

Sir Roger Manwood's School



Curriculum Policy

Date of Approval: October 2021

Date of Next Review: June 2022

CURRICULUM INTENT

Sir Roger Manwood's School was founded in 1563 as a free grammar school for boys of Sandwich town. Today a co-educational grammar school educating over 1000 young people from across a wide area, it continues to serve the local community from a green, spacious and tranquil site, equipping its students for their future. A Manwood's education follows the three strands of our vision of '*Engage... Explore...Excel...*' and is designed to enable students to fulfil their individual potential and to be ready to progress positively in whatever they do next; we value personal development as well as academic achievement.

To achieve their best we believe students must first **engage** with the school, staff and their learning which means being active and increasingly independent learners, keen for feedback and able to collaborate. Students will receive excellent teaching of a broad and deep curriculum, within an inclusive and supportive community, fostered by the house system which crosses year and class groups. There is a strong focus on safeguarding and on the emotional and physical well-being of everyone in our community. Manwood's attaches great importance to the ongoing development of all our staff, the enhancement of our facilities and the opportunities we can offer to our students. Links with parents, our alumni and the local community are actively sought and valued.

Manwood's is committed to the importance of allowing students to **explore** both the subjects they study and themselves. They are encouraged to take risks with their learning and to challenge themselves. The school offers a wide range of extra-curricular activities, including Junior and Senior Charity committees, CCF, DoE, drama, music and a very full programme of sport. We organise an extensive range of overseas trips that broaden students' understanding of different environments and cultures. Students have the opportunity to try new things, to study in depth, and to develop skills in areas like leadership, problem-solving and team work.

Our focus is on enabling our students to **excel**. The school has high expectations of all its students, in behaviour, learning, and commitment to themselves, their fellow students and the wider community. Manwood's students will achieve the best they can academically, and will become adaptable, confident, independent, resilient, critical thinkers who can contribute to and flourish in the next phase of their lives, whether that be in further learning, training or in employment.

Through its curriculum the School intends to (please note the numbering is for reference only and does not imply an order of importance):

- 1) maintain and develop lively, enquiring minds in its pupils and to promote the ability to question and argue;
- 2) foster attitudes which will instil self-confidence in pupils, creating in them a sense of personal excellence and helping them to acquire knowledge and skills relevant to life and work in a fast changing world;
- 3) emphasise the importance of language and number, the aesthetic and physical areas of learning, and to develop competence in them;

- 4) help pupils to develop personal, spiritual and moral values, an understanding of religions and beliefs, a tolerance of others and their ways of life;
- 5) help pupils to understand the world in which they live and the interdependence of individuals, groups and nations;
- 6) develop in pupils the ability to critically appreciate human achievements and aspirations;
- 7) understand the complex human interaction with, and dependence upon, the local and global environment, and develop a caring and responsible attitude towards the environment;
- 8) promote academic excellence;
- 9) foster students' creativity;
- 10) develop skills that are essential for higher education and employment e.g. independent working, research, presentations
- 11) promote a healthy lifestyle;
- 12) model and promote fundamental British values and to prevent students becoming radicalised;
- 13) inspire students to a commitment to learning which will last a lifetime

It is the duty and responsibility of all staff to promote the aims of the school, not only in the teaching context but also in every aspect of dealings with pupils and each other. We should seek to provide a caring community which encourages concern and respect for the welfare of others.

CURRICULUM IMPLEMENTATION

The school seeks to achieve these aims by providing (please note the numbering is for reference only and does not imply an order of importance):

- 1) a broad curriculum which is balanced, relevant, enjoyable and challenging to pupils;
- 2) effective teaching and management of learning;
- 3) a wide range of extra-curricular activities;
- 4) an environment which supports pupils' learning and their emotional and physical growth;
- 5) effective careers guidance, including work experience;
- 6) good internal and external communication.

In addition, the school will (please note the numbering is for reference only and does not imply an order of importance): -

- 1) uphold the principle of equal opportunity and ensure that each member of the school is held in the proper esteem;
- 2) establish close links with the local community, feeder schools, higher education and those areas of life beyond the school;

- 3) ensure that the school is able to respond in a positive way to the challenge of rapid change in a modern world.

The curriculum is loosely organised into KS3 (3 years), KS4 (2 years) and KS5 (2 years) although there is an expectation that subjects when building their schemes of work from Year 7 onwards see them as a 5 year progression to GCSE.

All pupils study English Language (including dedicated Literacy lessons in Year 7), English Literature, Mathematics and Science to GCSE level.

Science is organised into modules relating to Biology, Chemistry, Physics and scientific skills and at GCSE the majority of students will sit GCSE's in the 3 separate sciences. If it is deemed more appropriate some pupils may be directed towards a Combined Science Double Award course.

As part of their breadth of study, and in preparation for the global world, all pupils in Year 7 study French. In Year 8 they continue with their study of French and enhance this with the study of Spanish for the following two years. It is compulsory for the vast majority of pupils to study at least one modern foreign language to GCSE.

All pupils in Years 7 to 9 experience a rich variety of subjects (including Art & Design, Computer Science, Drama and Theatre Studies, Music, Physical Education, Religious Education and Technology) in order to support and inform their choices before they concentrate their focus in Years 10 and 11. At GCSE level, in-line with our core beliefs, the School does not insist that pupils follow a GCSE programme that leads to the EBacc – they are given a free choice of any four subjects in addition to the English (Language and Literature), Mathematics, 3 sciences, and one modern foreign language that are compulsory. High numbers choose to study Geography and/or History but, equally, a good number choose Religious Studies as it is an ideal preparation for A Level Religious Studies and A Level Philosophy.

The School is aiming to grow its pupils as individuals and learners who will ultimately be able to take responsibility for their own development and choices. To that end, in addition to their academic subjects, pupils in Years 7 to 11 also engage in our E³ personal development framework (E³ refers to our School Vision Statement Engage...Explore...Excel...). This framework is our overarching vehicle for lessons, tutor time and assemblies that focuses on a pupil's individual vision for their future, and the effort, systems, practice, and attitudes (VESPA) needed to crystallise that vision. PSHCEE, RSE, Safeguarding and other essential life skills and considerations are also delivered as part of this framework. Sixth form students follow an Enrichment course to broaden their horizons beyond their A Levels and they also have dedicated lesson time for mentoring and tutorial work with their tutor, which follows on from what has been covered in the lower School in terms of helping them to make their vision a reality.

All of the above in-class work is supplemented by an extensive range of extra-curricular opportunities which is open to pupils. High numbers opt to undertake the Duke of Edinburgh Award (with a high percentage moving all the way from Bronze to Gold Award), Combined Cadet Force, sports, music groups, and other clubs and societies.

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Table shows the number of lessons per fortnight; each lesson is one hour long. In addition, there is a 20 minutes morning registration period and a 10 minute afternoon registration period each day.

	Year	7	8	9	10	11
CORE SUBJECTS	English	5	6	5	7	7
	Literacy	1	0	0	0	0
	Mathematics	6	6	6	7	7
	Science	6	6	6	12	12
	PE	4	3	3	2	2
	RE	2	3	3	1	1
	E³ Personal Dev	2	1	1	1	1
OPTIONAL GCSE SUBJECTS Students take 4 options. At least one must be an MFL at GCSE.	Art	3	2	2	Option	Option
	Business	0	0	0	Option	Option
	Computer Studies	2	2	2	Option	Option
	French	5	5	5	Option	Option
	German or Spanish	0	0	5	Option	Option
	Geography	4	3	3	Option	Option
	History	3	3	4	Option	Option
	Music	3	2	2	Option	Option
	Technology	2	2	2	Option	Option
	Theatre Studies	2	1	1	Option	Option
	Option 1	0	0	0	5	5
	Option 2	0	0	0	5	5
	Option 3	0	0	0	5	5
	Option 4	0	0	0	5	5
	TOTAL	50	50	50	50	50

In addition to the above subjects, students are able to opt to study Economics, Philosophy and Psychology in Years 12 and 13.

Y12: study 3 or 4 subjects (9 periods for each); 1 tutorial period; and 1 enrichment period. The majority of study periods are supervised in the Library. If deserved by their efforts, Y12 students are able to study at home if free the last period of the day.

Y13: study 3 or 4 subjects (10 periods for each, instead of the normal 9, as a Covid Recovery measure); tutorial periods are delivered via off-timetable sessions; and 1 EPQ period (if taking an EPQ). Mentoring is done by tutors in the 20-minute registration period each morning. Y13 have sole use of the Grange study area during lessons. If deserved by their efforts, Y13 students are able to study at home if free the last period of the day.

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