



The Royal High School Curriculum for Excellence

Introduction

The purpose of our school curriculum is to support opportunities for learners to be successful and to prepare them for positive destinations post school.

Planned on this basis, the curricular structure should make sure that learners have the opportunity to acquire the four capacities of *Curriculum for Excellence* to be:

- successful learners
- confident individuals
- effective contributors
- responsible citizens

Learners should have the opportunity to access different pathways throughout their schooling which lead to the most appropriate qualifications and experiences which prepare them for leaving school into a successful sustained positive destination.

Cross Curricular Themes

The cross curricular themes of **Literacy, Numeracy, Health & Well Being and Skills for Life & Work** are the responsibly of all subject areas. While it is anticipated many of these will be delivered by key subjects, all departments should plan meaningful opportunities to deliver and assess relevant outcomes and experiences within their courses. Information on how these outcomes are being delivered and assessed across departments will be collated centrally to ensure a whole school collegiate approach.

Inter-Disciplinary Learning

All subjects should work collaboratively using inter-disciplinary learning to ensure pupils have a cohesive and meaningful learning experience. Interdisciplinary learning allows pupils to see, make and understand links between discrete subject areas or disciplines.

Effective interdisciplinary learning is a collaborative piece of work, project or course which is planned and coordinated between disciplines and which delivers one cohesive piece of learning or area of study.

Effective interdisciplinary learning:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed-stage learning which is interest based

City of Edinburgh, Curriculum for Excellence, Position Paper 3, October 2009

Opportunities for collaborative working will be planned within the school calendar and will include the following themed weeks such as RESPECT and Anti-Bullying, Healthy Schools and Eco Schools.

Departments should ensure inter-disciplinary gives the pupils the opportunity to work towards specific outcomes and experiences and should build assessment in to their planning.

Wider Achievement

All pupils will be given opportunities for wider achievement during their time in The Royal High School. Opportunities include:

- Committees e.g. Eco Team, Charities committee
- Pupil Council and Pupil Parliament
- Sports Leadership
- Extracurricular activities
- Duke of Edinburgh Award
- Junior Award Scheme Scotland
- Saltire Award
- Youth Philanthropy Initiative

Personal Learning Planning

Pupils will be able to plan their own learning using Personal Learning Planning. This will be developed incorporating a Tracking & Mentoring scheme which will enable pupils to discuss their progress with their teachers and agree strategies to maximise their learning.

Personalisation & Choice

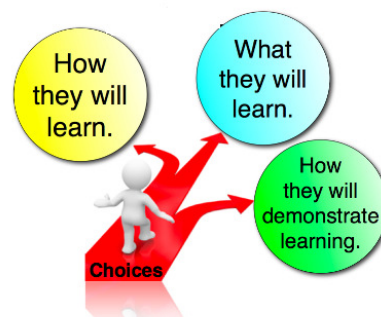
As pupils progress through S1-6 the opportunities for personalisation and choice should be provided. Allowing pupils to make informed choices about their learning should encourage and motivate pupils in their learning.

Personalisation and choice can take many forms and is not just about making subject choices. Opportunities for personalising the learning experience will be built in to all courses including

1. Choice in **what** pupils will learn
 - Subject Choice
 - Choices within subjects
 - Choice within lessons

2. Choice of **how** pupils will learn
 - Active learning
 - Different activities offered within lessons
 - Challenge based - different product or outcome

3. Choice in **how** pupils will **demonstrate** learning



Pupils follow a broad general education during S1-3 however to facilitate increasing personalisation within S1-6, pupils will be offered subject choices at the following points:

- S2 IDL column
- S3 Subject choice within the 7 subject areas
- S4-6 Senior Course Choice for National qualifications

Learning & Teaching Methodologies

Quality Learning & Teaching is fundamental for pupils to be successful. As part of the implementation of Curriculum for Excellence all staff have evaluated their Learning & Teaching practice and ensured they are using the most beneficial methodologies for the pupils to learn effectively. This has included the continued development of Active Learning, AIFL strategies and learning through ICT.

Skills Development

The development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

Building the Curriculum 4

Skills will be developed across all years through the Outcomes and Experiences. Opportunities will be provided in the curriculum as part of departmental planning. This will be focussed on the skills identified in the Royal High School Skills Framework and will include Literacy, Numeracy, Health & Wealth Being and Skills for Life & Work.

Progress Tracking

Pupil progress will be tracked from S1-6 through the use of:

- SEEMIS & In-house tracking
- Pupil Personal Profile (S3)

The S3 Pupil Personal Profile will enable pupils to develop a profile of achievement and attainment throughout their time in The Royal High School. This will also include their own evaluation of strengths and weaknesses leading to Personal Learning Planning for improvement.

S1-S3 Curriculum

The S1-3 curriculum comprises the ethos and wider life of the school, curricular areas and subjects, interdisciplinary learning and planned opportunities for personal achievement. The 7 principles of curriculum design as outlined in Building the Curriculum 3 are integral in planning curricular experiences:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The S1-S3 curriculum structure should provide clarity as to how the Level 3 Experiences and Outcomes will be delivered in all curricular areas through discrete subject teaching and inter-disciplinary learning, providing coherence for the learner.

Our S1 and S2 provision ensures pupils have access to all curricular areas in S1 and S2. Pupils will spend 4 blocks per week in each curricular area. Note these blocks will be timetabled across the week.

The S1/2 Curriculum:

English 4bpw	Maths 4bpw	Modern Languages 4bpw French or German	Social Subjects 4bpw Geography/History/Modern Studies	Science 4bpw	Expressive Arts 4bpw Art, Drama, Music	Technologies 4bpw Bus Ed, CDT, Comp, HE	Core 4bpw PE x 2, RME, PSE
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*bpw = blocks per week

The S3 Curriculum

At the end of S2, pupils will make a choice. They will study up to 8 subjects and this will be within the curricular areas to meet requirements for their Broad General Education. S3 will also follow skills based enhancement courses for 2 blocks a week. Our S2 in to S3 course choice form can be found on our website www.royalhigh.edin.sch.uk.

The S3 provision will be:

English 4bpw	Maths 4bpw	Mod Lan Choice 3bpw	Social Sub Choice 3bpw	Science Choice 3bpw	Expressive Choice 3bpw	Technology Choice 3bpw	Optional Choice 3bpw	Enhancement 2bpw	Core 4bpw PE x 2, RME, PSE
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*bpw = blocks per week

S3 Enhancement 2 blocks per week:

In order to develop within a skills framework S3 will follow a skills based enhancement block.

- 10 weeks - Looking After Self and Others
(Heartstart and Lifestyles)
- 10 weeks - Developing Skills and Meeting New Challenges
(Duke of Edinburgh and employability)
- 10 weeks - Looking After Our Environment and Community
(Environmental and community activities, John Muir award)

These courses can lead to awards in a number of wider achievement qualifications some of which are listed above.

The Senior Phase Curriculum (S4, 5, 6)

Our Senior Phase comprises S4, 5 and 6 who are considered as a cohort during their senior years. This means they will be offered the same subjects to choose from and will be timetabled together.

At the end of S3 pupil will choose to study a maximum of 7 subjects at National 3, 4 or 5 or a vocational option during their S4 year.

Within S5/6 a maximum of 5 Higher or Advanced Higher courses will be offered. However as S4-6 will follow the new curriculum as a cohort those not sitting Higher or Advanced Higher courses can choose up to 7 National 3,4 or 5 subjects or a mix of National, Higher and Advanced Higher courses. Additional vocational courses and opportunities will also be on offer.

Our Senior Phase course choice form can be found on our website www.royalhigh.edin.sch.uk. See **Royal High School Curriculum Pathways** for more information.

School Day

Our school day timings are below (from 6th June 2016). Our school day is designed to support a flexible curriculum with the opportunity for many different pathways for our young people to follow.

School Day Timings

The Royal High School Proposed School Day from June 2016

	TG	1	2	Break	3	4	5	Lunch	6	7
	8.32am	8.40am-9.30	9.30-10.20		10.35-11.25	11.25-12.15	12.15-13.05		13.50-14.40	14.40- finish 3.30pm
Monday	8	50	50	15	50	50	50	45	50	50
Tuesday	8	50	50	15	50	50	50	45	50	50
Wednesday	8	50	50	15	50	50	50	45	50	50
Thursday	8	50	50	15	50	50	50	45	50	50
	TG	1	2	Break	3	4				
	8.32am	8.50am-9.40	9.40-10.30		10.50-11.40	11.40-12.30				
Friday	18	50	50	20	50	50				

School Day Starts: 8.32am
School Day Finish: 3.30pm (Friday 12.30pm)

The Royal High School - Curriculum Pathways

Curricular Pathways		Pathway 1	Pathway 2	Pathway 3
		Higher Education Focussed	Further Education Focussed	Training / Employment Focussed
Broad General Education	S1/2	Our S1 and S2 provision ensures pupils have access to all curricular areas in S1 and S2. Pupils will spend 4 blocks per week in each curricular area.		
	S3	<p>At the end of S2, pupils will make a choice. They will study up to 8 subjects and this will be within the curricular areas to meet requirements for their Broad General Education. S3 will also follow skills based enhancement courses for 2 blocks a week.</p> <ul style="list-style-type: none"> • 8 academic options • PD Leadership award • Duke of Edinburgh • Gold JASS • John Muir Award • Heartstart 		
Senior Phase	S4	7 academic subjects at National 5 level Duke of Edinburgh	5-7 academic subjects (Nat3/4/5) JET Work Experience Volunteering Edinburgh College South East Scotland Academies Partnership Career Ready Duke of Edinburgh Inclusion or Silver	
	S5	5 Higher subjects Duke of Edinburgh	Up to 7 academic subjects (Nat3/4/5, Higher) JET Work Experience Volunteering Edinburgh College Career Ready Duke of Edinburgh Inclusion or Silver	
	S6	Additional Highers Advanced Highers Baccalaureate YPI Work Experience Volunteering Edinburgh College Duke of Edinburgh	Up to 7 academic subjects (Nat3/4/5, H, AH) JET Work Experience Volunteering Edinburgh College Career Ready Duke of Edinburgh	