



At Maiden Erlegh School we aim to deliver a broad and balanced curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Foundation Stage (Years 7 and 8)

All students follow a common curriculum.

Core: (4 hours a week)	English (combined Language and Literature) Maths
EBACC:	Science (3 hours/week) Modern Foreign Languages: French or Spanish or German (2 hours/week) Humanities: Geography (3 hours/fortnight), History (3 hours/fortnight)
Extension: (1 hour a week)	PE (2hours/week) Art ICT Drama Technology – Design and Food Music Religion and Philosophy Computing

Purple Pathway: a bespoke pathway for students entering Year 7 with below 100 scaled score in Reading and mathematics. Students use humanities and MFL lessons in Years 7 and 8 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy (through using humanities topics as vehicles for project based learning). As part of the literacy element of the purple pathway PIXL Code phonics resources are used. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible, and to enable the students to access mainstream KS4 pathways in Year 9.

Key Stage 4 (Years 9, 10 and 11)

The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions.

All students starting Year 9 take a core of compulsory examination subjects alongside Physical Education and Personal, Spiritual, Moral, Social and Cultural Education (PSMSC) which is primarily taught during tutor periods and in Religion and Philosophy. They also take a GCSE in Religious Studies in Year 10 or Year 11.

Core:	English Language (2 hours a week) English Literature (2 hours a week) Maths (3 hours a week in Year 9 and 4 hours a week in Years 10 and 11) Combined Science or Single Sciences (4 hours a week in Year 9 and 5 or 6 hours a week in Years 10 and 11)
EBACC:	We expect students who are capable of doing so to take the full range of EBACC subjects e.g. in addition to the Core subjects studied, the students should study either GCSE Geography or History and a GCSE in a Modern Foreign Language.
Options:	There are four option pathways adapted to the needs and interests of different ability groups with 2 hours a week.



Courses on offer are:

GCSE Geography
GCSE History
GCSE French
GCSE German
GCSE Spanish
GCSE Computer Science
GCSE Business Studies
GCSE Economics
GCSE 3D Art
GCSE Art and Design

GCSE Music
GCSE Drama
GCSE Food, Preparation & Nutrition
GCSE Design & Technology
GCSE Physical Education
Cambridge National Level 2 Creative iMedia
BTEC Level 2 Health and Social Care
ASDAN CoPE
AQA Step up to English
Edexcel Number and Measure

Key Stage 5 (Years 12 and 13)

There are three option pathways adapted to the needs and interests of different ability groups. Students can study 4 A level subjects, or a mixture of A Level and Technical options. Students starting in Year 12 start 3 Level 3 qualifications. In Years 12 and 13 students have 4 hours a week per subject unless there are a small number of students studying a subject, as they will cover the course content in depth more quickly than a large cohort of students which enables more of a 'private tuition' approach to learning and support and therefore less teacher contact time is required. In some subjects with small numbers students in Year 12 and Year 13 may be taught together. All students have directed supervised study for a minimum of 4 hours a week.

Courses that are available are:

GCE Art
GCE Biology
GCE Business Studies
GCE Chemistry
GCE Computer Science
GCE Economics
GCE English Language
GCE English Literature
GCE Fine Art
GCE French
GCE Further Mathematics
GCE Geography
GCE German
GCE History
GCE Law

GCE Mathematics
GCE Media Studies
GCE Music
GCE Photography
GCE Philosophy and Ethics
GCE Physical Education
GCE Physics
GCE Psychology
GCE Sociology
GCE Technology
GCE Theatre Studies
Cambridge Technical L3 ICT
L3 Maths (Using and Applying) (Y12 only)

Withdrawal from RE or Sex and Relationship Education (SRE)

Parents have the right to choose whether or not to withdraw their child from RE or SRE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE and SRE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or SRE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If students are



withdrawn from RE or SRE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the school premises.