



Developing Trust, Inspiring Hope, Building Success, Shaping the Future

Rawlins

Curriculum Policy

Rawlins, as a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective. With a commitment to learning and maturing in the context of the school vision, we lay particular emphasis on the Christian values of compassion, wisdom, and endurance for both individuals and as a school community.

Curriculum model received by Board	September 2025
Next Review	September 2026
Review Frequency	Annually

Curriculum Policy

Context

The curriculum at Rawlins, shaped by our vision to 'Act wisely and make the most of every opportunity' (Colossians 4:5), has been designed to offer students a broad and balanced curriculum across all key stages.

In considering our curriculum offer we recognise that our school curriculum must provide opportunities for all our students to acquire the powerful knowledge, skills and understanding they need to flourish and move on to the next step in their life-long learning journey, towards employment, further study at college or university.

Developing trust through the delivery of our broad and balanced curriculum, we aim to help our young people grow from dependent to independent and onto interdependent young adults. Through our actions we aim to inspire hope and motivate our students to build success and achieve their very best.

Our curriculum creates opportunities for students to work independently and with others, broaden their cultural capital, build resilience and empower them to live life in all its fullness. Working in partnership with students and stakeholders, we believe we can shape the future together, and help us all to strengthen our community, by empowering each other to become active citizens, serving the common good, through the enactment of our vision, to 'act wisely and make the most of every opportunity'.

The Curriculum

Our curriculum:

- fulfils statutory requirements and recommendations being based upon the National Curriculum
- includes breadth, balance, relevance, adaptation, progression and coherence across a diverse range of academic, creative and sporting opportunities
- offers a range of qualifications that maximise successful progression to the next step in the learning journey of our students, through entry to further and higher education, or training, apprenticeships and employment
- prepares students to make informed and appropriate choices at crucial times
- enables all students to access a full range of learning experiences and qualifications
- enables students to develop a love of reading, literacy and numeracy skills
- enables students to understand protected characteristics, develop personal moral values, a respect for religious values and the acceptance of other races beliefs and ways of life
- enables students to make good decisions about their futures, their health, their safety and their relationships.

Curriculum delivery

Delivering our curriculum:

- the curriculum is kept under constant review and changes are made to content, courses, subjects and modes of delivery as appropriate
- time provided for teaching the different components of the curriculum is carefully considered and planned
- student progress is carefully assessed and information shared with students and parents
- schemes of learning are in place for all courses
- levels of attainment and rates of progression are monitored by heads of department and other senior leaders
- the Trust board and local governing board monitors the curriculum and discusses/approves significant changes
- most knowledge and skills are covered by the National Curriculum; in addition, a wider set of skills and attributes are developed through the informal curriculum, the extended curriculum and the values of and daily life at Rawlins.

The School Day

The school day starts at 8.30 am and ends at 3 pm*. After tutor time there are five 60-minute lessons split by a break of 20 minutes and a lunchtime of 40 minutes. **Some lessons are timetabled to run from 3pm – 4 pm (known as Period 6 lessons).*

Curriculum content and grouping

All students are part of a tutor group, which meet for 25 minutes each morning. Based around our "Looking up, Looking out, Looking in" model the time is used for Collective Worship, including Spiritual Reflection, Values in Action, and an Assembly and/or Guest Speaker, once per week. In addition, the tutor time includes a focus on tutor group reading (Rawlins Reads), oracy, house competitions and wellbeing and personal development opportunities. Tutor time and assemblies are an important part of the wider curriculum, where SMSC, the values of the school and important current local and national issues are explored and discussed. Additionally, each term students attend our church service for an extended Act of Worship, reflection and celebration.

Religious Education

Religious Education (RE) is classified as a statutory subject as set out by the DfE for all schools. As a Church of England School, RE is provided for all students, is inclusive and broad minded, and students are entered for GCSE Religious Studies in Year 11.

Parents do have the right to withdraw pupils from RE: if you wish to do this, contact the Vice Principal - QoE for a discussion. The school does not support selective withdrawal from RE.

You can find out more here: [Legal Requirements for Religious Education in the UK | NATRE](https://www.gov.uk/government/publications/religious-education-in-uk-schools)

Key Stage 3 (Years 7-9)

Content:

- English, Mathematics, Science, Geography, History, Religious Education, French, Spanish (choosing to specialise in one language in year 8 and 9), Design and Technology, Arts, Computer Science, Drama, Physical Education, PSHCE (including RSE and Citizenship).

Delivery:

- Rawlins is a highly inclusive school. Students are taught in a mixture of set (core subjects) and mixed ability groups with investment into the grouping structure to enable grouping and setting to adapt to the needs of the individuals in those groups. Prior attainment, CAT4 tests and on-going curricular assessments enable subject leaders and heads of year to regularly review the progress of students and ensure they remain in groups which will best match their support and progress needs.
- Some students also benefit from additional interventions scheduled to support, inspire and build success in areas including reading, literacy, numeracy, careers, pastoral development and mental health, as well as those defined in EHCPs and our many extra-curricular activities, including Duke of Edinburgh Award.

Key Stage 4 (Years 10-11)

Content:

- Students study GCSEs in English Language, English Literature, Mathematics, Religious Studies and Science
- Students follow GCSE Combined Science (Double GCSE) which includes Biology, Chemistry and Physics or Triple Science
- Triple Science (GCSE Biology, GCSE Chemistry, GCSE Physics) is available for all students for whom it is most suited with an extra hour timetabled during Period 6 once per week
- Students select at least one GCSE from the EBACC subjects: French, Spanish, Computer Science, History and Geography
- Students choose a further two subjects from the full range of GCSE and BTEC courses available
- PSHCE (including RSE and Citizenship) along with Physical Education continue to be taught as non-examined subjects
- GCSE Further Maths is offered, in Period 6, when there are sufficient numbers for whom the course would be suitable

Delivery:

- In Years 10-11, students are arranged in a mixture of sets (English, RE, Maths, Science) and mixed-ability groups for option groups and Core PE according to their curriculum choices
- Period 6 lessons run from 3 – 4 pm and students must attend when these have been timetabled
- Students continue to benefit from additional interventions scheduled to support, inspire and build success in areas including reading, literacy, numeracy, careers, pastoral development and mental health, as well as those defined in EHCPs and our many extra-curricular activities and academic interventions

Key Stage 5 (Years 12-13)

Content:

- Students make a free choice from a wide range of A-level courses
- There are minimum entry requirements for entry into Rawlins Sixth Form and subject specific criteria. Please refer to the Sixth Form prospectus for specific details.
- Students choose to study three courses at KS5
- The Department for Education (condition of funding) requires all students to have achieved a Grade 4 or higher in GCSE English/Maths; students, therefore, would not be enrolled requiring retakes in these subjects. However, exceptional circumstances may be considered by the Principal/Head of Sixth Form.
- Students follow a programme of extension activities choosing from a range of opportunities such as the Level 3 Extended Project Qualification (EPQ), Duke of Edinburgh Award, volunteering, Core PE and additional on-line learning courses
- A programme of PSHCE, RSE and RE continues throughout the Sixth Form

Delivery:

- In Years 12-13, students are arranged in option groups according to their curriculum choices
- Period 6 lessons run from 3 – 4 pm and students must attend when these have been timetabled
- Some students take part in additional interventions scheduled to support, inspire and build success in areas including resit English, resit Mathematics, careers, pastoral development and mental health, extra-curricular and academic interventions

Skills for Learning (SfL) and The Base (Moderate Learning Difficulties and Autism SEN Units)

Students are only allocated a place within these specialist provision units by formal application to the Local Authority SEND Team (SENA) following a full EHCP processes. Students in our SfL and Base provisions follow a broad and balanced curriculum ambitiously formulated to meet the needs of students and build success through the acquisition of the wisdom, knowledge and skills needed to reach the next steps in their education or careers. This curriculum has the same ambition to help all our students to achieve their best, broadly following that of the mainstream students with adaption to meet student needs and their Preparation for Adulthood. The curriculum model and progress are shared with families in line with their mainstream peers and additionally through various EHCP review meetings.

Responsibilities

Senior and Subject Leaders

- ensure that schemes of learning are in place. These contain detail on specific: context, expectations, key skills, learning objectives, learning outcomes, learning activities, possible adaptations, assessments and resources
- ensure that schemes of learning are used by all staff delivering each course
- select appropriate awarding bodies to best meet the learning needs of our students
- where necessary provide alternative qualifications which best suit the needs of learners
- ensure that assessment of learning and supportive feedback are fully in place
- keep the academy leadership team informed of proposed changes to the curriculum
- share all relevant information/data with the data team, and in turn: governors, senior leadership team, teachers, parents and students
- review student performance data to ensure that curriculum changes are considered and planned
- review data and share best practice in curriculum design (intent), delivery (implementation) and impact with colleagues

Teaching and Support staff

- teach in accordance with this policy
- keep up to date with developments in their subjects
- contribute to planning new schemes of learning
- share best practice internally and externally
- seek out and participate in high quality professional development
- identify, develop and adapt resources, as necessary to ensure that all students can engage fully in the curriculum.

Students

- contribute where appropriate to the design of the curriculum
- complete assessments to the best of their ability, in a timely manner, to enable teachers and support staff to accurately assess and give feedback to strengthen their progress and areas of development
- communicate with staff when their needs are not being fully met
- engage respectfully with all other members of the school and local community, partaking in all aspects of the formal curriculum and the wider curriculum, to enable their well-rounded development

Parents

- the school works in partnership with parents to support their child's attendance, engagement and progress in school
- take an interest in their child's curriculum and respond to any questionnaires or other consultations
- provide positive encouragement and support to their child to encourage full engagement in their curriculum and assessments
- read their child's report(s) and attend parents' evenings, to communicate with staff about the nature, content or delivery of the curriculum and their child's progress through it

Governors

- Take an interest in the curriculum, engage in discussion about the curriculum
- monitor the delivery of the curriculum.

Curriculum Map (50 Lessons per fortnight)

KS3 (Years 7-9)

Subject	Y7	Y8	Y9	Comment
English	7	7	7	
Maths	7	7	7	
Science	6	6	9	
Religious Studies (RE)	3	3	3	
Physical Education (Core PE)	4	4	3	
PSHCE (incl. RSE & Citizenship)	2	2	2	
Computing	2	2	2	
Design Technology	4	4	2	
Geography	3	3	3	
History	3	3	3	
Music	2	2	2	
Languages (French OR Spanish)	3	3	3	Students study both languages in Year 7, choosing one language in Year 8/9 to enable greater depth in learning
Art (Fine Arts OR Lens-based Arts)	2	2	2	In Year 9, students have the option to choose the format through which they explore these subjects further, developing independence and allowing personal choice whilst maintaining a broad and balanced curriculum which covers all elements of the KS3 National Curriculum
Performance (Drama OR Dance OR Sports Leaders)	2	2	2	
Total	50	50	50	

KS4 (Year 10-11)

Subject	Y10	Y11	P6 lesson	Comment
English	7	7		GCSE English Literature and GCSE English Language
Maths	7	7		
Science	9	9		^Students completing Triple Science have a Period 6 lesson once per week in Years 10 and 11
Triple Science^			2*	
Religious Studies (RE)	3	3		
Physical Education (Core PE)	4	4		
PSHCE (incl. RSE & Citizenship)	2	2		
Option 1	6	6		For Subjects, see KS4 Options on School Website
Option 2	6	6		
Option 3	6	6		
Total	50	50		

KS5 (Year 12-13)

Subject	Y12	Y13		Comment
Option 1^	9	9		For Subjects, see KS5 Options on School Website
Option 2^	9	9		
Option 3^	9	9		
PSHCE (incl. RSE, RE & Citizenship) *	1*	1*		*In addition, PSHCE also delivered within four hours per fortnight of Sixth Form tutor time
PE and Wider Core (incl. volunteering)	2	2		
Extended Project Qualification (EPQ)	2	2		
Re-sit GCSE English	6~	6~		~ For students who have not yet achieved a Grade 4 or better in GCSE English or GCSE Maths, respectively
Re-sit GCSE Maths	8~	8~		
Independent Private Study ^Y	18	18		Y Students with Grades 8/9, can enquire about taking a 4 th Option
Total	50	50		

Skills For Learning (SFL) - Curriculum Map (50 Lessons per fortnight)

SFL KS3 (Years 7-9)

Subject	Y7	Y8	Y9	Comment
English	7	7	7	
Maths	7	7	7	
Science	6	6	9	
Religious Studies (RE)	3	3	3	
PE and Outdoor Education	4	4	4	
PSHCE (incl. RSE & Citizenship)	3	3	2	
Computing	2	2	2	
Design Technology	4	4	2	
Geography	3	3	3	
History	3	3	3	
Music	2	2	2	
Languages (French)	2	2	2	
Art	2	2	2	
Drama (Y7/8) & Media (Y9)	2	2	2	
Total	50	50	50	

SFL KS4 (Year 10-11)

Subject	Y10	Y11	Comment
English	7	7	GCSE English Language and GCSE English Literature
Maths	7	7	GCSE Maths and/or Entry Level Maths
Science	9	9	GCSE Combined Science and Entry Level Science
Religious Studies (RE)	3	3	
PE and Outdoor Education	4	4	Preparation for Adulthood – Healthy Lifestyle
PSHCE (incl. RSE & Citizenship)	2	2	Preparation for Adulthood – Healthy Relationships
GCSE Geography	6	6	Students taught an ambitious broad and balanced curriculum, equivalent to their mainstream peers across a full range of Progress 8 qualifications, with adaptations to support them to engage and succeed as required.
GCSE Art and Design	6	6	
BTEC L1/L2 Creative Media	6	6	
Total	50	50	

SFL KS5 (Year 12/13/14)

Subject	Y12/Y13/Y14	Comment
English	6	L2 Functional Skills or GCSE re-sit (as appropriate)
Maths	8	L2 Functional Skills or GCSE re-sit (as appropriate)
Employability, Enterprise, and Work Exp.	8	Preparation for Adulthood – Careers and Employment
PSHCE (incl. RSE, RE & Citizenship)	3	Preparation for Adulthood – Healthy Relationships
L1/L2 equiv. Information Technology	6	Preparation for Adulthood – Digital Literacy
L1/L2 equiv. Craft (Art and Design)	6	Preparation for Adulthood – Independent Living
Bronze/Silver Arts Award	6	Preparation for Adulthood – Creative Independence
Sports Leaders and Outdoor Education	5	Preparation for Adulthood – Healthy Lifestyle and Community Action
Food Technology	2	Preparation for Adulthood – Food for Life
	50	