

Riverston School

Curriculum Policy v2.0



2025/26

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1. Introduction & Aims

At Riverston School, our curriculum is designed to provide a personalised, inclusive, and aspirational education for all students. We recognise the uniqueness of every learner and are committed to ensuring that each child is supported in reaching their full potential, whether through academic, vocational, or skills-based pathways.

Our curriculum aims to:

- Meet the needs and aspirations of all students, offering a broad and balanced education;
- Foster holistic development, addressing academic, social, and personal wellbeing;
- Provide pathways that reflect modern opportunities while supporting students' passions and ambitions;
- Enable students to become confident, resourceful, and independent learners;
- Ensure access to high-quality teaching that caters to diverse learning needs;
- Promote British Values and a global perspective within a respectful and inclusive learning environment;
- ISSR 2 (1) (a) The curriculum plans provide for experiences which cover linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in accordance with section 8 of the Education Act 1996.
- **Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. All pupils study English (those with EAL will have intervention English sessions and will work towards gaining Functional Skills English Second Language, before possibly moving onto the GCSE English Language course, as appropriate to their situation). Pupils in Key Stage 3 have access to Modern Foreign Languages. Communication skills, both verbal and written, are an inherent competency developed in all subjects.
- **Mathematical:** This area helps pupils to understand and appreciate relationships and patterns in number and space, to calculate, and to develop their capacity to think logically and express themselves. Their knowledge and understanding of Mathematics are being developed in a variety of ways, including practical activity, exploration and discussion in Maths, Science, Computing and D&T (STEAM subjects), the Humanities and through application of mathematical skills in other areas such as PE and the Arts.
- **Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting

experiments and recording their findings. To this end, all pupils study the three main Science disciplines up to the end of Year 9, from then they will continue with combined science at GCSE or BTEC Level 1 / 2 Science depending on their personal levels. In Key Stage 5 we offer BTEC level 3 applied science or A Level Chemistry or Biology.

- Technical:** This area seeks to develop knowledge and understanding of materials, systems, programming, 3D design, and electronics, which includes: planning and communicating ideas; working with equipment and materials; and evaluating processes and outcomes. This is achieved by the provision of ICT and Computing from Reception through to a GCSE option, and through D&T (taught up to the end of Key Stage 3). Many of these skills are essential competencies also taught and experienced through Art, Music, Drama and Media Studies.
- Human and social:** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. These key skills and experiences are provided for in History, Geography, English Language and Literature, Media, Art, Performing Arts and various sections of the Science curriculum. PSHEE (Jigsaw curriculum) and assemblies add to the opportunities for pupils to experience this aspect of learning.
- Physical:** This area aims to develop the pupils' physical control and co-ordination, as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health. All pupils have time in the week for formal PE lessons. Aspects of health and fitness also form part of the Science curriculum. D&T, Art and Performing Arts require and develop hand-eye coordination and physical control. Co-curricular opportunities such as a range of sports clubs and activities, mindfulness and yoga may add to this area of experience.
- Aesthetic and creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects in all subjects, but some make a particularly strong contribution, including Art, Design Technology, Computer Science, Media Studies, Music, Drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Pupils have access to all these areas of endeavour both within the main curriculum and as extra-curricular activities.
- Through all these activities and experiences, all pupils, irrespective of their SEND needs, whether they have an EHC plan or are using English as an additional language, will acquire speaking, listening, literacy and numeracy skills in all phases of their

education at Riverston School. PSHEE is an integral part of the pupils' learning experiences, and our aim is to embed Careers into the curriculum for the 2025/26 academic year. These may be delivered as named timetable subjects, but also through form tutor time, assemblies and visiting speakers. The PSHEE programme (see separate policy) reflects the school's aim and ethos, encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

- Careers education is for KS3-KS5 pupils, and aims to provide accurate, up-to-date information and presented in an impartial manner, to enable pupils (and parents) to make informed choices about a broad range of career options, GCSE, College and university choices, and helps to encourage pupils to fulfil their potential. Reference should be made to our Careers Policy and Strategy 2025/26 for further detail. These are regularly reviewed against the Gatsby Benchmarks.

2. Regulatory Context

This policy adheres to national statutory requirements and guidelines, including:

- The Independent School Standards Regulations (2014)
- The Special Educational Needs and Disability Code of Practice (2014)
- The Equality Act (2010)
- The National Curriculum (where applicable)
- The Gatsby Benchmarks for Careers Guidance
- Online Safety Guidance (DfE, 2019)

This policy also ensures compliance with independent school inspection criteria and aligns with Ofsted expectations for curriculum quality, breadth, and inclusivity. While Riverston School is not required to follow the National Curriculum, we use it as a guiding framework to ensure a high-quality and comprehensive educational offer.

3. Curriculum Design and Implementation

Curriculum Planning

At Riverston School, curriculum planning is a structured process that ensures a broad, balanced, and progressive learning experience across all year groups. Our curriculum is designed to be cohesive, well-sequenced, and responsive to students' needs, supporting both academic and personal development.

Long-Term, Medium-Term, and

Short-Term Planning

- **Long-Term Plans (LTPs):** These outline the overarching curriculum structure for each subject, ensuring full coverage of key concepts, skills, and knowledge. These plans are available on the school website for transparency and parental engagement.
- **Medium-Term Plans (MTPs)/Schemes of Work:** These provide a detailed termly overview of subject content, including learning objectives, assessment opportunities, and differentiation strategies. They ensure continuity and progression in students' learning.
- **Short-Term Planning (Lesson Plans):** Teachers develop lesson plans as part of their professional practice. While these are not required for submission, they support high-quality teaching, reflective practice, and effective lesson delivery tailored to student needs.

Curriculum Sequencing & Progression

- The curriculum is carefully sequenced to build on prior learning, ensuring students develop knowledge and skills progressively.
- Cross-curricular and personal development links are incorporated to enhance depth and application of learning.
- Adaptations and interventions ensure that all students can access and progress through the curriculum effectively.

Monitoring & Review

- Subject leaders and the leadership team regularly review planning documents (LTPs and MTPs) to ensure they meet curriculum intent and implementation goals.
- Student progress is tracked through formative and summative assessments, with adjustments made to teaching and planning, as needed.
- Teachers receive CPD (Continuing Professional Development) on curriculum design and planning strategies to ensure high-quality delivery.

By maintaining a clear structure of long-term vision, medium-term strategy, and short-term adaptability, Riverston ensures that its curriculum is rigorous, engaging, and effective in meeting the needs of all learners.

4. Inclusion in the Curriculum

At Riverston School, inclusion is more than a principle – it is a commitment. We ensure that all students, regardless of ability, background, or learning profile, receive a high-quality, accessible education that supports their academic, social, and emotional growth. Our personalised approach ensures that every learner has the support they need to thrive

Our Inclusive Approach

- **Personalised Learning** – **Pathways** – Students follow pathways suited to their needs, including GCSEs, BTECs, Functional Skills, AQA Unit Award Schemes, and Entry Level Certificates (ELC), ensuring an appropriate and meaningful education for all.
- **Adaptive Teaching** – Teachers use scaffolding, flexible groupings, and tailored resources to support different learning styles and needs.
- **SEN & EHCP Support** – Learning is structured to align with Education, Health, and Care Plans (EHCPs), ensuring that students receive appropriate curriculum adaptations and the right support.
- **Flexible Assessment Approaches** – Students are assessed in ways suited to their strengths, promoting fairness and accessibility.
- **Diversity & Representation** – The curriculum reflects a broad range of cultures, perspectives, and historical narratives, fostering tolerance, respect, and global awareness.
- **Enrichment & Pastoral Care** – Integrated PSHE, SMSC education, and co-curricular opportunities provide students with the tools for personal, social, and leadership development.

Literacy (EAL, Dyslexia, and Specialist Support)

To ensure that all students develop strong literacy skills, we provide:

- Cross curricular literacy emphasis and standards;
- A dyslexia intervention teacher who delivers targeted literacy support, focusing on phonics, reading fluency, comprehension, and writing skills;
- The development of a ‘raising standards’ phonics programme to support identified students across all key stages;
- Dyslexia-friendly teaching strategies, including adapted materials, assistive technology, and multi-sensory learning approaches, ensuring that all students can fully access the curriculum.

Provision for EBSA (Emotionally Based School Avoidance) and SEMH (Social, Emotional, and Mental Health Needs) Students

We recognise that some students face barriers to attending school due to SEMH challenges or EBSA. To support their educational engagement, we provide:

- Outreach services to assist students in re-engaging with education in a safe and manageable way;
- Flexible timetables and reduced schedules, designed in collaboration with families and support teams, to enable gradual reintegration into learning;
- Remote learning support, where appropriate, via Microsoft Teams or other digital platforms, allowing students to access lessons if they are unable to attend school physically. This is managed on a case-by-case basis in collaboration with pastoral teams;

- Personalised intervention plans, led by the pastoral and SEN teams, providing both emotional and academic support to ensure students remain connected to their education.

Our inclusive curriculum ensures that every student is given the opportunity to succeed, meet their individual needs, and prepare for future education, employment, and independent living.

5. Curriculum Timetable Allocations

At Riverston School, we provide a carefully structured weekly timetable across all key stages to ensure students receive a broad and balanced education that aligns with their developmental stage and individual learning needs.

Early Years Foundation Stage (EYFS)

Reception and Nursery follow a flexible and play-based timetable that integrates learning through exploration, creativity, and structured activities. Weekly allocations include:

Subject	Reception	Nursery	Pre-School
Assembly	Daily	0 sessions	0 sessions
Break	Multiple sessions	Multiple sessions	Multiple sessions
Circle Time	1 session	5 sessions	10 sessions
Expressive Arts and Design	6 sessions	Throughout the day	Throughout the day
Form Time	4 sessions	0 sessions	0 sessions
Independent Play	3 sessions	15 sessions	15 sessions
Games (PE)	4 sessions	0 sessions	1 session
Literacy/Drama	14 sessions	Throughout the day	Throughout the day
Music	2 sessions	Throughout the day	Throughout the day
Mindfulness	1 session	0 sessions	0 sessions
Numeracy	10 sessions	Throughout the day	Throughout the day
PE/Forest School	6 sessions	Twice fortnightly	Twice fortnightly
Phonics	5 sessions	5 sessions	5 sessions
Show and Tell	2 sessions	0 sessions	3 sessions

Subject	Reception	Nursery	Pre-School
Story/Deregulation	6 sessions	daily	Daily
Swimming	4 sessions	0 sessions	0 sessions
Understanding the World	5 sessions	Throughout the day	Throughout the day

Key Stage 3 (Years 7–9)

At Riverston School, the Key Stage 3 curriculum is designed to offer a broad and balanced range of subjects, ensuring students develop essential knowledge and skills while exploring their interests. Weekly allocations are as follows:

Subject (40-minute lessons)	Year 7	Year 8	Year 9
Maths	6	6	6
English	6	6	6
Science	6	6	6
Humanities	2	2	2
Foot Tech/Art/Forest School (rotation)	2	/	/
DT/Textiles/Music (rotation)	2	/	/
Music/DT/ Forest School (rotation)	/	2	/
Drama/ Food Tech / Textiles (rotation)	/	2	2
Drama/ Music/ Textiles	/	/	2
Drama	2	/	/
ICT	2	2	2
French or ASDAN	2	2	2
Games (PE)	2	2	2
Fitness	1	1	1
PSHE	2	2	2
Art	/	2	2
Enrichment Activities	3	3	3

Subject (40-minute lessons)	Year 7	Year 8	Year 9
Skills	2	2	2
Form Time (Wellbeing, Speech and Language, OT, RS, Citizenship, Careers)	5	5	5

Key Stage 4 (Years 10–11)

At Key Stage 4, students focus on core subjects alongside their chosen options, ensuring both breadth and depth in learning. Weekly allocations include:

Subject (40-minute lessons)	Year 10	Year 11
Maths	6	6
English (including English Literature for some)	7	7
Science	6	6
Games (PE)	2	2
PSHE	2	2
Enrichment	2	2
Form Time (Wellbeing, Speech and Language, OT, RS, Citizenship, Careers)	5	5
Option A	5	5
Option B	5	5
Option C	5	5

Key Stage 5 (Years 12–14)

In Key Stage 5, students focus on specialist pathways alongside the development of core skills. This approach is tailored to prepare them for further education, employment, or independent living. Students can also resit English and Maths, or progress through pathways where these subjects are incorporated as core elements to ensure they meet essential qualifications for their future aspirations.

Subject (40-minute lessons)	Year 12	Year 13	Year 14
Maths/Study	6 lessons	6 lessons	6 lessons

Subject (40-minute lessons)	Year 12	Year 13	Year 14
English/Study	6	6	6
Option A	6	6	6
Option B	6	6	6
Option C	6	6	6
BTEC Work Skills	/	/	6
BTEC Business	/	/	5
BTEC Personal Growth / PSHE	/	/	2
Digital Literacy	/	/	2
Travel Plan Life Skills	/	/	3
Games (PE)	2	2	2
PSHE	1	1	/
ASDAN	2	2	/
Enrichment Activities	2	2	2
Form Time (Wellbeing, Speech and Language, OT, RS, Citizenship, Careers)	5	5	5

6. KS3 Setting & Differentiation

At Riverston, we adopt a thoughtful, research-informed approach to student groupings, prioritising engagement and progression while fostering a positive school culture. Unlike traditional “higher” and “lower” sets, we implement a horizontal framework based on learning pace, teaching style, and individual needs.

- **Flexible grouping system:** Students study the same curriculum, with adaptations in delivery to match learning styles.
- **No hierarchical labels:** Groups are identified by letters rather than numbers to maintain self-esteem and promote inclusivity.
- **Tailored delivery methods:** Some groups emphasise problem-solving and higher-order thinking, while others focus on fundamental skill-building.
- **Regular review process:** Student placements are reviewed periodically to ensure the best learning environment for each individual.

This approach ensures that every student receives an education that is challenging yet supportive, fostering confidence, resilience, and academic success.

7. KS4 Personalised Learning Pathways

Riverston provides a curriculum that is tailored to individual students through a range of pathways, ensuring that every learner can thrive. These pathways include:

Core Subjects (Mandatory for All Students)

- **English, Maths, Science** – These are delivered in differentiated pathways, including GCSE, Functional Skills, and Entry Level Certificates (ELC) to support different levels of ability.
- **Non-Examined Subjects** – PSHEE, Games (PE), Religious Education, Citizenship, and Careers.

Options and pathways at KS4 and KS5

Students are encouraged to explore a wide range of subjects to align with their strengths, interests, and aspirations. Both Key Stage 4 (KS4) and Key Stage 5 (KS5) students select three additional subjects, alongside core subjects, to create a personalised learning pathway. These options include:

- **GCSEs or A-Levels** – Academic courses designed to prepare students for higher education.
- **BTECs (Level 1, 2, or 3)** – Vocational qualifications offering practical, skills-based learning experiences.
- **Functional Skills (Levels 1 & 2)** – Qualifications focusing on key areas such as English, Maths, and ICT.
- **Entry Level Certificates (ELC)** – Designed for students who benefit from a stepping-stone approach to learning.
- **AQA Unit Award Scheme** – A flexible framework allowing students to gain recognition for achieving small, individual units of learning across a wide range of subjects. This approach builds confidence and provides accessible stepping stones for further qualifications.

Groupings and pathways are flexible, allowing students to adapt as their needs evolve, and ensuring their chosen pathway reflects their ambitions and future goals.

8. Options Process

Our Options Process is carefully designed to be fully student-centred, supporting every learner in making informed and confident choices. Key features of the process include:

- **Annual Options Booklet:** A comprehensive guide, distributed yearly, detailing all available courses, course content, assessment methods, and progression opportunities. Historically, Riverston has offered a diverse range of courses, including subjects such as E-sports, Hospitality & Tourism, Performing Arts, Media Studies, and Sports Leadership, alongside traditional GCSEs and BTECs.
- **Options Evenings:** A dedicated event for students and families to be guided through the process, explore available courses, ask questions, and engage with subject teachers.
- **One-to-One Guidance:** Personalised meetings for students with subject specialists and Key Stage Coordinators to discuss potential pathways and ensure decisions align with each student's strengths and career aspirations.
- **Structured Support System:** Students are provided with tools and support to reflect on their choices, considering how their decisions align with future education and career opportunities.
- **Flexible Approach:** Students can refine their subject selections to ensure their timetable offers the best fit for their individual goals and needs.

This process reflects Riverston's commitment to providing tailored guidance and opportunities for every student, ensuring that they are set on a pathway to success in further education, training, or employment.

9. Personal Development, PSHEE and SMSC

At Riverston School, Personal, Social, Health and Economic Education (PSHEE) is a vital part of our curriculum, delivered through the comprehensive Jigsaw Programme. This structured and developmental approach ensures that students build essential life skills, values, and knowledge across all year groups, equipping them to navigate the challenges of modern life confidently and responsibly.

PSHEE (Jigsaw Programme)

The Jigsaw Programme covers six core themes:

1. **Being Me in My World** – Focusing on self-awareness and responsibility in a global context;
2. **Celebrating Difference** – Promoting inclusion, diversity, and respect;
3. **Dreams and Goals** – Setting aspirations and strategies for achievement;
4. **Healthy Me** – Encouraging physical and mental wellbeing;
5. **Relationships** – Developing positive, healthy relationships;
6. **Changing Me** – Understanding personal development, including relationships and sex education (RSE).

Personal Development

Personal development is at the heart of Riverston's curriculum, ensuring students grow academically, socially, and emotionally. Key elements include:

- **Resilience and Wellbeing:** Activities and support systems that nurture mental health and emotional resilience;
- **Leadership Opportunities:** Roles such as school council members, prefects, and peer mentors to develop responsibility and leadership skills;
- **Community Involvement:** Volunteering, charity initiatives, and social action projects to foster a sense of belonging and contribution.

Spiritual, Moral, Social, and Cultural (SMSC) Education

Riverston School provides a broad and balanced SMSC education, ensuring students develop into well-rounded individuals with a strong moral compass and cultural awareness. This is integrated throughout the curriculum and school life, focusing on:

- **Spiritual Development:** Encouraging self-reflection, a sense of awe and wonder, and an understanding of different beliefs and values;
- **Moral Development:** Promoting respect for ethical principles, decision-making skills, and understanding consequences;
- **Social Development:** Building teamwork, communication skills, and positive relationships within diverse communities;
- **Cultural Development:** Exposing students to different cultures, traditions, and perspectives to foster respect, tolerance, and global citizenship.

Monitoring and Impact

The effectiveness of PSHEE, personal development, and SMSC is monitored through:

- Student feedback and surveys;
- Lesson observations and work scrutiny;
- Tracking engagement in enrichment activities, leadership roles, and community projects.

This approach ensures that students leave Riverston as confident, responsible, and empathetic individuals, well-prepared for life beyond school.

10. Careers & Future Readiness

Riverston School is committed to delivering a high-quality, inclusive, and aspirational careers education for all students from Year 7 to Year 14. Our evolving Careers Programme aligns with

the Gatsby Benchmarks, ensuring every student receives tailored guidance to support their transition into further education, training, or employment.

Our careers provision includes:

- **Integrated Careers Education** – Delivered through PSHE lessons, standalone careers modules, and form time activities;
- **1:1 Careers Guidance** – Personalised support for students in Years 9, 11, 13, and 14, in collaboration with families and key staff;
- **Employer & Workplace Engagement** – We are committed to expanding structured work experience placements, enhancing mentoring programs, and strengthening employer partnerships to give students real-world career exposure through workplace visits, industry talks, and hands-on learning experiences;
- **Further & Higher Education Exposure** – Opportunities such as university visits, college trips, and information sessions;
- **National Careers Week & Careers Fairs** – Special events where students engage with industry professionals and gain insights into various career pathways;
- **SEND-Specific Careers Support** – Tailored guidance ensuring students with EHCPs and additional learning needs receive appropriate workplace accommodations, supported placements, and transition planning;
- **AQA Unit Award Scheme & ASDAN Life Skills** – Practical career-focused qualifications that support vocational development and independent living;
- **Options & Pathways Process** – A structured and student-centred approach to choosing KS4 and KS5 courses, ensuring every student selects subjects that align with their strengths and aspirations;
- **Use of Unifrog** – A digital careers tool for personalised pathway planning, CV building, and accessing labour market information (LMI);
- **Parental Engagement** – Guidance evenings and transition planning support.

Monitoring & Evaluation

- Careers education is reviewed annually using Compass+ to track progress against the Gatsby Benchmarks.
- Student feedback, EHCP reviews, and destination tracking ensure the programme remains relevant and effective.
- The Head of Careers provides termly updates to the Senior Leadership Team, ensuring accountability and continuous improvement.

11. Online Safety &

Digital Literacy

In alignment with DfE guidance, Riverston equips students with the skills to navigate the digital world safely and responsibly while fostering broader digital literacy. Through ICT lessons, the form-time programme, the PSHEE curriculum, and assemblies and whole-school events, students receive instruction on:

- **Online Safety:** Evaluating online information, recognising manipulation and persuasion techniques, and identifying and mitigating online risks. This includes guidance on maintaining respectful and responsible digital behaviour;
- **Digital Skills Development:** Using technology confidently for learning, collaboration, and problem-solving;
- **Media Literacy:** Understanding digital footprints, critically evaluating online content, and making informed decisions about online interactions and presence;
- **Coding and Computational Thinking:** Introducing programming and logical problem-solving, helping students develop a foundational understanding of computer science;
- **Cyber Ethics and Security:** Raising awareness about the ethical use of technology and data, teaching students about cybersecurity basics, such as protecting passwords and recognising phishing attempts.

This integrated approach ensures that students are not only safe and responsible digital citizens but also confident, competent, and ethical users of technology, prepared for the demands of a digitally connected world.

Aligned with Keeping Children Safe in Education (KCSIE 2024) and DfE Online Safety Guidance (2019), this policy ensures that all digital learning, ICT use, and online interactions meet safeguarding best practices. Students receive explicit instruction in online safety, digital responsibility, and critical digital literacy across the curriculum.

12. Governance, Monitoring & Review

Roles & Responsibilities:

- The **Senior Leadership Team (SLT)** oversees curriculum implementation and strategic development.
- **Heads of Department** ensure high-quality subject delivery and alignment with student needs.
- **Teachers** deliver the curriculum effectively, tailoring instruction to maximise student engagement.

The proprietors and governors have overall responsibility for ensuring the school fulfils its statutory obligations. They have delegated responsibility for the approval of this policy to the Headmaster. They provide support and undertake a range of monitoring strategies to ensure that obligations are met, including the provision of a broad and balanced curriculum and facilitating the safeguarding and well-being of the pupils.

Monitoring & Quality Assurance:

- Regular lesson observations, student feedback, and book reviews inform teaching improvements.
- Parental engagement is a key priority at Riverston. We foster ongoing communication through progress reports, information evenings, and the parent portal. Families have direct access to teachers, pastoral leads, SEND specialists, and senior leaders, ensuring a collaborative approach to student success and wellbeing.
- The curriculum is reviewed annually, with adjustments made to reflect evolving student needs and educational developments.
- Student voice plays an integral role in curriculum evaluation. Regular student feedback is collected through surveys, in-class feedback and the school council to inform ongoing curriculum improvements.

13. Links to Other Policies

This policy is closely linked with the following:

- **EYFS Policy**
- **EAL Policy**
- **Careers Policy and Programme**
- **RSE Policy**
- **PSHEE Policy**
- **SEND and Inclusion Policy**
- **Safeguarding and Child Protection Policy**
- **Marking, Assessment & Feedback Policy**

This policy will be reviewed annually, with the next review scheduled for **July 2026**.

Policy Amendments

Date	Key Amendments	Version Number	Reviewer's Initials
02.02.2025	New policy created	v1.0	NNE
24.02.2025	Adopted by Riverston School	v1.0	GB
25.08.25	Updates	v2.0	CK
01.09.25	Adopted by Riverston School	v2.0	GB