work practically.
- Experience exhilaration and achievement.
- Develop problem solving skills.

#### Be Ambitious:

- Develop responsibility for one's own learning.
- Link with experts.
- See possibilities.
- Strive for improvement.
- Seek opportunities.
- Develop an open outlook.
- Develop a Growth Mindset.

#### Be Creative:

- Choose how to use free time developing hobbies and interests.
- Apply skills to new situations.
- Explore alternatives in problem solving situations.
- Question 'what if...?'
- Develop creative thinking skills.

#### Be Collaborative:

- Work with others in an interactive learning process.
- Respect the opinions and differences of others.
- Value one's own perceptions and those of others.
- Challenge one's own perceptions and those of others.
- Develop empathy.
- Develop social skills.
- See other perspectives.
- Work as a team.

#### Be Reflective:

- Make positive lifestyle choices in response to thoughts.

- Identify and use one's aptitudes and interests as a vehicle for learning.
- Move towards the understanding of a wide range of feelings.
- Develop awareness of individual strengths and areas of development.
- Develop skills of reasoning.
- Develop evaluative skills.

Be Positive:

- Listen and respond to advice.
- Engage pupil voice.
- Develop self esteem.
- Manage one's own behaviour.
- Develop own opinions.
- Secure and articulate preferences.
- Consider one's place in the world.
- Develop self-awareness.
- Manage feelings.

## Curriculum Standards

Ribblesdale High School will ensure the curriculum:

- Is highly relevant and meaningful, differentiated and well matched to individual needs, which enables pupils to be successful, independent learners to flourish in 21<sup>st</sup> Century society.
- Allows pupils to be inspired and challenged, to want to achieve their best in all areas of learning and take risks without fear of failure.
- Develops the skills of enquiry, creative thinking, reasoning, problem solving, information processing and evaluation across all aspects of the curriculum.
- Allows pupils to develop a high regard for themselves and others, learning to control and manage their own feelings and behaviours as well as respond appropriately to the needs and feelings of others.
- Provides pupils with the choice and the opportunity to become fully immersed in self-directed learning, enhanced by 21<sup>st</sup> Century technologies.
- Emphasises learning in literacy, numeracy, languages, humanities, science, technology and the creative arts.
- Prioritises academic achievement in literacy and numeracy for least able learners.
- Provides highly positive, memorable experiences and rich opportunities for high quality learning.
- Has a very positive impact on all pupils' behaviour and safety.
- Contributes to pupils' spiritual, moral, social and cultural development.
- Adopts an inclusive, values driven approach in line with the 'Ribblesdale Way' ethos of the School.
- Fosters, in all, the fundamental British values of:

1. democracy
2. the rule of law
3. freedom of religion
4. freedom of choice
5. freedom of thought
6. freedom of speech
7. freedom of association
8. tolerance and respect
9. fairness
10. liberty
11. social responsibility
12. equality for all.

## The Curriculum Offer

The curriculum will operate at three levels and will address its pupils' academic, personal and social development. The three individual elements of learning will each provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured layers of learning at the School.

### Element 1: Educational Currency

At the core of the Ribblesdale curriculum will be an obligatory menu at Key Stages 3 and 4 for all pupils of academic subjects leading to the English Baccalaureate (EBacc) and including English, mathematics, sciences, languages, humanities, arts, sport and technology.

Ribblesdale believes that every pupil can benefit from a broad and balanced academic and creative curriculum.

Therefore, GCSEs will be appropriate for all bar a very small number. The EBacc will also be available to all bar a very small number.

For these small number of pupils, the School will design a bespoke communication and in later years a vocational route, which will be tailored to the specific needs and interests of the pupils concerned in any specific cohort. A personalised pathway for these pupils would be likely to include Princes Trust Achieve, BTECs, additional literacy, level 1 qualifications or a reduced number of full GCSEs. The School will, nevertheless, expect these pupils to take GCSEs in English, mathematics and science, and to gain the full benefits of the school's wider Enrichment opportunities

Element 1 will be delivered mainly through the formal taught curriculum.

## Element 2: Character Development

Concurrently with the core academic curriculum, all pupils will participate in a programme of character development via wider curricula activities through the Enrichment programme, leading to the 'Ribblesdale Diploma'. This will help pupils develop key personal skills and aptitudes, including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence. Through a focused and integrated approach to arts, culture science, technology, citizenship, sport and community, pupils will benefit from learning through direct experiences. After school extra-curricular dimensions of learning will further enrich overall character development and employability skills.

Element 2 will mainly be delivered through Enrichment and extra-curricular activities.

## Element 3: Community Collaboration

The curriculum for this element will be structured to help the development of citizenship, social enterprise and service to communities.

Pupils will acquire, through a range of programmes, insights into social education and experiential community activities; with 'hands-on' and participative learning at the fore. For example, Key Stage 4 pupils have the opportunity to undertake an extended work placement. Volunteering and charitable work will take place at whole school level as well as smaller group work, fundraising for a charity or supporting another community organisation.

As this element may be based on voluntary work, there will also be time given through the taught curriculum, whole school events, PSHEE/Citizenship curriculum and whole school organised events and activities.

## Curriculum Structure

At Key Stage 3:

- The School will operate a three year Key Stage 3 and a cycle of 24 periods per week.
- All pupils will follow a traditional model of study, which involves core and foundation subjects.
- Pupils will be offered extra time for English and Mathematics where necessary. The focus is to support pupils with literacy and numeracy as soon as they join the school in a specialist nurture group.
- \* The school operate 'early entry' in GCSE RE, English Lit and Biology. This remains a two year course but delivered in Year's 9 & 10

At Key Stage 4:

- The School will operate a two year Key Stage 4 and a cycle of 24 periods per week.
- Pupils will make their GCSE choices during Year 9.(\* Early entry- see above)
- Across Years 10 and 11, most pupils will follow a combination of subjects that will enable them to achieve the EBacc. They will sit GCSEs across Years 10 and 11.
- Pupils will be offered extra time for English and Mathematics where necessary. The focus is to ensure that every pupil makes expected progress in English and Mathematics.
- A very small number of pupils will undertake an alternative vocational pathway. This pathway will be a targeted pathway for appropriately selected pupils, including SEN/EHCP pupils, those newly arrived, who will be supported in their learning to ensure they make good progress. *Pupils will complete national and industry recognised awards and qualifications, developing a personalised portfolio to include GCSEs, technical levels and general vocational courses.*

## Communication, Mathematical and Scientific Skills

Communication skills at Ribblesdale will be enhanced by English Language and Literature courses to GCSE, and the provision of French and Spanish to GCSE.

In Year 7 all pupils will have the opportunity to study both French and Spanish before choosing to specialise in one of the two from Year 8 onwards. For those pupils wishing to broaden their understanding of both languages additional classes will be arranged outside of the main timetable to facilitate. The languages provision ensures that pupils are equipped with a broader understanding of the culture and identity of others in order to help challenge stereotypes and promote citizenship. Moreover, pupils will gain a broader understanding of their own language and thus promote literacy skills through the discovery the additional language(s).

Numerical and mathematical skills are a critical aspect of the curriculum. This will be provided through numeracy and mathematics upto GCSE level. Mathematical skills will also have a focus on the application of Mathematics in everyday life and functional skills as part of revisions to the new curricula. Numeracy will also be developed across the curriculum as a core skill that enhances employability and supports attainment. GCSE mathematics will be delivered as a linear course, completed in Year 11.

Science will be taught up to GCSE level. At GCSE level, the Double Award Science course will be completed by all learners. The most able pupils will complete single sciences in all three disciplines at GCSE Level. *There will be an emphasis placed on greater depth of knowledge and understanding in Science, the History of Scientific Thought and how everyday science is applied.* Aspects of the sex and relationship education will be offered through the Science curriculum.

## Humanities and Relationships Education

The Humanities provision will underpin the School's drive to develop exemplary citizens who hold an appreciative understanding of British history, promote fundamental British values and challenge all forms of discrimination and extremism.

At Key Stage 3, all learners will have separate specialist teaching of History, Religious Studies, Geography and PSHEE/Citizenship.

The teaching of History up to GCSE level will allow pupils to undertake an understanding of modern world History, with a specific focus on British History and culture over the last millennia.

PSHCE and the Active Citizenship curriculum at Key Stage 3 & 4 will include a focus on healthy body and healthy life; self-awareness; risks such as sexual exploitation, unsafe use of the internet and extremism; as well as learning on careers, money, industry and economics. The curriculum will also develop knowledge of the public institutions and services in England and abroad, and an understanding of different cultures and faiths. Pupils will be taught about parliament, about how laws are drafted and approved, about how the democratic institutions function and about the role of media and voluntary bodies. Modules include:

- Health & Wellbeing
- British Values
- Keeping safe
- Raising aspirations
- Economic wellbeing
- Sex and relationships
- Drugs and alcohol
- Working with others
- Speaking and listening
- Problem solving, negotiating and decision making
- Setting goals.

Other areas, such as distinguishing right from wrong; respect for the law; tolerance for, and respect for the rights of others and their cultures and faiths; freedom of choice; freedom of association; freedom of thought; risks of religious and political extremism; accepting personal responsibility within their communities and the concept of 'civic society' will be delivered through Citizenship lessons, as well as the School's PSHEE, assemblies and form time activities. Aspects of Sex and Relationship Education (including awareness of issues such as female genital mutilation, forced marriages and sexual exploitation) will also be delivered through the PSHEE and Active Citizenship curriculum.

All pupils will study GCSE in \*Religious Studies. All pupils will also study either GCSE History or GCSE Geography.

Religious Education up to GCSE level will include an understanding of the beliefs and practices of major world faiths, such as Islam, Judaism, Christianity, Buddhism and Hinduism, as well as understanding the nature of faith itself and respecting those of all faiths and none.

Parents and carers may ask that a pupil should be wholly or partly withdrawn from Religious Education. Parents wishing to do so should contact the Head of RE/Deputy Headteacher to

discuss this request as the School remains responsible for supervision and for ensuring that the request does not impact on a child's attendance at school. As all subjects within the curriculum contribute to developing pupils spiritually, morally, socially and culturally there will be occasions when spontaneous enquiries made by pupils on religious matters arise in other areas of the curriculum. Circumstances will vary, but responses to such enquiries are unlikely to constitute Religious Education within the meaning of the legislation and a parent would not be able to insist on a child being withdrawn every time issues relating to religion and spiritual values were raised.

## **Technical and Creative Education**

Aesthetic and creative education will be provided through Art, Music and Performing Arts at Key Stage 3 and as options at Key Stage 4. Art & Textiles lessons will allow learners to explore and develop artistic learning and use Computer Aided Design and Computer Aided Manufacture (CAD/CAM) to explore design and technological learning through a study of materials, such as textiles, product design, graphics and resistant materials.

Pupils at KS3 will also study Computer Science, with more able learners being able to progress to studying GCSE Computer Science at KS4. Media studies also forms a part of their creative and technical curriculum at KS4 as well as contributing to the communication element.

## **Physical Development**

The physical well-being of pupils will be encouraged through the provision of Physical Education for all pupils. Pupils will also develop an understanding of issues such as drugs, exercise and good nutrition. Sports Leadership opportunities will be available through the Sports Captains and GCSE programmes. This will include partnerships with other community organisations, and the Duke of Edinburgh Award for pupils in Year 10 and beyond.

A GCSE in Physical Education will also be delivered as an optional course for Years 10 & 11 pupils.

## **Careers Guidance, Work-Related Learning and Enterprise Skills**

Careers guidance will be provided in the following ways;

The school will commission an external agency to facilitate impartial Information, Advice and Guidance (IAG). This will allow all pupils to receive advice and guidance on career progression at regular intervals throughout the year along with centrally co-ordinated BRAG events where all post-16 providers are present. The provision of careers guidance and development of work-related skills provided by the school and led by our Careers, Education, Information and Guidance (CEIAG) Officer encompasses a range of employability skills such as 'mock interviews', work placement and CV/personal statement support from FE institutions and employers. Additional careers guidance comes from the provision of 'Start' service, work experience opportunities, visits from employers and regular assemblies by a range of post-

16 providers including Further Education, Higher Education, Apprenticeships and local employers.

Pupils and Parents at KS4 receive comprehensive CEIAG guide booklets and we host parental information evenings. We also regularly invite training providers, Sixth Forms, FE and HE partners to present assemblies and be present during lunchtimes throughout the year to offer advice to our pupils. We also use social media to advertise and promote opportunities for pupils, parents and the wider community with ever increasing following.

We regularly review our provision and use the Gatsby Benchmarks to ensure our provision meets or exceeds statutory requirements and the very best practice.

In addition to the careers guidance and work-related experiences, Enterprise Skills will also be developed through the delivery of 'Enterprise' theme days for all pupils.

## Leadership Development

Leadership is also developed through the programmes of Sports Captains, House Captains, Form Captains, Form Buddies, Digital Leaders, Reading Buddies, Language Leaders and Student Leaders. Pupils also have opportunities to mentor younger pupils and volunteer to do community and charitable based work. The Duke of Edinburgh Bronze is also a leadership programme that runs throughout Enrichment as well as full expedition.

International expeditions provide a global aspect to the work of our school and our pupils.

As of Autumn 2018, Ribblesdale will be launching a new leadership programme. This will be piloted initially with Year 7 and will allow them to develop and refine leadership skills – among others. They will be accredited for this in coalition with PixlEdge, which is supported by national employers and education providers. In participating in this programme (whereby pupils must study units relating to key skills and complete various activities), pupils will gain invaluable skills and qualifications, making them ready to apply for various leadership roles that exist within school. The beauty of this programme is that it allows pupils to be accredited for the leadership demonstrated outside of school also. Ultimately, Ribblesdale hopes to nurture within this year group skills essential for employability and life.

All pupils are encouraged to take on leadership roles throughout their time at Ribblesdale.