RYDE SCHOOL
WITH UPPER CHINE

Curriculum Policy

(To include Early Years)

Policy date:	September 2026	
Date of next review:	Summer Term 2026-27	
Owner(s):	GRS	
Approval body:	Head Master	
Intended audience:	Pupils, parents and staff	
ISI Regulatory Paragraph No:	2(a) and 32(3)(c)	
Location (tick as appropriate):	Website	✓
	Parent Portal	✓
	Staff Portal	✓
	Inspection folder	✓

The curriculum at Ryde School is guided by the following core principles which align with the School's aims and fulfil the regulatory requirements of a curriculum as outlined in the Independent School Standards Regulations (highlighted in *italics*):

To provide an appropriate academic challenge to all pupils:

- *All pupils have the opportunity to learn and make progress* and *to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;*
- High academic expectations are set for every pupil in the School;
- Significant achievement for pupils of all abilities is recognised and encouraged;
- The principle of equality of access operates across the curriculum. We do not differentiate in terms of our expectations of pupils: we hold high standards for all learners and believe that every child has the right to access it in its entirety. However, we support all pupils to reach these standards: we seek to do this through our Teaching & Learning Framework, making use of adaptive pedagogy, modelling, scaffolding and intervention. We believe that the most effective form of support comes through excellent teaching. This involves *well-planned lessons and effective teaching methods, activities and management of class time* and showing *a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensuring that these are taken into account in the planning of lessons*;
- Provision is made for children and young people with particular learning needs including English as an additional language (EAL) and special educational needs or disabilities (SEND) to ensure equal access to the curriculum. The Learning Support Department ensures that Educational Health Care Plans (EHCPs) are facilitated where necessary. Pupils identified on the School's Learning Support register have a pupil profile and these are available to all members of academic staff;
- Where need dictates, we review the curriculum on offer at various stages: for example, in some cases, pupils requiring additional support in English may take Extra English (Functional Skills English) in place of a language GCSE, by individual arrangement;
- When necessary, Individual Education Plans (IEPs) are constructed in collaboration between the Learning Support Department, Heads of School/Section, Assistant Heads and Deputy Head (Academic);
- A scholarship and academic enrichment programme operates across the curriculum to help ensure that pupils experience sufficient challenge and extension in their learning; this is outlined in the Academic Enrichment & Scholarship Policy.

To engender a love of learning and a lifelong interest in the pursuit of knowledge:

- Our teachers are highly qualified professionals who wish to pass on their passion, knowledge and skills to the next generation; *they demonstrate a good knowledge and understanding of the subject matter being taught*;
- Our approach *fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;*
- Pupils of all abilities and talents are supported and nurtured.

To provide a curriculum which is broad and balanced, yet allows pupils to pursue areas of academic specialisation:

- As outlined below, the curriculum *provides full-time supervised education for pupils of compulsory school age (in accordance with section 8 of the Education Act of 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education*, and also ensures *that pupils acquire speaking, listening, literacy and numeracy skills*;
- Within the Nursery children are given opportunities to explore and extend learning through enhanced and continuous provision. Timetabled sessions ensure a range of approaches but with the flexibility to follow needs and interests of children;
- Children in Reception to Year 2 follow a Creative Curriculum which links skills and knowledge through a range of integrated topics to engage interests, provide appropriate challenge and develop an awareness of the connectivity in learning. In addition to Maths and English, pupils also have the opportunity for Music, RS and Languages (Mandarin and French);
- In the Years 3-6, all children follow a curriculum that aims to develop the depth of knowledge, relevant skills and character strengths to lead a purposeful and virtuous life in the modern world. This 'Discovery' curriculum has been designed with research-informed pedagogic tools at its core: Enquiry-led learning, Habits of Mind and Digital Wisdom. These pedagogic tools are applied across the curriculum to ensure that academic achievement is underpinned by a commitment to values and emotional well-being. The introduction of an overarching 'Big Idea' each term provides the focus and inspiration for children's learning, enabling different themes to be explored in imaginative and creative ways, allowing children to deepen their understanding in ways that best suit them. The curriculum includes the following timetabled lessons: English, Maths, Discovery (Geog, History and RS), STEM, Drama, Art & Design, Digital Literacy (Yrs 5 & 6), ODL (Yrs 3 & 4), PD, PE and Games, Music and French (Yrs 3-6);
- In Years 7 & 8, all pupils study English, Maths, Science, Languages*, History, Geography, Music, Art, Design Technology (DT), Drama, Digital Literacy, Physical Education, Ryde Global (Year 7) and Philosophy, Religion & Ethics (Year 8), as well as Personal Development (PD), CASE) and Games. A skills-based learning approach is applied across subjects and pupils complete projects in both years. Weekly tutor lessons in Year 7 focus on reflection and on developing those skills further;
- For Year 9, pupils select three subjects from five 'creative' options: Art, PE, DT, Drama and Music. Pupils continue to study English, Maths, Science, Languages, History and Geography, as well as PD, CASE and Games;
- In Years 10 & 11, alongside studying (I)GCSE English, Maths and Science, pupils can personalise their pathway by choosing a language (I)GCSE and three other subjects from a choice of humanity and creative based (I)GCSEs, additional languages (I)GCSEs, BTEC cooking and the option to take triple award science (separate Biology, Chemistry and Physics GCSEs). All pupils continue to have lessons in PD, CASE and Games.

*In Year 7, pupils take part in a taster rotation of 4 languages, each lasting six weeks. For Year 8 they usually choose two languages, which then continue until the end of Year 9.
**Pupils requiring additional support in English may take Extra English (Functional Skills English) in place of a language GCSE, by individual arrangement.

• Post 16 pupils have a choice of three routes within the Sixth Form:

1. International Baccalaureate Diploma Programme: Pupils select 6 subjects (English, Mathematics, Science, Humanities, Language and one elective subject) complete an Extended Essay, take part in a Creativity, Activity & Service (CAS) programme as well as studying a Theory of Knowledge (ToK) course;
2. International Baccalaureate Careers Programme: A vocational based course where pupils study either two IB Higher Level subjects or three IB Standard Level subjects, complete a vocational qualification (BTEC in Sport, Business, Performing Arts or Art & Design), follow a Personal and Professional skills course, complete a Reflective Project, complete a language development component and take part in service learning;
3. A Levels: pupils choose 3 subjects and also take part in an Enrichment programme which provides additional qualifications. They choose from: a stand-alone IB subject, English Language AS, or complete an EPQ. Alternatively, pupils may decide to take part in the ToK programme from the IBDP programme. They are also given the opportunity to complete the EPQ in addition to another enrichment subject.

- Pupils are prepared for a range of examinations: IB, A Levels, (I)GCSEs and BTECs in the IBCP; some pupils are also prepared for Oxbridge entrance and for UCAT or LNAT examinations.

To develop a strong work ethic and discipline in learning:

- Pupils are expected to work hard;
- Significant effort is recognised and encouraged;
- Behaviour which has a negative impact on the learning of others is not tolerated;
- Homework is set regularly and is appropriate in terms of both quantity and difficulty;
- Substandard work is not accepted;
- Pupils are expected to revise and prepare for both school and public examinations. School exams will be set to provide appropriate challenge, matched to the abilities of pupils.

To provide exposure to a broad range of ideas and wider activities:

- *Where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
- *Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;*
- A broad range of activities is available for pupils, both during the school day and beyond. Participation is expected and is monitored;
- Boarding pupils also have the opportunity to be involved in additional activities arranged by the Boarding staff;
- Opportunities are provided for pupils to be educated beyond the school boundaries.

To engender a sense of responsibility within the School community and in the wider world:

- The curriculum includes *personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)*;

- Personal Development (PSHE) is compulsory for all pupils. This subject has weekly timetabled sessions for all Year Groups (see Personal Development policy);
- The notion of service (*Ut Prosim*) is of central importance to the School, and all pupils have opportunities for service-based learning in the curriculum such as in the CASE programme;
- A range of opportunities is provided to enable pupils to reflect on their own spiritual, moral, social and academic development, including school, year and house assemblies, chapel services and tutor meetings;
- Staff are encouraged to be aware of opportunities for spiritual development within the curriculum;
- Staff provide learning experiences which do *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*;
- The curriculum is designed to ensure effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

To enable pupils to access opportunities beyond school:

- Pupils are provided with advice to make choices appropriate to individual needs and interests throughout their school career;
- Effective and detailed careers and Higher Education advice is provided to pupils at appropriate stages through a pupil's school career;
- *For pupils receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.*

The principal language of instruction at Ryde School is English, fulfilling the requirement that *where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for students who are all temporarily resident in England and which follows the curriculum of another country.*

The curriculum is underpinned by the work of each section of the School including departments in the Senior School. All sections and departments have programmes of studies and detailed schemes of work, which ensure that the curriculum maintains its depth and breadth.

In Reception to Year 2, long term planning highlights the Creative Curriculum focus from within the rotation. Medium term plans show the structure and content of the programme of study to be taught in each curriculum area. More detailed planning for Creative Curriculum subjects are devised to cover the term, they contain learning objectives, learning activities and differentiation when needed and are often written as the term progresses. Short term planning such as weekly overviews are maintained both electronically and in teacher planner books. Individual weekly plans for literacy and maths set out the learning objectives for each session, learning activities, differentiation and evaluation of learning outcomes.

In Years 3-6, long term plans indicate schemes of work to be taught each term across the year groups. Medium term plans give guidance on the learning objectives and teaching strategies used when teaching each scheme of work, as well as cross-curricular links. Teacher planners and/or weekly/daily planning sheets are used for short

term planning, setting out the learning objective for each session, learning activities, differentiation and evaluation of learning outcomes.

In the Senior School, long term plans are communicated to subject teachers by Heads of Department in the form of schemes of work. Teacher planners are used by individual teachers to plan lessons which take prior knowledge, learning objectives and learning activities into consideration. Further details, including links to schemes of work, are provided in Departmental Handbooks and also in relevant Google Drive folders.

Review and monitoring of the curriculum and schemes of work are ongoing through the School's cycle of improvement, which includes subject leaders and Heads of Department monitoring and reviewing the effectiveness of curriculum planning and practice, subject target setting focusing on raising standards, subject/Department SEF with senior leaders, and quality assurance processes including pupil work scrutiny and lesson observations.

References

The Curriculum Policy should be read in conjunction with the School website, the School's curriculum brochures, Departmental Handbooks and the following policies:

- SEND Policy
- Teaching & Learning Policy
- Personal Development Policy
- RSE Policy Statement
- Academic Enrichment & Scholarship Policy
- Careers & UCAS Policy
- EAL Policy