

Perth Grammar School

Curriculum Rationale



Pride

Respect

Ambition

What is our Curriculum for Excellence?

Introduction

At Perth Grammar, through [our core values](#) of 'Pride, Respect, Ambition', we aim to encourage and support our young people to flourish as young global citizens with the skills, knowledge, values and attitudes that will enable them to adapt and thrive in the 21st Century. To do this we will:

- ***Build a strong foundation of universal and targeted personal support to remove barriers to learning and involve young people in reflecting upon and shaping their own learning.***
- ***Develop a growth mindset in our young people that encourages high aspirations and fosters an outward-looking, open-minded, resilient and confident attitude.***
- ***Develop a curriculum that is inclusive, personalised and challenging; that maximises potential and supports progressive pathways to positive and sustained destinations for all our young people whatever their abilities and aptitudes.***

We recognise that our curriculum includes **all** of the experiences we plan for children and young people throughout their time at school across all 4 contexts of the curriculum: curriculum areas; interdisciplinary learning; the ethos and life of the school; and opportunities for personal achievement. Its aim is to help every learner develop the knowledge, skills and attributes for learning, life and work to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The Entitlements

Every child and young person is entitled to expect their education to provide them with:

- A curriculum which is coherent from 3 to 18
- A broad general education, including well planned experiences and outcomes across all curriculum areas from early years to S3
- A senior phase of education after S3 which provides opportunities to obtain qualifications and continues to develop the four capacities
- Opportunities to develop skills for learning, life and work (including career planning skills) with a continuous focus on literacy, numeracy and health and wellbeing
- Personal support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide
- Support in moving into positive destinations beyond school

Our curriculum will:

- Be built on the seven principles of curriculum design: coherence, progression, depth, breadth, relevance, challenge & enjoyment and personalisation and choice.
- Have well-planned transitions both ***from*** Primary School and ***through*** the secondary stages from the BGE into the Senior Phase to build progressively on pupils' existing achievements.
- Allow pupils to progress at an appropriate rate to meet their needs.
- Enable pupils to progressively personalise their curriculum and specialise in areas of interest and aptitude.

Responsibility of All

Literacy, numeracy and health and well being are fundamental to the success of our young people. It is the responsibility of all teachers to contribute to their planned development through the construction of courses and programmes and delivery of high quality learners' experiences. Literacy, numeracy and health and well being will be built into personal support and interdisciplinary learning.

Wider Achievement

A planned approach to identifying and celebrating pupil participation and achievements within and outwith the classroom will ensure access to wider achievement for all pupils irrespective of background and capabilities. Wherever possible or appropriate, opportunities will be built in for accreditation and celebration of personal achievements through award schemes and certification, including school-based rewards.

Interdisciplinary Learning

Making connections across the curriculum and to real life is of fundamental importance in developing the 4 capacities across all 4 contexts of the curriculum and in ensuring that young people are able to apply their learning across different contexts. Our curriculum will ensure that well-planned opportunities for interdisciplinary learning are embedded in the Broad General Education through annual themes built into learning and teaching. These are described below. It will also be the responsibility of faculties and departments to identify naturally occurring opportunities to make connections in learning. Moreover, opportunities for developing interdisciplinary learning can take place through the ethos and life of the school in the rich and challenging contexts of sustainability, international education and citizenship. To support this we will continue to develop opportunities for international education through exchanges and excursions as well as a wide range of Eco Schools, outdoor learning and citizenship activities.

The Broad General Education (S1 – S3)

Within the Broad General Education, our pupils are offered well planned Experiences and Outcomes across all Curriculum Areas. These build on the curricular experiences delivered by our associated primary schools. This ensures that our pupils develop the four capacities on which Curriculum for Excellence is built. We recognise that Literacy, Numeracy and Health and Wellbeing are fundamentally important to our learners and are the responsibility of all. Our curriculum ensures Experiences and Outcomes in Literacy, Numeracy and Health and wellbeing are embedded in all curricular areas and in interdisciplinary learning. Our curriculum enables pupils to develop an understanding of the wider world, and Scotland's place in it and importantly, how they can contribute positively to society.

Our structure is designed to ensure that pupils are supported and challenged to progress through curricular levels at a pace that suits their needs. As they progress through these levels, there are increased opportunities for personalisation and choice. Opportunities for Inter-disciplinary learning are embedded in the curricular structure and are developed within and between curriculum areas. The learning and teaching approaches planned to deliver our curriculum ensure that pupils have opportunities to actively engage in their own learning and develop a strong awareness of themselves as learners. This ensures our pupils are confident and successful in their learning. Assessment approaches are designed to inform pupils of progress and identify next steps. Our assessment approaches reflect the challenge and application of learning implicit in the Experiences and Outcomes delivered through our curriculum.

We recognise that the totality of the curricular experience is of paramount importance and we provide opportunities for pupils to contribute to the school community through a range of after and out of school opportunities. In addition, we recognise pupils' wider personal achievements through regular acknowledging and sharing of success. Through structured personal support including Personal Support Time (2 x 30 mins per week) and a skills-based SE programme, all pupils develop profiles of themselves as learners across the four contexts of learning. They will build on their Primary 7 profile throughout the BGE and create an S3 profile that accurately reflects their strengths and qualities as learners and can be shared with others. The S3 Profile will support appropriate transition into the senior phase and national qualifications.

The Broad General Education is designed to offer flexible, progressive pathways into the Senior Phase for all pupils and at all stages from S1 – S6 the curriculum is designed to support our aspiration that all pupils achieve their full potential.

S1 Curriculum

We are committed to effective curricular transition from P7 and work closely with our LMG partners to ensure that learners' experiences are built upon. All pupils follow a broad general education based on Experiences and Outcomes across all curricular areas with integrated Social Subjects and Science reducing the number of teacher contacts thus improving the quality of personal support. In addition, a single period elective of 2 ½ year blocks of skills-based options provide additional personalisation as well as challenge and enjoyment for pupils. Many of these options are interdisciplinary by nature and help to build literacy, numeracy and health and well being. Interdisciplinary opportunities to connect learning, focus on rich and real integrated contexts and enable the application of skills and knowledge across the curriculum are offered through natural opportunities identified by faculties within and across curriculum areas and also through whole school themes. In S1 this theme is Scotland with a strong focus on the development of literacy.

S1 Curriculum																																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
English					Maths					Modern Language			Social Subjects			RE	PE		SE	Expressive Arts			Busine ss	Comp Sci	Science			CDT	HE		Elective	
										Continue to study French			Intergrated course				incl Dance on rotation			1 ppw Art , Mus, Dra					Integrated course							Skills - based
<p>Literacy, Numeracy and Health & Wellbeing covered through all courses. Personalisation & Choice within all subjects. Interdisciplinary learning will take place in a coordinated manner across various subjects as well as through themed events. Two elective classes, based on skills development, will run for a half a year each.</p>																																

S2 Curriculum

Pupils continue in all curriculum areas in S2, personalising their curriculum further through wider achievement options for 2 periods per week. These continue to build skills in literacy, numeracy and health and well being and provide further opportunities for personal achievement in a number of award programmes including Saltire Awards and Dynamic Youth Awards. As well as addressing all 4 capacities within curriculum areas, a further planned opportunity for the development of the associated skills and attributes is a single period of Citizenship which includes participation in the Youth & Philanthropy Initiative as well as a range of other practical and relevant citizenship activities. S2 interdisciplinary learning will continue across curriculum areas and through the theme of 'Fit to Eat', with a strong focus on health and well being.

S2 Curriculum																																		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
English				Maths				Modern Languages				Social Subjects			RE	PE		SE	Expressive Arts			Science			Citizenship	Option / Wider Achievement		CDT	HE		Busine ss	Comp Sci		
								Continue to study French with an introduction to Spanish				1ppw History, Geography and Modern Studies				incl Dance on rotation			1 ppw Art , Mus, Dra			Intergrated course												
<p>Literacy, Numeracy and Health & Wellbeing covered through all courses. Personalisation & Choice within all subjects. Interdisciplinary learning will take place in a coordinated manner across various subjects as well as through themed events. A period per week will be devoted to citizenship and will include as a part of the course a Youth & Philanthropy Initiative (YPI) course for a part of the year Two periods per week will focus on Wider Achievement, with a variety of options available for young people to choose from. This course will continue to focus on skills development.</p>																																		

The S3 Experience

As they move into S3, all pupils will have the opportunity to specialise *within*, whilst maintaining breadth *across*, all 8 curriculum areas. Courses and programmes will be designed to consolidate experience of significant aspects of learning at Second to Fourth level as appropriate to meet needs. In addition, pupils can personalise their curriculum by choosing two further options in areas of interest or aptitude. This will help to increase in-depth learning, challenge and enjoyment as well as the application of skills and knowledge in different contexts. To widen access to a range of pathways and support those with additional needs, further options are available for the development of literacy, wider achievement and skills for learning, life and work. Specialisation in S3 will also provide a strong foundation for progression into the senior phase to maximise attainment in National Qualifications and wider achievement. Skills development through interdisciplinary learning will continue across curriculum areas and through the STEM theme of the Circular Economy, developing numeracy and the understanding of sustainability. Young people will be supported to take responsibility for tracking their own progress and achievement through continued learning conversations and profiling in planned personal support episodes. This will in turn support appropriate subject choice in the transition to the senior phase.

S3 Curriculum																																			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
English				Maths				Option 1				Option 2				Option 3				Option 4				Option 5			Option 6			Modern Language			RE	PE	SE
								Choose 1 from Business Management, History, Geography and Modern Studies				Choose 1 from Art, Dance, Drama and Music				Choose 1 from Design & Manufacture, Engineering Science, Graphic Communication, Practical Craft Skills, Health & Food Tech, Hospitality, Computing Science and Administration & IT				Choose 1 from Biology, Chemistry and Physics				Choose 1 course from option 1, 2, 3 or 4 OR Religious, Moral & Philosophical Studies, Philosophy, Media Studies, Fashion & Textiles and Performance PE			Choose 1 course from option 1, 2, 3 or 4 OR Religious, Moral & Philosophical Studies, Philosophy, Media Studies, Fashion & Textiles and Performance PE			Choose 1 from Spanish, French, European Culture					
<p>Literacy, Numeracy and Health & Wellbeing covered through all courses. Personalisation & Choice within all subjects.</p> <p>Interdisciplinary learning will take place in a coordinated manner across various subjects as well as through themed events. Pupils will continue to study within each of the 8 curriculum areas, but will choose specific courses they wish to study within each area. These courses will continue to be delivered via Specific Aspects of Learning, but will also start to prepare pupils for the Senior Phase and the National Qualifications.</p>																																			

Senior Phase Curriculum (S4 – S6)

Building on the seven principles, outlined in the Broad General Education our Senior Phase is designed to ensure we deliver the following:

- **Inclusion**
The curriculum is designed to offer equality of opportunity by offering an appropriate entry point for all pupils in all courses. This is fundamental to our approach to the 'closing the gap' agenda and dealing with the considerable variation in abilities and in levels of affluence and disadvantage in Perth Grammar.
- **Transition**
Our curriculum is designed to allow us to work effectively with partners to ensure transition from the Broad General Education into the senior phase and on to positive, sustainable post-school destinations.
- **Flexibility**
There will be flexibility and sustainability in the curriculum to meet the needs of all learners. The combined S4-S6 column structure will ensure this is possible.
- **Raising attainment**
The need to raise attainment for all pupils is an essential feature of our curriculum design. Our curriculum is designed to maximise the opportunities for pupils to achieve the best range of National Qualifications at the highest level to suit their needs.
- **Wider Achievement**
The structure of the senior phase will open up additional opportunities for personal achievement for senior pupils through volunteering, intergenerational work, work placements and work experience, leadership development. Where appropriate, this personal achievement will be supported through accreditation including Open University (YASS) units, National Progression Awards, Leadership Awards and the possibility of the Scottish Baccalaureate.
- **Challenge, engagement and enjoyment**
The senior curriculum will support and challenge all learners. There will be high expectations of attainment of all pupils linked to their potential. Engagement and enjoyment are key elements in successful learning and will be essential in the design of courses and programmes.
- **Progression**
The structure of the curriculum will maximise progression for all pupils from the end of S3, irrespective of their levels of attainment. Suites of courses will be developed to ensure progression within each subject. Care will be taken to ensure that a safety net exists to encourage pupils to aim high with confidence.
- **21st Century Skills**
The curriculum in the senior phase will promote the development of skills and attributes that will equip pupils to embrace the opportunities and challenges of the 21st Century with optimism and resilience.

- **Support, personalisation and choice**

As in the Broad General Education, personalisation and choice will be important elements. The flexible curriculum structure will increase opportunities to personalise learning. Planned personal support will continue to build skills through Social Education, leadership opportunities outwith the classroom and a continued focus on reflection on learning, celebration of successes and identification of next steps through profiling and personal statements.

- **Partnerships**

Partnership working with key organisations, establishments, agencies and businesses enables pupils to access a wide range of opportunities to meet their needs and provide pathways to positive and sustained destinations. This includes working with the 4 city schools and Perth College/UHI through Perth City Campus, the Reach Tayside Programme to support access to high demand professions, and Career Academies and business partnerships to build employability skills and create work experience opportunities.

Our Senior Phase Structure for Session 15-16 (transition year)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
S4	Column A				English		Column B				English		Column C				Maths		Column D				Maths		Column E				PE		RE	SE	Eng Mat
S5 / S6	Column A					Column B					Column C					Column D					Column E					PE		SE					
<p>Pupils will take forward 7* of the 8 subjects originally chosen in S3. Two of these subjects must be English and Maths. In S5, young people will study between 5 and 6 subjects, dependant on the appropriate course for their ability. In S6, young people can choose between 3 and 6 subjects, again dependant on level of study. * for some pupils who have the potential to achieve 8 N5 qualifications, they may continue with all 8 courses in to S4.</p>																																	

Senior Phase Structure for Session 16-17 and onwards

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33					
S5 / 6 Pupils Only	Highers / Advanced Highers / College Courses / Work Placements	Column A					Column B					Column C					Column D					Column E					PE	SE											
		↕					↕					↕					↕					↕					↕												
S5 / 6 Pupils Only	National 4 & National 5 Courses	Column A					Study / Short Course	Column B					Study / Short Course	Column C					Study / Short Course	Column D					Study / Short Course	Column E					Study / Short Course	PE	SE						
		↕					↕					↕					↕					↕					↕												
S4 Pupils Only	National 4 & National 5 Courses	Column A					English	Column B					English	Column C					English	Column D					English	Column E					English	PE	RE / SE						
		↕					↕					↕					↕					↕					↕												

In this new structure, pupils in S4-6 will be timetabled as one cohort. Pupils taking Higher courses or a mixture of Higher and Nationals in S5/6 will select 5 subjects and will be allocated 6 periods per Higher. Pupils taking all National 4 or 5 courses will take 6 subjects and will be allocated 5 periods per subject. There will be an increased emphasis for some pupils on developing employability skills and building in opportunities for work experience and placements. Most classes will be organised by level rather than year group. This will allow all pupils to select the most appropriate pathway for them.