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## Curriculum Policy

### RGSR Senior School

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## I. Curriculum

### I.1.Aims

This written policy is supported by appropriate Yearly Curriculum Plans and Termly Plans (or Schemes of Work), which are under constant review. Each Scheme of Work considers the ages, aptitudes and needs of all students. Schemes of Work also include any requirement needed for children with special educational needs (SEN) and Environment, Health, and Safety plans as required by the Ministry of education, Kingdom of Saudi Arabia.

We aspire to a curriculum that is coherent, broad and balanced, and one which stimulates intellectual curiosity whilst providing opportunity for all students to learn and make progress. The curriculum is designed to promote the spiritual, moral, and cultural development of our students together with their mental and physical wellbeing. These aspects combine to enable our students to achieve their best in external examinations and in higher education. Our curriculum should command the confidence of our current community, employers, and higher education institutes in the future. We aim to uphold the fundamental values of acceptable behaviour, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths, beliefs and cultures.

The curriculum is broad, and students acquire speaking, listening, literacy and numeracy skills through the study of a wide range of subjects. We avoid early over-specialisation and allow students to develop and pursue interests. We place considerable emphasis on acquiring excellent work habits: students learn self-discipline, a growth mindset, resilience and perseverance, and the skills of independent study, so that they are equipped not only for external examinations, but also for the world beyond.

The curriculum is designed to provide students with experience in linguistic, mathematical, scientific, technological, human and social, physical, and creative education. We prepare students for adult life in a global society, reflecting RGSR's ethos.

While offering traditional subjects like separate Sciences, Mathematics, English (Literature, First and Second Language, and EAL), and Languages (Arabic and French), we also provide a broader curriculum, including Physical Education, Art, Music, Integrated Humanities, Financial and Digital Literacy, Computer Science, ICT, Islamic Studies (for Muslim students), and a Citizenship programme (for non-Muslim students).

We follow the Cambridge International Curriculum and Pearson Edexcel, and schemes of work across departments align to and encompass features from these examination boards, as necessary. All students receive instruction in PSHE delivered largely via teacher-led and student-led assemblies, workshops, and morning form time, coordinated by the Heads of Year and the Assistant Head for Pastoral Matters, with input and support from the Safeguarding and Wellbeing team.

Our extensive extracurricular programme adds breadth to our academic curriculum, providing opportunities for teamwork, leadership, building resilience and independence as well as specific skills from reading music to reading maps. Students benefit from the use of technology throughout the curriculum, encouraged by teachers to use it as a powerful learning tool both in and out of the classroom, and inspiring confidence in the use of IT skills needed both at school and in the world of work.

There is no ability-based streaming in our classes. However, within the IGCSE programme, students are entered into either the Extended or Core tiers for subjects for Mathematics, Biology, Chemistry, and Physics, based on their progress and attainment throughout the year. This decision is typically made following the mock examinations in Year 11. Similarly, for English, students are entered for either IGCSE English as a First Language or IGCSE English as a Second Language, depending on their proficiency and performance. English Literature is also undertaken by students who can cope with the academic demands of both English Language and English Literature.

## 1.2. Years 7 -9

For a full list of the subjects on offer, please refer to the **Key Stage 3 Curriculum Guidebook for Parents** for the current year.

Students in Years 7 to 9 follow a common curriculum designed to provide a broad, balanced foundation of knowledge and learning skills to ensure optimal progress and readiness for the IGCSE programme in Years 10 and 11.

In addition to core subjects like English, Mathematics, Science, and Integrated Humanities, students also choose between French or Arabic. All students also study Music, PE, Art, ICT (Digital Literacy and Computer Coding), as well as Islamic Studies or Citizenship.

In Year 9, for English, Mathematics and Science, students begin studying the foundational topics from the IGCSE courses to give them a strong start to these courses in Year 10. For all other IGCSE subjects, key skills from the Cambridge and Pearson Edexcel subject course specifications are considered and included where this is possible and coherent.

In terms 2 and 3, Year 9 students are provided guidance and support when choosing their IGCSE subject options that commence in Year 10. For the full list of IGCSE subjects on offer, please refer to the IGCSE and A-level Options Guidebook 2025-26. Parent webinars and face-to-face meetings are also scheduled during the year.

## 1.3. Years 10-11

For a full list of the subjects on offer, please refer to the **Key Stage 4 IGCSE Curriculum Guidebook** for Parents for the current year.

In Year 10, students start their IGCSE courses. All students must take Mathematics, English literature, English language, and it is suggested that they study at least one of the three sciences, a language and a humanities-based subject (including commerce-related subjects). This programme is designed to ensure that the breadth of study is continued. Most students sit 8 IGCSEs (International General Certificate of Secondary Education).

In terms 2 and 3, Year 11 students are provided guidance and support when choosing their A-level subject options that commence in Year 12. For the full list of A-level subjects on offer, please refer to the IGCSE and A-level Options Guidebook 2025-26. Parent webinars and face-to-face meetings are also scheduled during the year.

## 1.4. Years 12-13

For a full list of the subjects on offer, please refer to the **Key Stage 5 A-Level Curriculum Guidebook** for Parents for the current year.

In Years 12-13 at RGSR, the range of subjects available align with IGCSE subjects except for Arabic, French and Art (largely due to the lack of up-take among our student cohort currently). We are exploring new courses each academic year in line with student interest and internal capacity (classrooms and teachers).

In August 2026, we will also be introducing the IB Careers-related Program (IBCP), as an alternative pathway to A-levels aimed at students who may not be able to cope with the academic rigour of the A-level pathway. The IBCP is a vocational track that is recognised globally.

In addition, students study a non-examined curriculum including PE, Arabic Core, KHG and Islamic Studies / Citizenship, which is designed to broaden students' general education and skills. This extends our commitment to offering a broad education beyond the confines of the examined curriculum.

## 2. Curriculum Features

### 2.1. Equal Opportunities

- Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion, or belief.
- Disabilities: In accordance with statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Accessibility Plan which is available to parents on request.

## 2.2. Personalised Learning & Learning Support

See also SEND Policy for further details.

We encourage every student to make the best progress through our curricular and extracurricular provision. We guide each student to study subjects which suit their strengths, needs and aspirations. Students' progress is tracked half-termly and Heads of Department and Heads of Year use this data to identify both individual and cohort progress. Interventions are discussed and reviewed each cycle. The patterns that emerge from the tracking data are also used to inform planning, teaching, and broader school decisions.

Where a student has an IEP (Individual Education Plan), this will be used to inform staff on how we can best meet their individual requirements. For these students, and many others who have an identified learning need, we also use a combination of Learning Support assistance in classes and withdrawal from lessons to provide individual support by specialist staff. Our EAL (English as an Additional Language) students are given extra specialist support as required.

Our subject-specific schemes of work and departmental planning match student ages by being progressive in standard and in subject matter. We provide support materials and clinics for those who find the work more difficult and extend and enrich the more able students through class activities.

## 2.3. Careers Counselling

Advice is given to all students to help with choices of IGCSE and A-Level courses, through student assemblies, parent information meetings/presentations, senior student discussion forums, online platforms (e.g. Unifrog), careers lessons and careers interviews with external providers, and through outside speakers and events. This guidance is designed to help each student fulfil his or her potential and enables them to make informed choices about a broad range of careers options.

Careers guidance is presented in an impartial way. Careers interviews are offered to all students in Year 12 and Year 13 with external careers providers. The Careers Department seeks to enable students to discover and access both university courses and other options. This happens through Careers talks, evenings, and one-to-one guidance. Students receive guidance on how to make informed IGCSE course choices through assemblies, departments, and an information evening. They receive guidance on A-Level choices through careers lessons, an information evening and through assemblies and guidance about different careers and opportunities through Careers talks, Careers evenings and through Careers lessons. There are also regular talks and trips run by academic departments. Students are encouraged to seek work experience placements, and events are run to help them with CV writing and with finding placements.

## 2.4. PSHEE

We encourage respect for other people through topics such as citizenship, physical and mental health, cyber safety, and substance abuse. We also ensure we cover the 'protected characteristics' as identified in the Equality Act 2010 (e.g. age, disability, gender, race, religion and belief). This is achieved through lessons with homeroom teachers and Heads of Year across all year groups.

## 2.5. Availability of Courses

The curriculum and its delivery are under constant review and may change from year to year. We cannot guarantee the availability of courses or particular subjects in the future, as these will depend on demand and our ability to provide teaching of a sufficiently high standard.

## 2.6. Deployment of Teaching Staff

The school cannot guarantee that any particular teacher will, or will not, teach any particular student. The school timetable is designed for the benefit of the school as a whole and cannot be changed to satisfy individual requirements.

## 2.7. Policy Review

The curriculum is reviewed regularly by the senior team, in consultation with staff and parents, which in turn reports to the CEO and the of the Board of Governors.

## 3. Curriculum Distribution Summary: 2024-2025

The courses listed here are available during the current academic year, but no guarantee can be given about their future availability. Prospective parents and students are advised to contact the school to confirm the curriculum for the next academic year.

**For all years 7 to 9:** There are 35 periods per week, each of 45 minutes.

**For years 10 to 13:** There are 35 periods per week, each of 45 minutes. For Years 12-13, some of these will be non-contact independent study periods.

### 3.1. Curriculum Distribution for Years 7, 8 and 9

We offer a three-year Key Stage 3 programme containing a wide range of subjects and a choice of Languages. The table below shows this programme.

Subjects	Periods Per Week (PPW)		
	Year 7	Year 8	Year 9
Mathematics	6	6	6
English - EFL	6	6	6
Science	6	6	6
Arabic or French *	3	3	3
Arabic Core/Extended	1	1	1
Integrated Humanities (IH)	4	4	4
Islamic Studies or Citizenship **	2	2	2
KHG (Kingdon History & Geography)	1	1	1
Digital Literacy (DI)	1	1	1
Computer Coding (CC)	1	1	1
Music	1	1	1
Art & Design	1	1	1
Physical Education	2	2	2
<b>Total</b>	<b>35</b>	<b>35</b>	<b>35</b>

\* Students opt for either Arabic or French (3 PPW).

\*\* Citizenship for non-Muslim students, runs at the same time as Islamic Studies for Muslim students.

### 3.2. Curriculum Distribution for Years 10 and 11 (IGCSE)

We offer a two-year Key Stage 4 programme (for years 10 and 11) of core subjects and a wide range of optional subjects from which students choose five. All students will study Mathematics, English Language and Literature, and are expected to include in their five options subjects a combination of subjects that align to their strengths and interests. The table below gives further details of these choices.

PPW – Periods per Week

Common Core Subject	PPW	Optional Subjects	PPW
Mathematics	5	Arabic	4
English First* Language & English Literature	6	French	4
Arabic Core	1	History	4
KHG	1	Geography	4
Islamic (or Citizenship)	1	ICT	4
Physical Education	1	Computer Science	4
* Students who are not able to cope with the requirements of the English First Language IGCSE can later switch to the English Second Language IGCSE, subject to SLT and parent approval.		Accounting	4
		Business Studies	4
		Economics	4
		Biology	4
		Chemistry	4
		Physics	4

In summary:

- 15 PPW Core Subjects
- 20 PPW Optional Subjects (5 in total are selected)
- 35 PPW Total

**Notes:** Optional Subjects are dependent on student numbers opting for each subject; their availability cannot be guaranteed.

### 3.3. Curriculum Distribution for The Sixth Form, Years 12-13 (A-Levels)

Most students choose three or four subjects for A-Level. The usual recommendation is to choose 4 subjects for AS level (Year 12) and 3 subjects for A2 level (Year 13).

Each of the subjects is taught for eight periods per week. \*New for the 2025/2026 Academic Year.

Subjects Available	Periods Per Week	Subjects Available	Periods Per Week
Mathematics	8	Accounting	8
Biology	8	Business Studies	8
Chemistry	8	Economics *	8
Physics	8	Computer Science	8
English Language	8	Islamic Studies / Citizenship	1
Psychology	8	Arabic Core	1
History	8	KHG	1
Geography *	8	Physical Education	1

Notes:

1. If the numbers for any given subject are too small, we may not be able to run the course. Students and parents are duly notified.
2. The courses listed here are available during the academic year indicated, but no guarantee can be given about their future availability. Prospective parents and students are advised to contact the school to confirm the curriculum for subsequent years.
3. We cannot guarantee that every possible choice of subjects will be accessible, but we are able to provide most students with their first preferences.

### 3.4. Changing Subject Choices (IGCSE / A-levels)

For students in Year 10 (IGCSE) and Year 12 (A-Level), we recognise there may be reasons to change subjects.

1. Grace Period (First 2 weeks)
  - A two-week grace period allows subject changes.
  - The student and parent/guardian must email the form tutor and the relevant subject teacher(s) to request the change.
  - Heads of Department and SLT will be notified so that necessary arrangements and class list updates are made accordingly.
2. After the Grace Period
  - Requests will be considered case by case, with parents involved.
  - Approval is required from the subject teacher and the Head of Department.
  - The later in the school year a request is made, the less likely it is to be approved, as increasing amounts of curriculum time will have been missed.

## 4. References

- KS3, KS4 and KS5 Curriculum Guidebooks for 2025/26
- IGCSE and A-Level Subject Options for 2025/26
- Teaching and Learning Policy (including Homework Policy)
- Assessment and Feedback Policy
- Examination Policy
- PSHEE Policy
- Learning Support & EAL Policy