



RGS SURREY HILLS

Curriculum Policy

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This policy sets out the common curriculum principles and compliance framework RGS Surrey Hills. It applies to pupils in Years 7 to 13 and is supported by the school's curriculum maps, subject schemes of work, assessment arrangements, PSHE programme, careers programme, SEND provision, EAL provision and RSE policy.

The detailed subject offer, year group curriculum and time allocation for each school are set out in the individual Curriculum Plans for each school.

1. Curriculum aims

RGS SH provides a broad, balanced and ambitious curriculum which enables pupils to acquire knowledge, develop skills, make progress and prepare for the next stage of education and adult life.

The curriculum aims to:

- provide full-time supervised education for pupils of compulsory school age;
- give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- develop pupils' speaking, listening, literacy and numeracy skills;
- support all pupils to learn and make progress according to their age, aptitude and needs;
- provide suitable programmes for pupils in the Sixth Form;
- promote pupils' spiritual, moral, social and cultural development;
- actively promote fundamental British values;
- encourage respect for others, including those with protected characteristics;
- prepare pupils for the opportunities, responsibilities and experiences of life in British society.

2. Curriculum planning and implementation

The governors and senior leaders ensure that RGS SH has a written curriculum policy supported by appropriate plans and schemes of work.

Curriculum documentation shows:

- what is taught in each subject and year group;
- how knowledge, skills and understanding develop over time;
- how pupils are assessed;
- how teaching is adapted for pupils' different needs;
- how the curriculum is implemented in practice.

Schemes of work are reviewed regularly by subject leaders and senior leaders to ensure that they remain suitable, coherent and effectively taught.

3. Breadth and balance

The principal language of instruction is English. Pupils are supported to read, write, speak and understand English with fluency appropriate to their age and stage.

In Years 7 to 8, pupils follow a broad curriculum across the required areas of learning. In Years 9 to 11, pupils follow a core curriculum (maths, English and Science) and a suitable range of GCSE, IGCSE or equivalent options. In the Sixth Form, pupils follow an appropriate programme of academic study. Enrichment, personal development, careers education and preparation for life beyond school are part of the curriculum in all years.

Each school's curriculum is designed to balance academic challenge with personal development, creativity, physical education, wellbeing, leadership and service.

4. Access, inclusion and progress

The curriculum takes account of the ages, aptitudes and needs of all pupils, including pupils with SEND, pupils with EHC plans, pupils with EAL, pupils who require additional support and pupils who need further challenge.

Teachers use information about pupils' prior attainment, learning needs and progress to plan suitable lessons. Adaptations may include targeted support, scaffolding, extension, intervention, assistive technology, access arrangements, modified resources or individual strategies.

All pupils are expected to have the opportunity to learn, participate, make progress and experience success.

5. Teaching and assessment

Teaching enables pupils to acquire new knowledge, deepen understanding and develop skills in the subjects taught. Teachers are expected to plan well-structured lessons, use effective teaching methods, manage time and behaviour effectively, and use resources of appropriate quality, quantity and range.

Assessment is used to monitor pupils' progress, inform teaching, identify support or challenge, and report clearly to parents. Each school has a framework for evaluating pupils' performance by reference to the school's aims, public examination expectations, national norms or other appropriate benchmarks.

6. PSHEE and RSE

RGS SH provides PSHEE which reflects its aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

PSHE includes age-appropriate learning about health and wellbeing, relationships, online safety, personal safety, citizenship, economic understanding, decision-making and preparation for adult life.

Relationships and Sex Education is provided for pupils receiving secondary education. Each school maintains a separate RSE policy which explains what is taught, when and how it is taught, how parents are consulted, and how any parental request for withdrawal from sex education is managed.

7. Careers education and guidance

Pupils receive accurate, up-to-date and impartial careers education, information, advice and guidance. This helps them understand a broad range of future pathways and make informed choices about GCSE or IGCSE options, Sixth Form study, higher education, apprenticeships, employment and other post-18 routes.

Careers provision encourages pupils to fulfil their potential and avoids stereotypes or assumptions based on sex, background, disability, race, belief or any other protected characteristic.

8. SMSC, fundamental British values and equality

The curriculum contributes to pupils' spiritual, moral, social and cultural development. Pupils are encouraged to develop self-knowledge, confidence, respect for others, moral understanding, social responsibility and appreciation of different cultures, traditions and viewpoints.

The curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Teaching and curriculum resources must not undermine these values or discriminate against pupils contrary to the Equality Act 2010. Pupils are taught, in an age-appropriate way, to understand equality, challenge prejudice and treat others with dignity.

9. Preparation for life in British society

The curriculum prepares pupils for life beyond school by helping them understand rights and responsibilities, public institutions, civic life, the law, personal safety, financial awareness, healthy relationships, digital life and the world of work.

Pupils are encouraged to contribute positively to school life, the local community and wider society.

10. Leadership, monitoring and review

The Head of school is responsible for ensuring that the curriculum is suitable, effectively implemented and regularly reviewed. Senior leaders, subject leaders, pastoral leaders, SEND staff, PSHE/RSE leads and careers staff contribute to curriculum planning and evaluation.

Curriculum monitoring may include review of schemes of work, lesson visits, work scrutiny, assessment analysis, pupil voice, departmental review, option uptake, examination outcomes and review of provision for SEND, EAL and more able pupils.

Governors maintain oversight of curriculum compliance and seek assurance that the curriculum supports pupils' learning, progress, wellbeing and preparation for adult life.

This policy is reviewed annually, or sooner if there are significant changes to regulation, inspection guidance or curriculum provision.

11. Availability

This policy is made available to parents of current and prospective pupils and to inspectors or relevant authorities on request. The school also makes available the required information relating to its curriculum, RSE provision, SEND arrangements, academic performance and inspection outcomes.

RGS Surrey Hills Curriculum Summary: 2026-2027

The courses listed here are available during the current academic year, but no guarantee can be given about their future availability. Prospective parents and students are advised to contact the school to confirm the curriculum for the next academic year.

There are 34 periods per week, each of 55 minutes. The number of periods studied per subject per week is indicated in brackets after each subject.

Personal Development Curriculum (PDC)

The Personal Development Curriculum is designed to support students in becoming confident, resilient, and responsible individuals who are well prepared for life beyond school. It comprises of a number of elements including PSHEE, Digital Literacy, Careers Education, Citizenship, Assemblies, Study Skills and Wellbeing. The PDC Curriculum is underpinned by Kurt Hahn's Round Square IDEALS of Internationalism, Democracy, Environmentalism, Adventure, Leadership, and Service, and encourages students to be curious, compassionate, resilient, and engaged members of their communities.

Through a planned programme of experiences and learning opportunities in Tutor Time and PDC Sessions, students develop the knowledge, skills, and attitudes needed to make informed decisions, stay safe and healthy in an increasingly digital world, maintain positive physical and mental wellbeing, build healthy relationships, understand the wider world, and make informed decisions about their future education, careers, and personal lives. The curriculum promotes students' character, personal growth, and readiness to contribute positively to their communities and society.

Careers

Advice is given to all students to help with choices of GCSE and KS5 courses. Students receive key stage specific guidance on how to make informed choices for GCSE courses through assemblies, departments and options evening. For key stage 5 courses, year 10s have a futures meeting with a Senior member of staff, alongside the 6th form Open evening and lessons.

All students have access to a careers specialist who holds a level 6 qualification in Career Guidance and Development. All students can make careers appointments in person by calling into the library on Tuesdays, via email, or at parents' evening. The head of careers is available to all sixth form students on a regular basis via futures in their tutor period for year 12; following these sessions the support is an individualised approach. For year 13 students the careers advisor operates an open-door policy.

All students have a Unifrog account. Unifrog lessons are used for students to understand what the platform can do to support their careers journey. In the Spring term each year group receive careers related lessons via their PDC lessons. These sessions provide students with age-appropriate material which explores career interests, work patterns and workplaces, positive workplaces, enterprise skills and careers exploration.

Age-appropriate events are held during the academic year including an international careers pop up show, alumni visits, and platform 7teen deliver interactive interview workshops bi-annually to Year 11, Year 12 and year 13 students. Year 10 and year 12 students have a week of work experience at the end of the academic year. Sixth formers attend the UCAS discovery Event and the National Apprenticeships Fair annually.

Years 7 and 8

We offer a two-year Key Stage 3 programme containing a wide range of subjects and a choice of Languages. The table below shows this programme. *(Numbers in brackets are the number of periods per subject per week.)*

Year 7	Year 8
Mathematics (4) English (4) Science (4) Languages* (3) History (2) Geography (2) Creative Arts (3) Music (1) Drama (1) Computer Science (1) Physical Education (2) Games (2) Personal Development Curriculum (PDC) (3) Enrichment (2) PSHEE (taught in tutor time)	Mathematics (4) English (4) Science (4) Language* (3) History (2) Geography (2) Creative Arts (3) Music (1) Drama (1) Computer Science (1) Physical Education (2) Games (2) Personal Development Curriculum (PDC) (3) Enrichment (2) PSHEE (taught in tutor time)
*3-way carousel of French, Spanish, German before specialising in one subject	*1 from French, Spanish, German

Years 9 to 11 (GCSE)

We offer a three-year Key Stage 4 programme of core subjects and a wide range of optional subjects from which students normally choose four. All students will study Mathematics, English Language and Literature and the Sciences and have free choice of their options subjects. The table below gives further details of these choices and the option subjects currently being studied in each year group. *(Numbers in brackets are the number of periods per subject per week.)*

Year 9	Year 10	Year 11
Mathematics (5) English Language and English Literature (5) Biology/Chemistry/Physics (6) 4 Options (2 periods each)	Mathematics (4) English Language and English Literature (4) Biology/Chemistry/Physics (6) 4 Options (3 periods each)	Mathematics (5) English Language and English Literature (5) Biology/Chemistry/Physics (6) 4 Options (3 periods each)

<u>Non-examined:</u> Physical Education (2) Games (2) Personal Development Curriculum (PDC) (4) Enrichment (2) PSHEE (taught in tutor time)	<u>Non-examined:</u> Physical Education (1) Games (2) Personal Development Curriculum (PDC) (3) Enrichment (2) PSHEE (taught in tutor time)	<u>Non-examined:</u> Games (2) Personal Development Curriculum (PDC) (2) Enrichment (2) PSHEE (taught in tutor time)
Options Art, Craft and Design 3D Design Business Studies Computer Science Dance Drama French Geography German History Media Studies Music Sports Science (GCSE PE) Spanish	Options Art, Craft and Design 3D Design Business Studies Computer Science Drama French Geography History Music Sports Science (GCSE PE) Spanish	Options Art, Craft and Design 3D Design Business Studies Computer Science Dance Drama Dance French Geography History Sports Science (GCSE PE) Spanish

Notes:

Subjects marked * are dependent on numbers and their availability cannot be guaranteed

The Enrichment programme is part of the curriculum for all Key Stages and contains a wide range of activities, studies and life skills that are valuable but do not require another examination to be part of a great education.

The Sixth Form

Most students choose three subjects for A Level or follow the International Baccalaureate (IB) programme of study.

Each A Level subject is taught for six periods per week although some subjects with very small groups may be taught on five periods per week and Further Maths which is normally three periods per week. In Year 12 IB Higher level subjects are taught on 5 periods per week and standard level on 3 periods per week. In Year 13 IB Higher level subjects are taught on 4 periods a week and standard level on 3 periods a week. All students also take part in our Enrichment and Games.

A level Subjects available:

Art & Design	French	Physics
Biology	Geography	Politics
Business Studies	History	Product Design
Chemistry	Mathematics	Psychology
Computer Science	Further Mathematics	Spanish
Economics	Music	Sport Studies (A Level or BTEC depending on demand)
English Literature		Theatre Studies

IB Subjects available:		
Biology	French A	Physics
Business Studies	French B	Psychology
Chemistry	Geography	Spanish A
Economics	German A	Spanish B
English Literature A	History	Sport Studies
English B	Italian A	Theatre Studies
ESS	Mathematics A+A	Visual Arts
	Mathematics A+I	

Notes:

1. Further Mathematics may be studied to AS or A2 Level. It may be taken only in combination with Mathematics.
2. If the numbers for any given subject are too small, we may not be able to run the course. You will be notified as soon as possible.
3. The courses listed here are available during the academic year indicated, but no guarantee can be given about their future availability. Prospective parents and students are advised to contact the school to confirm the curriculum for subsequent years.
4. We cannot guarantee that every possible choice of subjects will be accessible, but we are usually able to provide most students with their first preferences.