



Midhurst Rother College

The best in everyone™

Part of United Learning

Midhurst Rother College

Curriculum Policy

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1. Rationale

Our aim is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life. Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, we hope that our curriculum enables children to appreciate and participate in the full richness of the human experience.

MRC offers students a broad and balanced curriculum matched to the needs of the individual student, giving students a wide choice of subjects throughout their time here. All students have access to the full curriculum, irrespective of gender, SEND, ethnicity, academic ability, social or cultural background. The curriculum meets all statutory requirements.

Our curriculum, encapsulating students' whole learning experience during time in school, is underpinned by the MRC principles of "Achievement, Respect and Happiness" and by the United Learning Curriculum principles of "Entitlement, Coherence, Mastery, Adaptability, Representation and Education with character."

2. Approach

The Ebacc is at the core of our curriculum. It is a set of subjects at GCSE that keeps young people's options open for further study and future careers. The EBacc is:

- English language and literature
- maths
- the sciences
- geography or history
- a language

MRC strongly encourages students to take the EBacc qualification and we expect at least 75% of the students to follow this pathway. All students are expected to choose one EBacc subject within their KS4 options (although individual requests from students and parents may be agreed where particular learning needs suggest this is not beneficial to the student) and all are encouraged to take a language and a humanity in order to complete the EBacc. All students study statutory Religion and Philosophy (RP), PSHE and Sport.

At KS3, we deliver a traditional curriculum, with a choice of languages available in Year 8. If student need dictates then we provide extra time in English and Maths a "catchup" lesson, reducing (but not removing) the time they receive in Computing and Languages. We rotate different Design Technology skills termly, covering Product Design, Textiles and Food Technology. All students study statutory RP, PSHE and Sport.

At both KS3 and 4, students choose different enrichment 'subjects' each term from an imaginative, diverse group of activities. This keeps our curriculum student centred – providing students with the curriculum that they need and want.

Students are set within English, Maths, Science (except Year 7) across all years, and in languages in Year 8 and 9.

The options process

All students have a free choice of their options. The exact curriculum offer is generated from their choices and then students are allocated according to the priority given. Wherever possible within acceptable class sizes, all students will be allocated subjects from their preferred choices and first reserve – if further reserves are needed then the student and parent will receive further contact and explanation.

Once allocations are published, we deal with any appeals in order of receipt. Students can ask to change options up to the end of the first half-term after choosing, and beyond that in individual special cases. Any changes still adhere to the principles above.

Alternative curriculum

In some individual cases, student, parents and teachers agree that a student needs a different curriculum in order to enjoy and achieve. This is organised on an individual basis, so precedent should not be used as an indication of availability.

Alternative curriculums may include extra support within lessons, opting for one less subject and instead receiving supported study time or application to external programmes of study.

3. Responsibility

The Governing Body will review the curriculum approach to ensure that it reflects the students' needs primarily and fits with local and national requirements. They will understand the impact that the curriculum has on achievement and progress as well as staffing and the budget.

The Principal and Senior Leadership Team will review the curriculum annually to ensure that it fits with the needs of the students to maximise their opportunity for achievement and happiness. They will ensure that the curriculum allows for clear progression routes between years and Key Stages.

Heads of Faculty and Subject Leaders will review the subject offer each year, considering new courses and ensuring that qualifications are current and relevant. They will monitor the quality of curriculum delivery in line with the Teaching, Learning and Assessment Policy.

Teachers and support staff will deliver the curriculum in line with the Teaching, Learning and Assessment Policy, differentiating work to ensure that all students can access it.

4. Review

Enrichment options will be reviewed each term.

Subject options and the curriculum offer will be reviewed annually at the beginning of the Spring term. The curriculum policy will be reviewed annually.