

## **St Thomas of Aquin's RC High School Curriculum policy – January 2022**

St Thomas of Aquin's Roman Catholic High School is a learning community which ensures a safe, supportive and enjoyable environment where pupils, staff, and parents are inspired and motivated to work hard for one another to fulfill pupils' God-given potential'.

**S**elf-Discipline

**T**eamwork

**T**rust

**H**igh expectations

**O**penness

**M**utual Respect

**A**chieving excellence

**S**uccess

**Policy updated on January 2022**

**Reviewed on January 2025**

**Nominated lead: Christopher Santini**

## **Introduction**

The aim of St Thomas' curriculum is to fully prepare all pupils at St Thomas' to take their place in a modern society and economy through experiencing a challenging and engaging curriculum. The curriculum will provide a framework for pupils to gain knowledge and understanding in a breadth of curricular areas and develop their skills for learning, skills for life, and skills for work. St Thomas' curriculum is coherent, relevant, and inclusive which allows a pupil to progress from S1 through to their specific leaving year experiencing high quality learning and teaching which will lead to a positive destination.

## **Aims**

St Thomas' curriculum aims to develop a coherent, relevant, engaging and inclusive pupil experience that builds on prior learning so that pupils become successful learners, confident individuals, responsible citizens, and effective contributors. The curriculum supports pupils to achieve high standards in literacy and numeracy and ensure they experience a holistic framework in health and wellbeing. The school is committed to closing the attainment gap through a curriculum that enables pupils to progress through and achieve CfE levels and National Qualifications when they are ready to do so. Pupils will experience a curriculum model that has a distinct Broad General Education (S1-S3) and Senior Phase (S4-6). Pupils will move from experiencing 19 subjects in S1 and S2, to 14 subjects in S3, to sitting 7 National Qualifications in S4 and 5 National Qualifications in S5. In S6 there is a range of flexible pathways to support the individual needs of pupils to ensure the best positive and sustainable destination beyond St Thomas'.

## **Roles and responsibilities**

The Headteacher will ensure that all statutory elements of the curriculum are adhered to in the context of a Curriculum for Excellence. This will include the amount of time provided for teaching the curriculum and that the curricular framework is reviewed on a regular basis. Every year the Headteacher will analyse and evaluate the levels of pupil attainment. Through collaborative working partnerships, the Senior Leadership Team, Curricular Leaders, Integrated Support Team, and The Parent Council will support planned action deemed necessary to improve the delivery of the curriculum via the school improvement plan.

The Deputy Head Teachers for S1-S3 and S4-S6 will have an overview of curriculum structure and delivery within their year groups and that course planning and schemes of learning are in place for the delivery of courses. With support from Curricular Leaders and Pupil Support Leaders, Depute Heads will review pupil performance data to ensure that any necessary intervention strategies are planned and carried out in a timely fashion.

Curricular Leaders will ensure that course plans are in place and used by all staff to meet the learning needs of our pupils. Plans and schemes of learning are to be monitored and reviewed on a regular basis. Curricular Leaders should lead good practice in moderation of the Broad General Education and share good practice with the Leadership Team to ensure the school community has the best understanding of achieving levels 2, 3 and 4 in S1-S3. In the Senior Phase, Curricular Leaders and Integrated Support Leaders should be aware of and ensure that pupils are sitting the appropriate level of qualifications or alternative qualifications to support pupils with their individualised progression pathway. Through Subject Leader, CEC, and HMIe Curriculum Meetings, Curricular and Pupil Support Leaders should identify and share best practice in terms of their curriculum design area of responsibility.

Teaching staff and Learning Support staff will ensure that the curriculum is implemented in accordance with developments in their subjects. All Teachers should have access to, and be able to interpret, data on each pupil to inform and support pupil progression. Teachers should regularly review the design of planned courses in the curriculum in order that courses best meet the needs of all pupils. Teachers are responsible to undertake high quality professional development as well as working with other teachers to develop their skills in understanding how best to meet the learning needs of their pupils.

Through pupil voice experiences, pupils at St Thomas' will have the opportunity to contribute to the design of the curriculum and the planning of courses. Pupils have the entitlement of their individual needs being addressed, both within the context of the school and beyond the classroom through a curriculum which offers breadth, depth, coherence and progression. Pupils have the responsibility to attend all classrooms on time, with the appropriate materials, and work with the teacher and their peers to achieve the best they can.

Parents and carers, as first educators, will be consulted about their children's learning and curriculum at St Thomas'. Parents should be confident that their child is receiving a high-quality education which is designed to meet their learning needs and which will equip them with the skills they will need to thrive throughout their lives. Through specific Parent Information evenings, parents will have the opportunity to understand the rationale behind the curriculum and will have the entitlement to meet with Pupil Support Leaders and Deputes Heads to support the planning of course choices for their child.

### **The Broad General Education (S1-S3)**

In S1-S3, pupils will experience a broad range of subjects in S1 and S2 with personalisation and choice occurring in S3. Courses and programmes will generally follow Level 3 and Level 4 experiences and outcomes and, where appropriate, National 5 outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.

In S1 and S2, pupils will experience as full a range of subjects within curricular areas as possible in line with the staffing complement of the school.

In S1-S3 Modern Languages, pupils will study Spanish and French. Pupils who already have one of these languages as their first language, the school will try to meet the needs of such learners.

Personalisation and choice in the Broad General Education will start at the beginning of S3. The course choice meetings for S3 personalisation and choice will take place in January of S2.

### **The Senior Phase (S4-S6)**

Pupils in S4 will study 7 National Qualifications. The course choice meetings for S4 National Qualifications will take place in February of S3.

Pupils in S5 will study 5 subjects depending on progression from their S4 National Qualifications. Some pupils may benefit from pursuing a complement of school-based subjects and a College placement and work experience. The school will work with neighbourhood schools to support pupils in gaining their optimum course choices. There will be opportunities for pupils to sign up for the JET, Career Academy, and Career Ready programmes.

Pupils in S6 will have the flexibility to pursue a range and number of subjects and experiences at the school and neighbourhood schools, as well as opting to attend at College, work experience, and for volunteering opportunities. This flexibility will allow pupils to experience a blend of subjects and experiences to ensure a sustained, positive destination when leaving school. As a general rule of thumb all S6 pupil must study at least 4 subjects (a meaningful timetable) and all subjects S6 pupils study will be passed onto University and College applications. Pupils studying at Advanced Higher level only will study 3 subjects; pupils studying a blend of Advanced Higher and Higher subjects will study 4 subjects; pupils studying a blend of Higher and National 5 or National 4 subjects will study 5 subjects.

The course choice meetings for S4 and S5 pupils will take place in early March.

## Appendix 1

### S1-S3 Broad General Education structure

#### S1 Curriculum structure

S1 Curriculum	Languages	Mathematics	Social Subjects	Science (Integrated course)	Expressive Arts	Technologies	Health and Wellbeing	Religious Education
<b>33 Periods</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>2</b>
	English (5)	Maths (4)	Geography (1)	Biology (1)	Art & Design (1)	Computing Science (1)	Physical Education (2)	Religious Education (2)
	Modern Languages (4)		History (1)	Chemistry (1)	Music (2)	Technology (1)	Personal & Social education (1)	
			Modern Studies (1)	Physics (1)	Drama (1)	Food Health Textile Technology (1)		
			Business Education (1)	STEM (1)				

#### S2 Curriculum structure

S2 Curriculum	Languages	Mathematics	Social Subjects	Science (Integrated course)	Expressive Arts	Technologies	Health and Wellbeing	Religious Education
<b>33 Periods</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>
	English (4)	Maths (5)	Geography (1)	Biology (1)	Art & Design (1)	Computing Science (2)	Physical Education (2)	Religious Education (2)
	Modern Languages (4)		History (1)	Chemistry (1)	Music (1)	Technology (1)	Personal & Social education (1)	
			Modern Studies (1)	Physics (1)	Drama (1)	Food Health Textile Technology (1)		
			Business Education (1)	STEM (1)				

### S3 Curriculum structure

S3 Curriculum	Languages	Mathematics	Social Subjects	Science	Expressive Arts	Technologies	Health and Wellbeing	Religious Education
<b>33 Periods</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>
			Choice from 2 (2 periods each)	Choice from 2 (2 periods each)	Choice from 2 (2 periods each)	Choice from 2 (2 periods each)		
	English (4)	Maths (4)	Geography	Biology	Art & Design	Computing Science	Physical Education (2)	Religious Education (2)
	Modern Languages (4)		History	Chemistry	Music	Graphic Communication	Personal & Social education (1)	
			Modern Studies	Physics	Drama	Design & Manufacture		
			Business Education	Environmental Science	Dance	Practical Cookery		
					Physical Education	Biology		
					Fashion & Textile	Business Education		
						Music Technology		
Avail spaces approx			190 spaces approx.	160 spaces approx.	190 spaces approx.	180 spaces approx.		

## BGE lesson allocation

### 50-minute lessons

<b>Subject</b>	<b>S1</b> Numbers of lessons per week	<b>S2</b> Numbers of lessons per week	<b>S3</b> Numbers of lessons per week	<b>Total</b>
English	5	4	4	13
Maths	4	5	4	13
Modern Languages	4	4	4	11
Geography	1	1	2	4
History	1	1	2	4
Modern Studies	1	1	2	4
Business Education	1	1	2	4
Science	4	4	0	8
Biology	0	0	2	2
Chemistry	0	0	2	2
Physics	0	0	2	2
Art & Design	1	1	2	4
Music	2	1	2	6
Drama	1	1	2	4
Dance	0	0	2	2
Physical Education	2	2	2 (+2)	6 (+2)
Computing Science	1	2	2	6
Technology	2	2	2	6
Food Health Technology	0	1	2	3
Fashion & Textile	1	0	2	2
Personal & Social Education	1	1	1	3
Religious Education	2	2	2	6

## Appendix 2

### S4-S6 Senior Phase structure

#### S4 Curriculum structure

S4 Curriculum	Column A	Column B	Column C	Column D	Column E	Column F	Column G	Columns I, J, K
<b>33 Periods</b>	<b>4</b>	<b>4</b>	<b>4</b> (1 dbl 2 sgl)	<b>4</b> (1 dbl 2 sgl)	<b>4</b> (1 dbl 2 sgl)	<b>4</b>	<b>4</b>	<b>5</b>
	English	Maths	Geography	Biology	Art & Design	Computing Science	Chemistry	Religious Education (2)
			History	Chemistry	Music	Design and Manufacture	Art & Design	Physical Education (2)
			Modern Studies	Physics	Spanish	French	Modern Studies	Pers. & Social Education (1)
			Business Management	Environmental Science	French	Spanish	Music Technology	
			Practical Cookery	Physical Education	Practical Cookery	Biology	Drama	
				Dance	Physical Education	Physics	Computing Science	
						Business Management	Design & Manufacture	
Available spaces			220 spaces approx	200 spaces approx	190 spaces approx	180 spaces approx	160 spaces approx	

Pupils in S4 will study 7 National qualifications. The course choice meetings for S4 National Qualifications will take place in February of S3.

The above structure may have columns amended slightly to support pupils' choices following pupil straw polls completed in S3.



## S5 and S6 Curriculum structure

S5/6	Column A	Column B	Column C (Travel )	Column D	Column E	Column F	Column G
Subject Levels	6 lessons	6 lessons	6 lessons	6 lessons	6 lessons	2 lessons	1 lesson
Adv. Higher	History Geography Physics	Biology	Music English Physical Education	Maths French Modern Studies	Chemistry Art & Design Spanish	Core RE	Core PSE/PE
Higher	History Geography Business Management Physics Maths Physical Education Sports Leadership	Biology Human Biology Chemistry Physics English Religious Studies Music Technology	Music English Computing Science Physical Education Art & Design Computer Games & Design <b>LEAPs (S6 only)</b>	Maths French Computing Science Drama* Modern Studies Practical Craft Skills German for Beginners	Chemistry Biology Business Management Art & Design Spanish Graphic Communication*		
National 5 National 4	History Geography Business Management Physics Maths Numeracy Physical Education Sports Leadership Science Laboratory Skills	Biology Chemistry Physics English English Lifeskills RMPS Music Technology	Music English Computing Science Physical Education Dance Art & Design Computer Games & Design	Maths Computing Science Practical Cookery/Fashion & Textiles Administration Drama* German for Beginners	Chemistry Biology Art & Design Spanish Practical Electronics Travel & Tourism Graphic Communication*		
	S6 work experience S6 Saltire Award (Vol)	S6 work experience S6 Saltire Award (Vol)	S6 work experience S6 Saltire Award (Vol)	S6 work experience S6 Saltire Award	S6 work experience S6 Saltire Award		
			College or Neigh. school				

Pupils in S5 will generally study 5 subjects depending on progression routes from their S4 National Qualifications. Pupils who have achieved a National 5 D achievement are generally advised to resist their National 5 Qualification. However, it may be possible for a pupil to be allowed to experience a 2 year Higher. Parents must liaise with the Headteacher and the expert advice from Curricular Leaders will be sought by the Headteacher. Pupils who have achieved a National 5 Grade 8 or 9 will not be allowed to progress to a Higher.

In S6 all pupils must study at least 4 subjects and must have passed or in the process of passing 5 Highers to sit an Advanced Higher. All subjects studied by S6 pupils will be passed onto University and College. Pupils in S6 will have the flexibility of pursuing a range and number of subjects and experiences at the school and neighbourhood schools, College, work experience, and volunteering opportunities.

S6 will have the opportunity to pursue a Higher that they may have not studied at National 5 level to meet the needs of a University or College course. The school do not advise pupils to “crash” Highers in S5, but to continue to build progression from their S4 learning experience.

### **S6 Neighbourhood Schools**

City of Edinburgh schools work together to support pupils who wish to study particular subjects or particular level of subjects. St Thomas’ regularly liaises with Borroughmuir, JGHS and Firhill to support pupils learning experience.

### **College**

Courses at Edinburgh College can have been supported through Column C – Travel Column – Tuesday and Thursday afternoons. There will also be courses relevant to vocational opportunities – not timetabled during Travel Column C – which may involve whole days out. Edinburgh College offers course available in the evening but with direct curricular and/or vocational opportunities

### **S6 Work Experience**

Pupils can arrange their own work experience in S6 to gain experience in particular career areas or develop skills to support them beyond S6. Pupils have taken up work experience opportunities in local primary schools, jewellery making, art studios and vet practices.

## A Learner's Journey

The Learner	S1 the start of the Broad General Education	S2 personalisation and choice	S3 Final year of the BGE & transition to the Senior Phase	The Senior Phase – S4	The Senior Phase - S5	The Senior Phase - S6	Positive Destination
<b>Pupil A</b>	In S1 pupils will experience a broad range of subjects and programmes will generally follow Level 2 and Level 3 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	In S2 pupils will continue to experience a broad range of subjects and programmes will generally follow Level 2 and Level 3 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	Pupil completes the 3 <sup>rd</sup> year of the broad general education with some personalisation and choice which supports their preferred learner pathway and positive destination (if identified). A reduction in subjects may support the pupil to achieve the best learning experience. This will be planned from a Young Person' Planning Meeting.	Pupil sits either a blend or of National 3, 4 and National 5 Qualifications or the best set of National Qualifications s/he can achieve. The pupil could be experiencing a flexible timetable that has college as an experience along with support from other agencies. A package of alternative provision in put in place on leaving school			<u>Supported pathways</u>
<b>Pupil B</b>	In S1 pupils will experience a broad range of subjects and programmes will generally follow Level 2, 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	In S2 pupils will continue to experience a broad range of subjects and programmes will generally follow Level 2, 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	Pupil completes the 3 <sup>rd</sup> year of the broad general education with some personalisation and choice which supports their preferred learner pathway and positive destination (if identified).	Pupil sits either a blend or of National 3, 4 and National 5 Qualifications or the best set of National Qualifications s/he can achieve.	Pupil sits a blend of National 4, 5, Higher Qualifications and Career Ready JET courses. Identified apprenticeship or career for world of work accepted and leaves at the end of S5.		<u>World of Work</u>

<b>Pupil C</b>	In S1 pupils will experience a broad range of subjects and programmes will generally follow Level 2, 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	In S2 pupils will continue to experience a broad range of subjects and programmes will generally follow Level 2, 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	Pupil completes the 3 <sup>rd</sup> year of the broad general education with some personalisation and choice which supports their preferred learner pathway and positive destination (if identified).	Pupil sits either a blend or of National 4 and National 5 Qualifications or the best set of National Qualifications s/he can achieve.	Pupil sits a blend of National 4, 5, Higher Qualifications and Career Ready JET courses. Application for College/Apprenticeship accepted and leaves at the end of S5.		<u>College/World of Work</u>
<b>Pupil D</b>	In S1 pupils will experience a broad range of subjects and programmes will generally follow Level 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	In S2 pupils will continue to experience a broad range of subjects and programmes will generally follow Level 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	Pupil completes the 3 <sup>rd</sup> year of the broad general education with some personalisation and choice which supports their preferred learner pathway and positive destination (if identified).	Pupil sits either a blend or of National 4 and National 5 Qualifications or the best set of National Qualifications s/he can achieve.	Pupil sits a blend of National 3, 4, 5 and Higher Qualifications. Application for College accepted and leaves at the end of S5.		<u>College</u>
<b>Pupil E</b>	In S1 pupils will experience a broad range of subjects and programmes will generally follow Level 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	In S2 pupils will continue to experience a broad range of subjects and programmes will generally follow Level 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	Pupil completes the 3 <sup>rd</sup> year of the broad general education with some personalisation and choice which supports their preferred learner pathway and positive destination (if identified).	Pupil sits a blend of National 4 and National 5 Qualifications.	Pupil sits a blend of National 3, 4, 5 and Higher Qualifications.	Pupil completes a blend of Highers to ensure entry to chosen University/College course	<u>University/College</u>

<b>Pupil F</b>	In S1 pupils will experience a broad range of subjects and programmes will generally follow Level 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	In S2 pupils will continue to experience a broad range of subjects and programmes will generally follow Level 3 and Level 4 experiences and outcomes. The Broad General Education at St Thomas' supports pupils to experience breadth and depth in the 8 curricular areas.	Pupil completes the 3 <sup>rd</sup> year of the broad general education with some personalisation and choice which supports their preferred learner pathway and positive destination (if identified).	Pupil Sits 7 National 5 Qualifications  National Qualifications chosen in consultation with parents and school with support from My world of work and UCAS websites.	Pupil sits 5 Highers Qualifications.  Highers chosen in consultation with parents and school with support from My world of work and UCAS websites.	Pupil continues sitting Highers and/or Advanced Highers Qualifications +Work experience to ensure entry to chosen course at University.  Pupil receives University offer (Conditional or Unconditional) Completion of	<u>University</u>
----------------	--	--	---	--	--	---	-------------------