



The Duke of York's Royal Military School

Curriculum Policy

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Approved By

Alex Foreman

Role

Principal

Signed

Last Reviewed	December 2023
Next Review	December 2024



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, is designed to build knowledge with a focus on key concepts in each subject, allowing for 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 of 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 Business, Computing, Engineering, and Sport.

To retain balance and breadth, all Sixth Formers follow a course in PSHEE and are encouraged to complete an additional enrichment course, from a range, including: Arts Mark Gold Award, EPQ, HSLA, Ealing Elite Pathway (EPP), Chemistry and Physics Olympiads, Further Mathematics, the LIBF Financial Certificate and TEFL.

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 qualities.

In Year 9, all students participate in 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 offered games options 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 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.

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

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	Psychology
Business Studies	Geography	Religious Studies
Computing	History	Resistant Materials
Dance	Music	Spanish
Drama	Photography	Triple Science
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, Computing, Engineering 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 of students 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 have sufficient reasoning and be made, in writing, to the Principal.

COLLECTIVE WORSHIP

All students are expected to take part in daily collective worship. The School has a programme of collective worship involving Chapel services, whole School assemblies and House assemblies.

SEX EDUCATION

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

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 programme without reasons, by 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 academic 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, personal study tasks for Years 12 and 13, 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 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, 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 regards to 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 swiftly resolve any internal dispute or appeal against any internal assessment decision, as Awarding Bodies cannot change the dates that certificates are printed and issued. All appeals must be dealt with by the deadline date for results enquiries set 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.