



OUR VISION & VALUES:

Our aspiration is that every pupil and staff member is supported to be the **BEST** version of themselves.

Members of our Risedale family will feel a strong sense of belonging and accomplishment as a direct result of attending our school. They will accumulate knowledge, cultural capital and social skills, such as empathy and kindness, enabling them to thrive in society and enjoy healthy **RELATIONSHIPS**. All our pupils will make good progress from their starting points.

At whatever stage of their education Risedale pupils leave us, they will be well-equipped to take the next steps on their journey to becoming a **RESPONSIBLE**, **RESPECTFUL** and **RESILIENT** citizen who can embrace change and learn from mistakes.

CURRICULUM STATEMENT 2025-2056

The aim at Risedale is to provide a knowledge-rich curriculum which stimulates and motivates pupils irrespective of background. All pupils deserve the chance to aspire to a future beyond normal constraints. Our curriculum looks to inspire young learners and raise expectations, so that pupils understand they are part of a greater, wider world with practically limitless possibilities. The main mantra of our curriculum is to be inclusive, to challenge and to engage all pupils positively in their learning through a broader understanding of the world around them. Throughout this, we emphasise kindness and empathy through a family ethos.

To achieve this, we have **5 clear pillars** which underpin our whole school curriculum vision.

SUCCESS FOR ALL



The five pillars: The main mantra of our curriculum is to be inclusive, to challenge and engage all pupils positively in their learning through a broader understanding of the world around them. Throughout this, we emphasise kindness and empathy through a family ethos. To achieve this, we have 5 clear pillars which underpin our whole school curriculum vision.

All schemes of learning and bespoke teacher planning reflect these five pillars to ensure a consistent approach to curriculum development. Furthermore, there is a collaborative approach across faculties with the intent to ensure that sequencing and cross-curricular links are embedded effectively across all subject areas.

The jobs of the future, with the increasing reliance on computers and artificial intelligence, are many and will be constantly changing. However, all employers agree that pupils need, and deserve, a rounded curriculum which encourages problem-solving, strong social skills, teamwork, collaboration and independence. At Risedale, we pledge to ensure your child is well-equipped to face future challenges with a positive outlook and strong resilience.

The achievements and qualifications gained as learners enable pupils to make positive progression at 16 to employment with training, apprenticeships or further education. Close links are maintained with post-16 educational establishments in the area (Darlington College, Richmond School and Sixth Form College and Queen Elizabeth Sixth Form College, Darlington). The school also liaises with post-16 establishments in many areas of the country, which provide progression routes for some of our pupils from service families who often leave the area at the end of Year 11 due to military postings.

The curriculum is responsive to pupils regardless of their background or level of learning, and staff embrace the inclusive ethos of the school, recognising the potential of all children and young people regardless of race, gender, religion, socio-economic background, disability, language or sexual orientation.

At the heart of our curriculum is the spiritual, moral, cultural and social development of the pupils, which embraces the British values of tolerance of other faiths, democracy, the rule of law, individual liberty and mutual respect. Pupils' Personal, Social and Citizenship skills are taught in Social Studies, as well as a number of other subjects, particularly in Humanities, RPE and Science. These skills are enhanced through the assembly themes and tutorial program, as well as focus days (collapsed timetable) throughout the year. Careers advice and guidance are also given within the Social Studies programme, and all pupils in Years 9, 10 and 11 will undergo a one-to-one careers interview with an independent, impartial careers adviser. Through our Character Education in Tutor Time, we ensure all pupils can develop crucial skills, such as resilience, empathy, and self-control, which are essential for their wellbeing, academic success, and future roles as responsible citizens.

All pupils, regardless of ability, have their learning tailored to meet their needs through quality first teaching intervention strategies. We also offer a range of opportunities both within and beyond the curriculum, enabling them to develop their gifts and talents. These opportunities will include provision within formal learning, study support, extension and enrichment activities. A range of support strategies and facilities are in place to support pupils with special educational needs, disabilities, health conditions and emotional and behavioural needs, to ensure they will have the support they need to flourish. These will include in-class, small group and individual support, provided by a wide range of specifically trained and expert professionals.

The school follows a two-week timetable of 50 periods of 60 minutes. Pupils spend the first 25 minutes of each day with personal tutors following a tutorial, assembly and Character Education programme. All pupils in Key Stage 3 also undertake a DEAR lesson each week to help with their literacy, reading and comprehension skills.

Key Stage 3:

At Key Stage 3, all pupils study a broad and balanced curriculum of English, Mathematics, Science, History, Geography, RPE, German and French, PE, Art, Design & Technology, Food & Nutrition, Computer Science, Drama, Music, and Social Studies.

Key Stage 4:

There have been a number of improvements to our KS4 curriculum over the past few years to enable pupils to specialise in their chosen GCSE, vocational and EBacc subjects, and to provide the best chance of success in their studies.

In Years 10 and 11, all pupils follow a core curriculum of English Language, English Literature, Mathematics, Combined Science, ASDAN-certified Beliefs and Values short course, PE and Social Studies. They also have guided EBacc options, either 1 or 2, depending on each pupil's recommended pathway, choosing from German, French, History, Geography or Computer Science. Pupils then have the chance to choose 2 or 3 more 'free' options which, in addition to the EBacc subjects, offer traditional GCSE subjects, and a range of vocational qualifications. We have also introduced a range of vocational qualifications, including Engineering, Fashion & Textiles, IT, Health & Social Care and Sports Studies. This ensures pupils are able to pick a broad curriculum with depth, and which has an appropriate amount of academic rigour for all pupils.

Mobility:

Risedale has an established history of providing exceptional support to provide flexibility in the curriculum due to a significantly higher rate of mobility than the national average, as a result of the proportion of service children who attend our school. The HUB is established as a centre of transition and support for pupils. The curriculum will then be adapted on a case-by-case basis to ensure pupils are not disadvantaged by mobility and to ensure continuity in their studies.

