Curriculum Statement 2026 2027

This statement explains how Royal Greenwich Trust School organises its curriculum in 2026/27. It sets out the principles that shape curriculum decisions, the common approach used by subject teams and the entitlement available at each key stage. Our curriculum is broad, balanced and ambitious. The school context shapes the support we provide; it does not lower expectations or narrow entitlement.

Vision and Mission

Royal Greenwich Trust School works with other schools in the University Schools Trust towards a shared vision and mission.

Our vision is to provide transformational educational opportunities for all students. Through a broad and balanced curriculum, enriching experiences and carefully targeted support, students leave RGTS as responsible global citizens with a clear vision for their futures.

Our mission is for every student at RGTS to achieve excellent outcomes. We deliver high-quality teaching and learning and work collaboratively with universities, public bodies and private-sector partners.

School Values

Our four values guide students in their learning, relationships and preparation for adult life.

- **Responsibility** means taking ownership of learning and future choices, acting with integrity and giving sustained effort.
- **Grit** means persevering through challenge and developing the confidence to make well-informed decisions.
- **Teamwork** means building strong relationships, supporting others and contributing positively to the school and wider community.
- **Success** means achieving well academically and personally, contributing to school life and taking pride in progress.

These values support the UST graduate strands of communication, participation, investigation, networking, scholarship and vision.

Curriculum Aims and Principles

The RGTS curriculum is based on the UST principle of Powerful Knowledge for Global Citizens. Students encounter the knowledge, ways of thinking and wider experiences that help them understand the world, participate in it and make informed choices about their futures.

- **High expectations** ensure that every student is expected to learn, participate and improve.
- **Academic rigour** introduces students to powerful subject knowledge, disciplinary thinking and professional practice while developing literacy and numeracy.
- **Character development** supports students' social, moral, spiritual, cultural, mental and physical development.
- **Inclusion** secures access to the same ambitious curriculum end points through appropriate adaptation and additional support.
- **Future-focused thinking** places aspiration, transition and preparation for further study, employment and adult life at the centre of curriculum decisions.

How the Curriculum Is Designed

The National Curriculum and examination specifications provide the baseline for subject planning. Subject intent statements explain the purpose of each curriculum. Long-term plans and learning journeys identify end points, key concepts and progression from Year 7 onwards.

Subject teams deliberately select and sequence knowledge. Threshold concepts identify the important ideas that students revisit and deepen over time. Substantive knowledge develops what students know, while disciplinary knowledge develops how they think, enquire, interpret evidence and communicate within each subject.

Topic Delivery Guides

Topic Delivery Guides connect curriculum plans to classroom practice. They map lesson time, sequence, prerequisite knowledge, key vocabulary, likely misconceptions, modelling, practice, retrieval and formative assessment. Subject teams refine them after teaching in response to assessment evidence and shared professional reflection.

Curriculum booklets are used across Key Stage 4 and in selected Key Stage 3 classes to strengthen explicit instruction, modelling and deliberate practice while reducing lost learning time. Curriculum intent and learning journeys are shared with students and families.

How the Curriculum Is Taught

Teachers explain what students are learning, why it matters, what it builds on and where it leads. Lessons begin with silent retrieval through a Do Now of at least five questions. Teachers then use the I-We-You approach to move students from clear explanation and modelling to guided practice and sustained independent work.

New content is modelled and broken into manageable steps. Teachers scaffold where needed and remove support as independence grows. Cold calling, mini whiteboards, circulation and purposeful questioning allow teachers to check understanding and respond to misconceptions. Adaptation supports access without reducing the intended curriculum end points. Calm classrooms, clear routines and strong relationships provide the conditions in which students can participate fully, think hard and learn well.

Inclusion Literacy and Numeracy

Literacy and numeracy are developed across subjects as part of the curriculum, not treated only as separate interventions. Subject teams identify and explicitly teach important Tier 2 and Tier 3 vocabulary, reading approaches students need within each discipline.

Star Plans, adaptive teaching and graduated intervention help students with SEND access the same ambitious curriculum end points. Students may receive targeted support in mainstream lessons, smaller groups or one-to-one provision. Leaders monitor the impact of intervention and increase access to mainstream learning as students become more independent.

The New Group Reading Test identifies reading needs. Students may then access Corrective Reading, Direct Instruction or Thinking Reading. Smaller X4 classes in English, mathematics and science provide direct literacy and numeracy teaching for Key Stage 3 students with foundational gaps so that they can access the wider curriculum with increasing confidence and independence.

Key Stage 3 Curriculum

All students follow a broad curriculum in English, mathematics, science, geography, history, religious education, Spanish, computing, art, design technology, food and nutrition, drama, music, physical education and Character Development. Creative arts and technology are organised through subject lessons and planned carousel arrangements. Character Development, delivered through the tutor programme, explicitly teaches the knowledge and skills needed for personal development, citizenship and long-term employability.

Subject area	Year 7	Year 8	Year 9
English	5	6	6
Mathematics	5	4	4
Science	4	4	4
Humanities	5	5	5
Creative Arts and Technology	3	3	3
Spanish	3	3	3
Computing	1	1	1
Physical Education	2	2	2
Drama	1	1	1
Music	1	1	1

Weekly curriculum periods

Key Stage 4 Curriculum

All students continue to study English, mathematics, science, core physical education and Character Development. Religious education is delivered through a planned programme of drop-down days and assemblies. Students select three option subjects through one of four guided pathways.

- **The EBacc pathway** includes geography or history, Spanish and a further option, keeping a wide range of post-16 routes open.
- **The blended pathway** allows students to combine academic and vocational subjects in response to their strengths and interests.
- **The vocational pathway** provides a greater practical and technical emphasis while maintaining the full core curriculum.
- **The support pathway** provides a carefully tailored programme, which may include Step Up English and mathematics and additional academic support.

Key Stage 4 Subject Offer

The 2026/27 option offer combines GCSE and vocational qualifications. The offer comprises:

- art
- business
- computer science
- creative design
- construction
- drama
- engineering
- geography
- health and social care
- history
- music
- sociology
- Spanish
- sport

Separate sciences are available where they form part of a student's agreed pathway. The annual KS4 Options Guide confirms the qualification title, awarding organisation and option blocks for every course.

Core curriculum arrangement	Year 10	Year 11
English	5	6
Mathematics	5	5
Science	5	6
Core Physical Education	2	2
Religious Education	Drop-down days and assemblies	Drop-down days and assemblies
Option subjects	12 across three options	12 across three options

Weekly periods unless otherwise stated

Key Stage 5 Curriculum

The sixth form offers substantial Level 3 pathways in Business, Engineering and Sport. Every student follows a coherent study programme with a clear core aim, normally a substantial Level 3 qualification. Programmes combine subject knowledge, practical application, independent study and preparation for progression. They support routes to university, higher and degree apprenticeships, employment and enterprise.

Study programmes also include English and mathematics for students who have not yet achieved GCSE grade 4, meaningful work experience or work-related learning, and planned enrichment, personal development, careers and employability activity. Programmes are tailored to students' prior attainment, needs and intended destinations.

The annual Sixth Form Course Guide lists the exact qualification titles, awarding organisations, course content and entry requirements so that students and families can make informed choices based on current specifications and progression routes.

Further Curriculum Information

Subject Curriculum Content

Detailed information about the curriculum taught in every subject and academic year is published through the Subject Curriculum and Learning Journey pages on the school website. For each year group, these pages identify the key concepts, substantive and disciplinary knowledge, topics or units, intended end points and how learning develops over time. They should be read alongside this overarching statement.

Religious Education

Parents and carers have the right to withdraw their child from all or part of religious education. A request should be made in writing to the Headteacher. The school will discuss the request with the parent or carer before alternative arrangements are agreed.

Published Curriculum Documents

The curriculum, policies and SEND areas of the school website provide the detailed documents that support this statement. These include the following:

- Subject Curriculum and Learning Journey pages showing content for every subject and year group
- KS4 Options Guide with the complete course and qualification offer
- Sixth Form Course Guide with the complete 16 to 19 qualification offer and entry requirements
- Relationships and Sex Education and Health Education Policy
- Music Development Plan
- SEND Information Report and Accessibility Plan
- Careers Programme and Provider Access Policy Statement

Further Enquiries

Parents, carers and members of the public who would like further information should contact the school office using the details published on the school website and ask for the Deputy Headteacher responsible for curriculum. A paper copy of curriculum information will be provided free of charge on request.