

Curriculum Statement for RGTS

Vision and Mission

Royal Greenwich Trust school is united with other schools in the University Schools Trust to have a common vision and mission.

Our vision is to provide transformational educational opportunities for all children. Through a broad and balanced curriculum, a wide range of enriching learning experiences and a tailored approach to supporting the individual student, our students will leave school as young adults who are responsible global citizens who have a clear vision for their futures.

Our mission is for all students at the Royal Greenwich Trust School to have excellent outcomes, we deliver the highest quality of teaching and learning by working collaboratively with universities, public bodies and private sector partnerships.

School Values

Our students are guided by four key values:

- **Responsibility** - taking ownership of their education and their future careers, acting with integrity and maximising their effort in all areas of school life.
- **Grit** - being relentless in the pursuit of excellence, persevering through new challenges and developing the skills and confidence to make well-informed decisions.
- **Teamwork** - building strong relationships, supporting others and making a positive contribution to the local and wider community.
- **Success** - achieving to the best of their ability both academically and personally, being recognised for their contributions and gaining a sense of enjoyment in being part of the RGTS learning community

By demonstrating these values in their everyday life, students at RGTS are set up for Learning Today and Leading Tomorrow and are able to demonstrate that they have successfully developed core competencies, known as the UST graduate strands:

- **Communication** – a vital skill for professional success and personal fulfilment
- **Participation** – an inclusive, collegiate approach to individual and collective improvement
- **Investigation** – uniquely placed to explore best practice and create knowledge
- **Networking** – achieving best outcomes through a dynamic network of collaboration
- **Scholarship** – igniting a love of learning to raise standards and achievement
- **Vision** – inspiring global citizens with the determination and mindset to succeed

Curriculum Principles

RGTS, as part of the UST, is guided by the following principles to ensure that all pupils at every stage are provided with broad and balanced learning opportunities and experiences to empower them as people and as citizens. Through our curriculum, we are committed to offering:

- **high expectations:** commitment to excellence, so that all pupils are continually learning and maintaining high standards of themselves and others
- **academic rigour** – induction into the powerful knowledge of a wide range of subject disciplines and professional practice, using this to think critically within the school and beyond

- **character-building opportunities** - growth and development as individuals, in order to contribute to our school community and beyond: locally, professionally, nationally and globally
- **Inclusion** – provision that allows all to flourish in a way that is tailored to meet individual needs and circumstances
- **future-focused thinking** – continuous improvement that focuses on future ambitions and key transitions are at the heart of our aims, habits and practices

Key Stage 3 Curriculum

Our Key Stage 3 curriculum is broad and balanced. It offers students the opportunity to learn a wide variety of subjects considered to be both academic and vocational.

All students in Key Stage 3 take up the study of a modern foreign language, specifically Spanish. Students study the Humanities as separate subjects of Geography, History and RE.

All students study Art, Music and Drama and Technology is taught as part of a carousel of Product Design, Food Technology and Music Technology with one taught for two terms.

Unique to RGTS, all of our students engage in a session of weekly ‘character development’ lessons. Our Character Development curriculum explicitly teaches students essential knowledge and skills needed for their social, moral, spiritual and cultural development as well as their long-term employability.

Timetable Allocations (number of periods)

Key Stage 3 Timetable allocation	
Subject	No. of periods per week
English	5
Maths	4
Science	4
Humanities	5
Creative Arts and Technology	3
- Art*	
- Design Technology*	
- Food & Nutrition*	
Spanish	3
Computing	1
PE	2
Drama	1
Music	1
Character Development	1

*Each of these three Creative Arts & Technology subjects are studied for two terms in the academic year, on a ‘carousel’ basis.

Key Stage 4 Curriculum

At Key Stage 4, we offer pupils two pathways:

- The Ebacc Pathway
- The Blended Pathway
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The Ebacc Pathway provides a balanced curriculum that will leave options open for A-levels, university and careers. One Humanities subject (Geography or History) and a language (Spanish) must be chosen. Any third subject can then be chosen (Triple Science qualifies as a third choice)

The Blended Pathway provides students with the freedom to choose from across the range of academic and vocational subjects, including the opportunity to take on BTEC qualifications. This is for students who prefer to engage in more practical based learning or have specific interests in these subject areas.

Subject	Year 10	Year 11 (from September 2021)
English	5	4
Maths	4	5
Science	5	5
Core PE	2	2
Character Development	1	1
Religious Studies	1	1
Option Subjects	12 (3 of the below options)	12 (3 of the below options)
- Art GCSE	4	4
- Business Studies GCSE	4	4
- Construction BTEC	4	4
- Drama GCSE	4	4
- Engineering BTEC	4	4
- Geography GCSE	4	4
- Health & Social Care BTEC	4	4
- History GCSE	4	4
- Information Technology BTEC	4	4
- Sociology GCSE	4	4
- Spanish GCSE	4	4
- Sport BTEC	4	4

Key Stage 5 curriculum

Year 12 Subject offer:

Subject:	No. of periods per week
BTEC Engineering	18
BTEC Construction	18
BTEC Business Studies	18
GCSE English (re-sit)	6
GCSE Maths (re-sit)	6

At Royal Greenwich Trust School, we offer Pearson BTEC Level 3 National Extended Diploma courses for the 2021 – 2022 academic years. The BTEC Level 3 National Extended Diplomas specialise in single subjects and are equivalent to 3 A Levels, and all students study these for 2 years. Therefore, students go straight on to university with these diplomas. The subjects we offer are below:

- Engineering
- Construction
- Business and Finance

Students need 4 GCSE or equivalent qualifications with a minimum of a grade 4 including GCSE Maths grade 4 and GCSE English Language grade 4.

Course Overview

The BTEC Level 3 National Extended Diplomas comprise 13 – 15 units, of which 7 – 9 units are mandatory and the remaining units are optional. The optional units have been pre-selected by the subject leaders to ensure a broad and varied curriculum and topics which are desirable to universities and employers. 3 – 4 of the mandatory units are external exams.

What do the courses consist of?

Students will be taught the course content through blended learning and practical tasks. Students will be able to use our many new computer rooms and study rooms to work independently on their coursework tasks throughout the week.

What benefits are there to studying BTECs?

Students will be able to go straight onto university degree courses, Level 4 or higher apprenticeships, employment or set up an enterprise. The coursework units enable students to bank grades as they go through the course instead of relying on terminal exams to decide the outcome of their course. As a practical based course, students get a real sense of work-related learning so that any move into industry at the end of the course is a smoother transition than traditional A levels allow.

Our Year 13 subject offer:

Subject	No. of periods per week
BTEC Engineering Ext Dip	18
BTEC Construction Ext Dip	18
BTEC IT Ext Dip	18
BTEC Business Studies Ext Dip	18
GCSE English (re-sit)	6
GCSE Maths (re-sit)	6

Literacy and Numeracy

Literacy and Numeracy are embedded across all subjects. The English and Maths curriculum are aligned with the Key Stage Two National Curriculum, to ensure that students build on their previous knowledge.

Catch-up Premium funding is used to ensure that students are supported to achieve the expected standards in English and Maths.

Bespoke Support

For students with special educational needs, we have a comprehensive programme of bespoke support that is delivered in and out of the classroom. Students may receive targeted support within a mainstream classroom setting but additionally may engage with additional intervention in smaller groups or on a one-to-one basis with a member of staff.

Groups who engage with additional intervention are continually monitored and supported to be able to graduate from the interventions and return back into mainstream classrooms wherever possible.