



United Learning
The best in everyone™

Dunottar School

Curriculum

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Curriculum

Policy Statement

The Dunottar School curriculum is designed to meet the overall school aim of providing an outstanding education for pupils with exceptional value added and to support everyone to achieve their personal best.

Dunottar School provides full time supervised education for pupils of compulsory school age 11-18. The curriculum is designed to allow scope for the development of pupils' talents and interests at all stages and to provide a variety of learning experiences that are broad, balanced, challenging and enriching.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Statement of school aims/ethos.
- Teaching and Learning
- Assessment, Recording and Reporting
- Special Educational Needs (including those with English as an additional language)
- PSHEE policy

Procedure:

Value added education and maximising the potential in every pupil

Dunottar seeks to add value to every pupil. Pupils have a wide range of abilities, and their individual needs are met through well-planned lessons where the teachers understand the different needs of their pupils. Dunottar School is committed to encouraging behaviours that will allow pupils to develop a love of learning and to prepare them for opportunities, responsibilities and experiences of adult life in British society. The Warrior Learner is a concept that has been introduced in September 2015 and runs through all aspects of the curriculum and the school as a whole. The seven behaviours we encourage in our pupils are: aspiration, tenacity, curiosity, creativity, independence, collaboration and inclusivity. Lessons are designed to allow pupils to display these behaviours and reporting at all key stages refers directly to these.

Curriculum lessons are well-paced, challenging and fun. Within the curriculum each pupil is encouraged to achieve their full potential and the needs of each pupil, including those with particular talents and those with Special Educational Needs and Disabilities are addressed when composing an individual timetable. The curriculum provision enables pupils to acquire skills in speaking, listening, literacy and numeracy. The subject matter delivered is appropriate ages and aptitudes of the pupils (including any pupils with an EHCP or statement of special needs whose needs are reviewed annually). All pupils have equal access to the curriculum and the curriculum provision enables all pupils to have the opportunity to learn and make progress, including those with special education needs or learning difficulties, those for whom English is an additional language and the most able of pupils. If a pupil has a significant learning difficulty or disability, they will be provided with a Learner Profile. SEND pupils' needs and progress are reviewed regularly by the SENDCo and in half termly meetings between the SENDCo and the Deputy

Head (Academic). Where pupils may have an EHCP, the education provided at Dunottar fulfils its requirements, and review meetings are held in line with the requirements of the EHCP.

The curriculum aims to educate the whole person through creative thinking and creative learning and the curriculum at Dunottar School extends far beyond the classroom. The curriculum is enriched by a wide range of co-curricular activities. Dunottar School offers a number of cross curricular days which demonstrate a holistic approach through project-based learning. These are planned each year and days off timetable may vary from year to year depending on both external events and subject needs.

All departmental schemes of work effectively provide for subject matter appropriate for the ages and aptitudes of pupils and provide for pupils to acquire skills in speaking, listening, literacy and numeracy. The overview can be found on the school website.

The curriculum is planned specifically in order for them to gain experience in:

- Linguistic education – all pupils study English until the end of GCSE and develop their communication skills increasing their command of the language through listening, speaking, writing and reading. All lessons except modern foreign language lessons are conducted in written and spoken English. Most pupils study modern foreign languages at Key Stage 3.
- Mathematical education - all pupils take Maths as a GCSE subject and cross curricular links are explored during year 7-11 to ensure maths is recognised as a life skill. This helps the pupils understand and appreciate relationships and patterns in numbers and space and to develop their capacity to think logically and express themselves clearly. This knowledge of Mathematics is developed in a variety of ways including practical activity, exploration and discussion
- Scientific education – all pupils are taught by specialist science teachers from Year 7 and either combined or triple award science to the end of Year 11 resulting in 2 or 3 separate GCSE qualifications. This scientific education will increase pupils’ knowledge and understanding of nature, materials and forces and with developing skills associated with science as a process of enquiry. Practical science is an integral part of the science curriculum across all Key Stages.
- Technological education – all pupils take Computer Science, Food and Nutrition and Design Technology during KS3. Through the use of iPads in the classroom pupils gain an understanding of the role technology plays in professional life. All pupils are issued with their own iPad in September.
- Human and social education – all pupils take History, Geography and RS at key stage 3 and all are encouraged to take a humanity as a GCSE subject.
- Physical education - all pupils take part in games lessons on a weekly basis. Through their participation, pupils develop physical control, co-ordination as well as their tactical skills and evaluation of their own performance. Pupils develop an understanding of the basic principles of fitness and health.
- Aesthetic and creative education. – All pupils take Art, Design Technology, Drama, Music and Food and Nutrition until the end of Year 9. Through these subjects, pupils develop their understanding and skills in the processes of making, composing and inventing. A range of practical skills are developed across the aesthetic and creative curriculum.

In addition, we provide a PSHEE and RSE programme for all pupils from Key Stage 3 – Key Stage 5. The PSHEE and RSE curriculums are taught on carousel basis, by teaching staff who have become specialist in this area of delivery (cross ref. PSHEE Policy and RSE Policy) This reflects the school’s aims and ethos and gives pupils experience in spiritual, moral, social, cultural and economic education and provides accurate, up to date and impartial Career Guidance appropriate to their age and ability (cross ref. Careers Guidance Policy, PSHEE Policy and RSE Policy. This

enables pupils to make informed choices about post-16 and post-18 course, career options and help them to fulfil their potential. PSHEE and RSE is a timetable lesson. All children receive a rich provision of classroom, and co-curricular activities, to develop a range of character attributes such as resilience, which supported by the Warrior Learner behaviours, underpin success in education and employment. Curriculum provision is implemented in a broad and appropriate manner, and in particular encourages respect for other people. **Reference ISSR Section 2 (2)(d)(ii) - *paying particular regard to the protected characteristics set out in the 2010 Act(a)*. ISSRs Section 2 (2)(e)(ii) and (iii), which are: (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential.** The curriculum provision includes preparation of pupils for the opportunities, responsibilities and experience of adult life in British Society. It takes into account the ages and aptitudes of all pupils to support the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The Head of PSHEE and RSE and Head of Careers oversee a varied programme for the year.

The curriculum provision precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

Pupils are made aware of protected characteristics as listed in section 4 of the Equality Act 2010 are as follows: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. These are delivered age appropriately.

PSHEE and RSE is taught on a year group carousel basis which is organised by the Head of PSHEE and RSE (see the PSHEE Policy and the RSE Policy). Lessons are delivered by teachers who have become knowledgeable in their topic area but also can involve specialist teachers, outside agencies or speakers.

The Co-curricular programme also offers pupils enrichment which goes beyond specific subjects being learnt. Please see the website for current details of co-curricular clubs: <https://www.dunottarschool.com/School-Life/Co-Curricular/>

Curriculum - Supporting Information

Curriculum Development

The curriculum is managed by the Deputy Head (Academic) J. Hislop with the assistance of the Assistant Head (Learning and Innovation) G. Taylor. The Heads of Department meet regularly to discuss issues affecting teaching and the delivery of the curriculum and this is chaired by the Deputy Head (Academic). Regular twilight CPD sessions take place half termly and are designed to ensure continuous development of teaching and learning in the school and to share good practice. These are held by the Deputy Head (Academic), other senior staff and external speakers.

The Curriculum at Key Stage 3

In Years 7-9, all pupils study:

- English (they are set by ability from September of Year 7)
- Maths (they are set by ability from September of Year 7)
- In year 7 pupils take French and Spanish.
- In year 8 pupils take two modern foreign languages (French and Spanish) and in year 9 pupils can choose between continuing French and Spanish. Dual linguist opportunities are offered to year 9 pupils and these pupils attend additional twilight lessons.
- History, Geography and RS (as three separate subjects)
- Science for Year 7 and 8

- Three separate sciences for Year 9 (Biology, Chemistry and Physics)
- PE
- Art
- Music
- PSHEE & RSE
- Art
- Drama
- Computing
- Carousel (Food Technology and DT)

The Curriculum at GCSE (Key Stage 4)

In Years 10 & 11 pupils choose to study between 8 and 10 GCSEs. All pupils take GCSE courses in English Language, English Literature and Mathematics and continue to study Biology, Physics and Chemistry in preparation for either the Combined Award Science (resulting in two GCSE grades for Combined science) or GCSEs in each of the three sciences separately (resulting in three individual GCSE grades). All pupils continue with at least one humanity subject (Business, RS, History or Geography) and many (with the exception of some SEND pupils) take at least one modern foreign language at GCSE.

All pupils also continue to take part in the PSHEE, RSE and Careers programme, delivered through a weekly timetabled lesson, and Physical Education lessons.

In Years 10 & 11, pupils are grouped according to ability in English, Mathematics and Science. All other subjects are taught in mixed ability groups and any non-timetabled lessons are allocated to supervised Personal Review.

The Sixth Form Curriculum (Key Stage 5)

In Years 12 & 13 pupils will study 3 A levels (plus an enrichment option in Year 12). Pupils are given a choice of subject combinations and are taught in small groups. The programme will be appropriate to their needs.

All pupils also participate in a choice of sports' leaders, EPQ or ASDAN CoPE, as well as PSHEE and RSE and a Games afternoon. In the Sixth Form, the PSHEE and RSE programme is called Learning for Life and includes preparing pupils for life beyond Dunottar. This includes finance, personal safety, study skills, first aid, healthy relationships, online safety, UCAS applications and apprenticeships or alternative training after school depending on the needs and interests of the pupils. Outside speakers deliver sessions where appropriate.

At sixth form level all pupils are involved in an enrichment programme which runs from September to April. As a small sixth form these activities can be tailored to the interest and needs of the cohort and this year includes:

1. Sports Leaders - leading sport lessons with primary school children from St John's primary school
2. Extended Project Qualification
3. ASDAN Level 3 - Certificate of Personal Effectiveness (CoPE).

The curriculum is planned to be appropriate to the ages and aptitudes of the pupils (including any pupils with an EHC or statement of special needs whose needs are reviewed annually) , to prepare them effectively for their subsequent education and the opportunities, responsibilities and experience of adult life in British society. Where a pupil has identified specific learning difficulties and or disabilities, appropriate support and guidance is provided through their Learner Profile and the SEND register. If a pupil has an EHCP, education is provided to meet their requirements and is reviewed in line with the EHCP requirements.

The curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This policy applies to all members of our school community.

Dunottar School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document. This written policy statement on the curriculum at Dunottar School is also supported by long term, medium term and short term plans and the work of Heads of Department, the Deputy Head (Academic) and the education committee of the Local Governing Body.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents:

- Aims and Ethos Statement
- Teaching and Learning Policy
- Assessment, Recording and Reporting Policy
- Special Educational Needs Policy
- Careers Policy

- PSHE Policy
- RSE Policy

This document is annually reviewed by Janine Hislop or as events or legislation change requires. The next scheduled date for review is August 2023.

Simple Curriculum Diagram KS3

Lessons listed per fortnight.

	Year 7	Year 8	Year 9
Subject	lessons per pupil	lessons per pupil	lessons per pupil
Maths	6	6	8
English	6	6	8
Library	1	1	
History	3	3	3
Geography	3	3	3
RE	3	3	3
French	3	3	3*
Spanish	3	3	3*
Art	3	3	3
Food/DT	4	4	3
PE	2	2	2
Games	4	4	4
General Science	8	8	
Biology			3
Chemistry			3
Physics			3
PSHE & RSE	2	2	2
Drama	3	3	3
Computing	3	3	3
Music	3	3	3
Total	60	60	60

Pupils choose to either do French or Spanish

Year 7 and 8 Food/ DT rotation of creative subjects
 Year 9 Food/ DT pupils choose to follow either Food or DT.

Simple Curriculum Diagram KS4

	Year 10	Year 11
Subject	Lessons per pupil	Lessons per pupil
Maths	8	8
English	9	9
History	6	6
Geography	6	6
Business	6	6
RS	6	6
French	6	6
Spanish	6	6
Art	6	6
Food	6	6
DT	6	6
Photography	6	6
PE GCSE	6	6
Games	4	4
Biology	5	5
Chemistry	4	4
Physics	4	4
PSHE & RSE	2	2
Computing	6	6
Drama	6	6
Music	6	6
Personal Review	6	6
Total	60	60

An average pupil studies 4 options, each option has 6 lessons.

Pupils following Personal Review as option, have on average 3 lessons with SEND and 3 in the library.

Simple Curriculum Diagram KS5

	Year 12	Year 13
Subject	no. lessons per pupil	no. of lessons per pupil
Art	12	12
Biology	12	12
Business & Economics	12	12
Chemistry	12	12
Computing	12	12
Drama	0	0
English	0	12
French	0	0
Further Maths	12	6
Games	4	4
Geography	12	12
Government & Politics	12	12
History	12	12
Maths	12	12
Music	0	0
PE	12	12
Philosophy & Ethics	12	12
Photography	0	0
Physics	12	12
Psychology	12	12
Re-sit Maths	0	0
Re-sit English	0	0
Sociology	12	12
Spanish	0	0
Sports Leader	4	0
PSHERSE	2	2
EPQ	2	0

Games is compulsory = 4 lessons.

Each pupil studies 3 A levels, there are 12 periods for each subject = 36.

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