



Curriculum Statement

Ripon Grammar School provides a traditional yet forward thinking curriculum designed to stretch and challenge a selective and high attaining cohort, preparing students for their next steps in higher education and the wider world of work, leadership and citizenship.

The curriculum is designed to be as broad as possible for as long as possible, affording students the maximum choice we can, at appropriate stages of specialism. We recognise the centrality of good subject knowledge but also support the development of flexibility of thought and creativity by encouraging the application of such knowledge to new situations and contexts.

Teaching and learning is designed to be ambitious in scope with appropriate levels of challenge and support. We also recognise that there are many learning opportunities outside of the classroom too that develop important skills such as teamwork, collaboration, resilience and mutual respect. Above all, we seek an education that is grounded in the school's values:

Respect

***Integrity:** We want our students to be leaders, guided by a core set of beliefs; who know what is the right thing to do in any given situation*

***Inclusivity:** We want a community which celebrates diversity and equality*

Growth

***Curiosity:** We recognise that a love of learning springs from curiosity to ask questions and think creatively*

***Aspiration:** We want our students to pursue their passions in life*

Support

***Empathy:** We recognise that care for others is based on an ability to connect with each other*

***Kindness:** We want our students to value and support each other in a spirit of mutual cooperation and friendship*

Curriculum Intent

The RGS curriculum will deliver an education which:

- Recognises the importance of developing the 'whole child' and sees the curriculum and co-curriculum as working together to develop this.
- Provides a broad and balanced approach, offering as wide a choice of subjects as it can, with appropriate specialisms planned at Year 10 and 12. All students, including those with SEND, are equally valued and will have access to all aspects of the curriculum.
- Develops students' numeracy and literacy to a high standard as well as their ability to utilise digital technology.
- Caters for a high ability cohort based on selective entrance testing at all levels including sixth form.
- Uses a wide variety of teaching and learning styles to provide students with a stimulating and varied learning environment.
- Recognises the importance of wider educational opportunities provided in and out of lessons to encourage students' SMSC development, their understanding of national and global issues, ethical citizenship, British values and cultural diversity.
- Aims to instil self-confidence, tolerance and respect for others in line with the aspirations of the School's Single Equality Scheme, objectives and action plan.
- Values the importance of service to others and the wider community.
- Facilitates entry to university for the vast majority and for many on the most competitive courses.
- Recognises the need to develop an independent love of learning which prepares young people for adulthood.

Curriculum Implementation

The RGS curriculum is implemented through the following strategies:

- Delivery planned to provide a high level of stretch and challenge at all levels and for all abilities, including SEND, and which allows all to progress and achieve highly.
- A three year Key Stage 3 programme that offers all students the opportunity to study 15 subject areas, ensuring coverage of the statutory requirements of the National Curriculum. In addition, a bridging curriculum is adopted in some key subjects for those joining the school in Year 9.
- A two year Key Stage 4 programme that offers students the chance to study a core offer of 10 GCSEs. Provision includes a wide range of subjects at GCSE as well as non-examined elements as part of the statutory requirements of the National Curriculum. There is recognition also of the importance of language acquisition through the retention of a compulsory core language at GCSE. Opportunities remain to study fewer subjects subject to need. While completion of the EBacc is not compulsory, it is encouraged.
- A two year Key Stage 5 programme that allows students to opt for 3 or 4 A Levels chosen from a range of 21 subject areas, as well as strong encouragement of extension opportunities such as the EPQ.
- Due to the nature of the intake, setting is only used in mathematics from Y8. All other subjects are taught in mixed ability groups.
- Appropriate assessment structures, which includes formal end of year examinations in Years 7-10 and 12 and mock examinations for Years 11 and 13.
- Teaching and learning designed to cover a variety of learning experiences: aesthetic; creative and practical; human and social; linguistic; scientific and technical; mathematical and physical.
- Teaching and learning that recognises the importance of core domain and synoptic knowledge, and the application of that knowledge in and out of context.

- A comprehensive PSICHE, tutor and assembly programme that places the School's values and educational intent at the heart of its programme in developing SMSC awareness.
- Wider opportunities for educational travel and outdoor education through a broad and varied trip programme- both day and residential, local and international.
- Opportunities for leadership existing at all levels of the curriculum such as school officers and prefects, form prefects, team captains, outdoor education etc.
- Extension provision of academic clubs and societies including at Sixth Form a varied enrichment programme.
- An extensive programme of sport, music, drama, World Challenge, Duke of Edinburgh etc. A House system which encourages friendly rivalry and competition in a range of pursuits both sporting and cultural.
- A boarding provision which fosters independence and resilience.
- A traditional curriculum of GCSEs and A Levels that fulfils the requirements for university application, but also supports those seeking apprenticeships or work place degrees. Provision of extra support for those applying to the most competitive courses.
- A structured and comprehensive careers program that fulfils the requirements of the Gatsby Benchmarks and ensures good preparation for the opportunities at university and beyond.

Curriculum Impact

The intent and implementation of the RGS curriculum can be measured in many ways, including:

- Outcomes from lesson observations and work review
- External examination results - raw and value added
- Departmental reviews
- UCAS & Leavers' destinations - university entries, apprenticeships, gap years
- Records of achievement and work experience and other work with outside agencies
- Outcomes in sport, music, drama etc. – participation and representative sport, productions, performances
- Diversity, coverage and participation rates for clubs and societies
- Student, staff and parent feedback – student conversations, student council and parental surveys and focus groups

Appendix - List of subjects 2022-23

Key Stage 3	Key Stage 4	Key Stage 5
Years 7 - 9	Years 10 -11	Years 12-13
Art	Compulsory GCSE	Subjects offered at A Level
Biology	English Language	Art and Design: Fine Art
Chemistry	English Literature	Biology
Computing/ICT	Mathematics	Business
DT (including Food and Nutrition)	Biology/Chemistry/Physics OR Science (2 GCSEs)	Chemistry
English	MFL (French/German/Spanish)	Classical Civilisation
French		Design Technology: Product Design
Geography	Optional GCSE	Economics
German or Spanish (Year 8 onwards)	Art and Design	English Literature
History	Astronomy	Further Mathematics
Mathematics	Classical civilisation	Geography
Music	Design Technology	German
PE/Games	Food and Nutrition	History
Physics	French	Mathematics
PSHCE	Geography	Music
RE	German	Physics
Science (Year 7 only)	History	Physical Education
	Latin (extra-curricular only)	Politics
	Music	Psychology
	Physical Education	Religious Studies
	Religious Studies	Spanish
	Spanish	
	Non-GCSE	
	Computing/ICT	
	PE/Games	
	RE	
	PSHCE	