



## Curriculum Statement 2024/25

The curriculum at Maiden Erlegh Chiltern Edge School is broad, balanced and carefully constructed to underpin a learning environment that is relevant, aspirational and accessible for all. At MECE, students at all stages are provided with opportunities that develop confidence, broaden individual skills, deepen knowledge, and advocate academic excellence to promote a love of learning by fostering the intellectual, creative, moral and spiritual development of all students and to ensure they are fully prepared for the next stage of education and the working environment.

We follow Maiden Erlegh Trust principles:



Preparing students for excellent outcomes that meet their individual potential sits at the heart of all we do at MECE. However, the curriculum is also about providing a wealth of opportunities for students to be the very best version of themselves; articulate, thoughtful, confident citizens who are ambitious for themselves and keen to contribute to the community.

Our curriculum is underpinned by:

- Rigour, high standards, coherence
- A core of essential knowledge in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including SRE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

### Personal, Social, Moral, Spiritual and Cultural (PSMSC) education

Running through all of our curriculum, including the pastoral curriculum, are strands of Personal, Social, Moral, Spiritual and Cultural education (PSMSC) which cover themes such as:

- Emotional Wellbeing

- Citizen and Community
- Careers, Work Experience and Work-Related Learning
- British Values
- Personal Health
- Relationships and Sex Education (RSE)
- Risk and Safety

PSMSC is primarily delivered through timetabled Personal Development (PD) lessons supported by the tutor programme, assemblies and timetabled theme days.

### Withdrawal from RE or RSE

Parents have the right to choose whether or not to withdraw their child from RE or RSE without influence from the school. Schools should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE and RSE syllabus. In this way, parents can make informed decisions. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or RSE 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 accommodated. If students are withdrawn from RE or RSE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the premises.

### Foundation Years (Years 7-9)

All students follow a common curriculum which is designed by the curriculum leaders and their teams to best support the learning required in KS4.

### Curriculum Allocation

Curriculum	Subject	Time allocation (Hours/fortnight)
Core	English	8
	Mathematics	8
	Science	7
EBACC	French	2 (3 in Y9)
	Geography	3
	History	3
Extension	Art	2
	Community	1 (Y7 Only)
	Computing	2
	Drama	2
	Music	2
	PD	2
	Physical Education	4
	Religious Education	2 (3 in Y8)
Technology (3D Design / Food)	2	
<b>TOTAL</b>		<b>50</b>

**Purple Pathway:** a bespoke pathway for students entering Year 7 with below 90 scaled score in reading and mathematics. Students use languages and computing lessons in Years 7 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy. 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.

## Key Stage 4 (Years 10 and 11)

The curriculum in Years 10 and 11 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 within the constraints of the current national education recruitment, retention and financial crises.

All students starting Year 10 take a core of compulsory examination subjects alongside Physical Education (PE), Religious Studies and Personal, Health, Social Education (PSHE) which is also taught through assemblies, tutor time and themes events. Students will follow either the Single Science (Biology/Chemistry/Physics) or Combined Science routes which are agreed in liaison with student, parent and teacher.

Curriculum	Subject	Time allocation (Hours/fortnight)
Core	English	8
	Mathematics	8
	Science	8
EBACC	Geography / French / History	5
Options	Three further subjects from list below	5
Non-examined courses	Physical Education	4
	PD (to include RE)	2
TOTAL		50

**EBACC:** Students who are capable of doing so should take the full range of EBACC subjects e.g. in addition to the Core subjects studied, students should study either GCSE Geography or History and a GCSE in a Modern Foreign Language.

**Options:** Students have 4 Option choices. Students are encouraged to choose 2 EBACC subjects as part of the Option subjects from the list below:

GCSE Art & Design GCSE Computing GCSE Design & Technology GCSE Drama GCSE Food & Nutrition	GCSE French GCSE Geography GCSE History GCSE Music	BTEC Level 2 Sport Youth Award (ASDAN) Level 1/2 Vocational Course
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A small number of targeted students in Year 10 will follow a slightly adapted curriculum to include work towards the ASDAN Youth Award. This pathway also allows for additional English and Maths support. They may also be invited to consider applying for a 1-day vocational course provision at either Reading College or BCA.

Please click for more information regarding our [SEND provision](#) and [Equalities](#) information.