



The Duke of York's  
Royal Military School

## Curriculum Policy

**Date of Approval by Principal**

24/09/2021

**Signed:** Mr Alex Foreman

Reviewed and agreed by SLT.

Last reviewed:	Feb 2014 May 2015 May 2016 May 2017 May 2018 Sept 2021
Next review:	Sept 2023

## ETHOS AND BOARDING AIMS

### Ethos

Our aim is to provide all-round education with an academic focus. We will promote the full development of students by providing a secure, professional, and caring environment in which each student is encouraged to reach his or her individual potential and is prepared for the opportunities, responsibilities and experiences of adulthood. These goals will be achieved in the context of a learning, spiritual, moral, and pastoral ethos, which respects values of Christian and other faith communities, and our unique military tradition.

### Boarding Aims

- To promote the personal student values of courage, discipline, respect, integrity, loyalty, and commitment within an environment where learning is at its heart.
- To promote a pastoral environment in which **all** students can live, grow and be happy.
- To develop a sense of community and belonging within our 100% co-educational boarding school.
- To develop and foster supportive relationships between students, parents, staff, and other stakeholders.
- To understand and provide for the particular and evolving educational and boarding needs of the military community.
- To promote a respect for the rights of others and their property.
- To promote good manners and develop social skills.
- To promote the “student voice” in the discussion of boarding matters.
- To promote and develop the unique military ethos of the School.
- To provide a boarding environment which develops respect for others and where bullying or other forms of harassment are not tolerated.
- To provide students with a range of activities and experiences which will develop their character, resilience, and leadership skills, allowing students to make a positive contribution to our School community and beyond.
- To provide the highest quality boarding accommodation, pastoral care and medical care that complies with the National Minimum Standards for Boarding Schools and exceed them wherever possible.

## **CURRICULUM INTENT**

The Duke of York's Royal Military School offers an all-round education with an academic focus. All activities are underpinned by the core values of loyalty, integrity, courage, discipline, respect and commitment.

## **ACADEMIC FOCUS**

The School offers a broad and balanced programme of academic subjects in which the knowledge underpinning each subject discipline is taught alongside the skills needed to demonstrate understanding. There is a high degree of challenge for all students.

At Key Stage 3, all students follow a core of English, Mathematics, Biology, Chemistry and Physics. In addition, all students study History, Geography, a Modern Foreign Language, Art, Music, Design, Dance, Drama, Computing, RE, PE and PSHEE as discrete subjects. In Years 7 and 8 all students take Food Technology, concentrating on cookery.

The Key Stage 3 curriculum, in each subject, is designed to build knowledge with a focus on key concepts, allowing for a broad understanding of the nature of the discipline and progression to higher levels of study. Cultural capital is built through maintaining a broad range of subjects across each of the three years of Key Stage 3. Assessment is based on progression towards the understanding of the nature of each discipline.

At Key Stage 4, all students following a core of GCSE courses in English Language, English Literature, Mathematics and Science, with individual GCSEs in Biology, Chemistry and Physics available to some students as one of their options. Four optional examination subjects are selected from GCSE courses in History, Geography, French, Spanish, Computing, RE, Art, Photography, Business, PE, Design, and Music. BTEC level 2 may be chosen in Drama and Dance. All students have the possibility of studying EBacc subjects. To retain balance and breadth, all students follow non-examination courses in PSHEE and RE.

In the Sixth Form, students are expected to take a range of academic subjects which will allow them to move on to competitive courses at university, the armed forces, or apprenticeships. Most students take three A level or BTEC courses. A-Levels are offered in the facilitating subjects Biology, Business Studies, Chemistry, English Literature, French, Geography, History, Mathematics, Physics and Spanish. Further A level courses include Art, Design, PE, Photography and Psychology with BTECs in Engineering (equivalent to 2 A levels), Performing Arts and Sport (equivalent to 1.5 A levels) as well Computing.

To retain balance and breadth, all Sixth Formers follow a course in PSHEE and are encouraged to complete an EPQ on a subject of their choice.

## **ALL-ROUND EDUCATION**

Across the School, all students take part in ceremonial activities each week which promote, amongst other qualities, pride, discipline, and self-respect. The vast majority of these activities are student led, so enhancing leadership.

In Year 9, all students prepare to take the Duke of Edinburgh Bronze Award, building confidence and resilience. Students have the opportunity to pursue this further to Silver and Gold level.

From Year 10 to Year 12, all students join either the Army, Navy or RAF sections of the CCF, and may choose to continue with this in Year 13. The weekly sessions offer a range of challenging, adventurous, and educational activities. All students in Years 10 and 12 are expected to enhance this further through attendance at CCF camp.

All students participate in a minimum of an hour's physical activity through Games lessons each week. The games options offered vary with age, including, as a core, hockey, rugby, netball,

cricket, tennis, athletics, cross-country and rounders. Other options include badminton, squash and swimming.

All students participate in a variety of clubs and activities over the course of each week, designed to extend and challenge students so that they may experience success beyond the classroom and develop the interests which will provide the hinterland for life. These vary with age, but include physical activity, such as rock climbing, horse riding and martial arts; music and performing arts activities such as the choir, big band, dance club and rehearsals for School productions; creative activities such as textiles, craft and puppet making; scholarly activities including book club, current affairs discussion, and computer programming.

Within Houses and through Tutor Groups, assemblies and Chapel services, British values and qualities including discipline, personal reflection, tolerance, integrity, and commitment are promoted.

### **EQUAL OPPORTUNITIES**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion, or belief.

In accordance with the statutory requirements, the School aims to make the curriculum accessible to all students as far as is reasonably practicable as outlined in the SEND Policy.

### **DIFFERENTIATION**

A variety of differing teaching and learning methods, materials and thinking tools are used in all courses to suit students' different needs and ensure that the work is matched well to their abilities.

### **SUBJECTS OFFERED**

#### **Key Stage Three**

At Key Stage Three, all students study the subjects listed below. There is, however, flexibility within the curriculum to allow for effective differentiation to take place.

English	Mathematics	Science
Computing	Design Technology	History
Geography	Religious Education	Physical Education
PSHEE	Music	Drama
Art	Dance	MFL
Food Technology (Years 7 and 8 only)	Games	Duke of Edinburgh Award (Year 9 only)

### Key Stage Four

At Key Stage Four, the curriculum is designed to allow students to progress to GCSE or BTEC Level 2 qualifications. Students have some choice of what to study in their timetable through the option process. Students follow the programme below:

English	Mathematics	Science
Religious Education	PSHEE	Games
Optional subjects*	CCF	

The courses in PE, PSHEE and Religious Education do not lead to GCSE examinations.

Optional subjects are chosen from the list below, with up to four subjects selected, each leading to a GCSE or BTEC qualification.

Art & Design	Food Technology	Religious Studies
Business Studies	Geography	Resistant Materials
Computing	History	Spanish
Dance	Music	Triple Science
Drama	Photography	
French	Physical Education	

The block structure is created yearly to allow for student choices to be satisfied though timetable and staffing constraints will mean that not all combinations of subjects will be possible each year. It will be possible to study combinations of subjects leading to the EBacc.

The curriculum is extended through the study of English Literature in addition to English Language in English lessons.

### Key Stage 5 (Post 16)

Students are offered a range of A level and BTEC courses. Usually, three A level subjects are studied across the Sixth Form with BTECs also delivered over two years. Some students will follow fewer subjects or courses to AS rather than A level whilst the timetable allows for up to four subjects to be taken in Years 12 and 13.

The A level subjects are chosen from the list below.

Art	Geography	
Biology	History	
Business Studies	Mathematics	Psychology
Chemistry	Music	Religious Studies
Computing	Physical Education	Spanish
English Literature	Physics	
French	Product Design	

BTEC Level 3 courses are available in Business, Engineering, Performing Arts and Sport.

The block structure is created yearly to allow for student choices to be satisfied though timetable and staffing constraints will mean that not all combinations of subjects will be possible each year.

Some courses are not viable to run as a result of small numbers choosing a particular subject.

In addition to A level and BTEC courses, Years 12 and 13 follow a course in PSHEE and have the opportunity to take a Level 3 Extended Project Qualification.

Students in Year 12 participate in a weekly CCF session. Students in both of Years 12 and 13 have a weekly Games lesson.

### **DISAPPLICATION**

In accordance with the law the School has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4, to:

- allow a student to participate in extended work-related learning
- allow a student with individual strengths and/or needs to emphasise a particular curriculum area
- to allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum.

Decisions about any of the above will only be made after discussion with the student and parent.

### **RELIGIOUS EDUCATION**

Religious Education is available to all students. Parents have the right to withdraw their children from Religious Education, but this request must be made, with sufficient reasoning, in writing, to the Principal.

### **COLLECTIVE WORSHIP**

All students are expected to take part in daily collective worship. Grace is said before lunch every day. The School also has a programme of collective worship involving Chapel services, whole School assemblies and House assemblies.

### **SEX EDUCATION**

The School provides sex education in the basic curriculum for all students, as outlined in the Sex and Relationships Education Policy, in which students are encouraged and guided by moral principles and taught to recognise the value of family life.

In accordance with the law the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the sex education without giving reasons, but this should be requested in writing to the Principal.

### **POLITICAL EDUCATION**

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in several courses and are presented in a balanced manner. Students are taught to accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs with an awareness of appropriate responses to radical, extremist, or discriminatory behaviour.

### **PE AND GAMES**

All students are expected to take part in the School's Physical Education and Games programme. Students can only be excused from PE and Games lessons on the advice of School medical staff.

### **PREP**

Prep and, for Years 12 and 13, personal study tasks, are set throughout the School. Each student in Years 7-11 receives a prep timetable at the beginning of the School year which outlines the subjects which are to be set on a particular night. Prep is differentiated as appropriate to allow assignments to be completed by students. The completion of prep is monitored by House staff and subject teachers.

### **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The School has a SEND policy for students and will determine the appropriate courses and support in consultation with students and parents.

### **CONCERNS AND COMPLAINTS**

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with their child's Tutor or the Vice Principal (Curriculum and Learning)

If the issue is not resolved, then parents should make an official complaint in line with the School Complaints Policy.

### **APPEAL PROCESS FOR EXAMINATIONS**

This Examinations Policy, relating to Internal Assessment Decisions and Examination Results, outlines the appeal process for examinations with regard for the essential elements of transparency, right of hearing, independence in the hearing and a written record of outcomes.

The School is aware of the need to resolve speedily any internal dispute or appeal against any internal assessment decision, since the Awarding Bodies cannot change the dates on which certificates are printed and issued. All appeals must be dealt with by the date set as the deadline for enquiries about results by the Examination Boards.

### **MONITORING AND REVIEW**

This policy will be monitored by the Vice Principal (Curriculum and Learning) who will report to the Principal on its implementation on a regular basis.

The Principal will report to the governing body, through sub committees where appropriate, on the progress of the policy and will recommend any changes.