

TRINITY HIGH SCHOOL



Curriculum Rationale

SESSION 2023/24



Community

Achievement

Respect

Equality



Contents

- Curriculum Rationale – Summary
- Curriculum – Vision, Values and Aims
- Trinity High School Social Context
- Trinity High School Leavers' Data
- Curriculum Design
- Appendix 1 – Responsibilities of All
- Appendix 2 – Current Curriculum Structure
- Appendix 3 – Partnerships
- Appendix 4 – Trinity High School SIMD



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Curriculum Rationale

What does our curriculum aim to do?

Help you to develop your God given gifts and talents in order to reach your potential.
Allow you to develop skills for life, work and learning.
Encourage you to be respectful, resilient and compassionate.
Provide you with new experiences and opportunities.
Support you to identify your goals and help you to achieve your ambitions.

How do we do this?

We will live our lives by the Gospel Values.
We will work together to raise attainment for everyone.
We will develop your skills in Literacy, Numeracy, and Health and Wellbeing across all subjects.
We will provide learning experiences that are enjoyable, coherent, personalised and provide progression.
We will assess your learning in ways that are sensible, reliable and appropriate.
We will challenge you to be the best version of you possible.

Curriculum Rationale – Summary

As a Catholic School we are committed to developing as a Community of Faith and Learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.

We seek to provide opportunities for young people to develop skills for learning, life and work. By ensuring a variety of learning pathways, we support young people to move into positive destinations.

Through our desire to ensure excellence and equity for all students, we will provide a curriculum which challenges and supports all. Trinity's curriculum allows you to evidence Gospel values in your daily lives.

Our whole school and departmental priorities ensure literacy, numeracy and health and wellbeing are at the heart of our curriculum. We seek to develop articulate, resilient and caring young people through high quality learning and teaching. We encourage leadership at all levels.

Through ongoing improvement planning and self-evaluation, our curriculum has been designed in order to support young people into positive and sustained destinations which meets local and national employment needs. This planning and reflection of learning are achieved through partnership working and, in particular, pupil voice.



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Universal personal support is central to our curriculum and pupil entitlements are key to our young peoples' experiences. We seek to ensure personal achievement allows for an integrated education and the formation of the whole person throughout S1-S6.

Through effective transition, we provide a BGE which allows young people with opportunity in all curriculum areas. Greater personalisation and choice are provided in S3. However, our curriculum is flexible and is designed to meet individual need. Young people progress through 2nd, 3rd and 4th level learning to allow them to develop the skills required to maximise their potential in the Senior Phase.

Experiences beyond the classroom ensure young people have opportunities to put the skills they have developed into practice and to provide context to learning.

Our senior phase is designed to provide all with the knowledge, skills and experiences required to succeed beyond school. Delivered as a single cohort, this allows for greater opportunity of learning for all. A range of learning opportunities are available including National Qualifications, Skills for Work, National Progression Awards, Work Experience and alternative provision to ensure a flexible curriculum tailored to individual need. By continuing to develop partnerships beyond the school we seek to provide a curriculum which supports learners into positive and sustained destinations.



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Our Vision, Values and Aims

In Trinity High School, we are committed to a vision which is rooted in the Charter for Catholic Schools in Scotland. Pupils, parents, staff and partners have been involved in establishing our vision and values. By ensuring we are challenging and ambitious we seek to present a vision which reflects the needs and aspirations of our Community of Faith and Learning.

Vision

Our vision for Trinity High School is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities to best support the common good.

Values

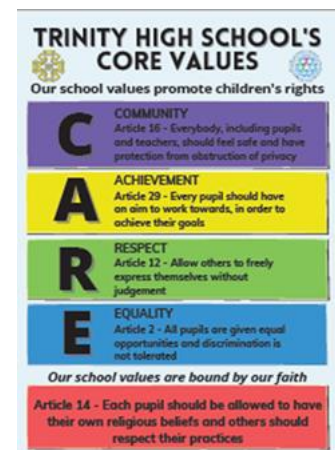
Our values underpin our ethos within Trinity High School. They represent how we, as a school, CARE and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes, and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Achievement - our Catholic school is one in which everyone can reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.



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As a Catholic school, our aims are:

- to promote Gospel values of love, understanding and respect through all our activities and at all times;
- to develop all members of our community spiritually, morally, intellectually, socially and physically;
- to provide the highest possible standards of learning and teaching;
- to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;
- to nurture in our young people creativity and aesthetic appreciation;
- to provide a safe, stimulating and welcoming environment;
- to work in close partnership with parents, the Church and the wider community; and
- to provide opportunities for the personal and professional development of staff.



Our Gospel values are at the heart of the Curriculum for Excellence which Trinity High School provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.



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Our Social Context

Our curriculum design reflects our values, national entitlements, guidance from Education Scotland and the expectations of all Catholic schools. However, we are also keenly aware of our local context. Trinity High School draws pupils from across Renfrewshire and as such careful consideration of need and opportunity, at local and national level, has been considered when planning our curriculum. We reflect on our curriculum on an annual basis to ensure we meet the needs of the young people in our care. By working with a wide range of partners, we seek to provide the most appropriate curriculum for our pupils.

Our catchment is in the southwest of Scotland, and bordered by the local authority areas of Inverclyde, North Ayrshire, and Glasgow. Our catchment is a diverse mix of urban, rural, and isolated towns and villages.

In March 2019 Renfrewshire's employment rate was 75.5% (85,700 people), among the highest across the eight local authorities of the City Region and higher than the national rate of 74.5%.

Figure 1 illustrates Renfrewshire's economic activity. This includes unemployment which at 4.8% is higher than the Scottish rate of 4.1%. There are also those who are economically inactive, which represents approximately 20% of the working-age population. Compared to the Scottish average, Renfrewshire has a significantly higher proportion of long-term sickness (32% against 27%). Evidence indicates a strong economic case for action to remove health-related barriers to work and to the health benefits of being in good work. Supporting those who are economically inactive to move into employment and training will increase the potential labour supply for future economic growth.

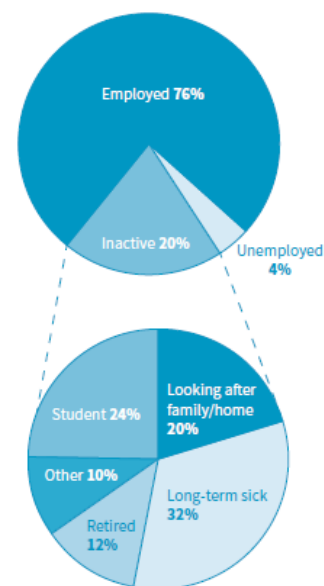


Figure 1: Renfrewshire Economic Activity 2019

Median weekly earnings for full-time employees working in Renfrewshire are £523. This is £40 lower than the Scottish median. There are 23,450 people, including dependants, across Renfrewshire classed as income deprived, who are dependent on benefits to support their household income.



SIMD

The Scottish Index of Multiple Deprivation (SIMD) definition for multiple deprivation includes people's employment, health, education, access, housing and crime. Renfrewshire has 4.3% of the 20% most deprived areas in Scotland, the eighth highest concentration among Scotland's 32 local authorities. These are all urban areas, often near town centres and major employment locations. While deprivation exists across all of Scotland's more sizeable cities, it is this proximity of those areas to some of Renfrewshire's strongest and developing economic assets which is a striking juxtaposition.

Skills Education and Employment in Renfrewshire

As outlined in Renfrewshire's Economic strategy for 2021-2030, the number of Renfrewshire residents qualified at SCQF Level 8 (the equivalent of a Higher National Diploma - HND) and above is 40.5% approximately 4% below the Scottish average. Qualifications at lower levels are equal to those seen across Scotland, but the number of **Renfrewshire residents with no qualifications at all is 10.2%, a little higher than the Scottish figure**. This lag in residents gaining SCQF 8 qualifications is affected by the pace at which younger generations, who have been encouraged to stay in education for longer than their older peers, move into and through the workforce. The levels of residents with a minimum of a SCQF 8 qualification has grown by 10 percentage points over 10 years, mirroring national trends.

Nevertheless, Skills Development Scotland data points to skills gaps and shortages identified by employers for occupations requiring that level of qualification. This research also highlights employers in the area are more likely to have recruited someone in the last 12 months and are more likely to have a vacancy than employers across Scotland. One-in-10 employers have a vacancy which is hard to fill and is because of a skills shortage—slightly higher than the equivalent rate for Scotland. Around 19% of Renfrewshire employers report skills gaps in their existing workforce and a recent survey undertaken by West College Scotland identified nine out of 10 employers would provide more training if they could, with time rather than funding being the main barrier to delivering more.

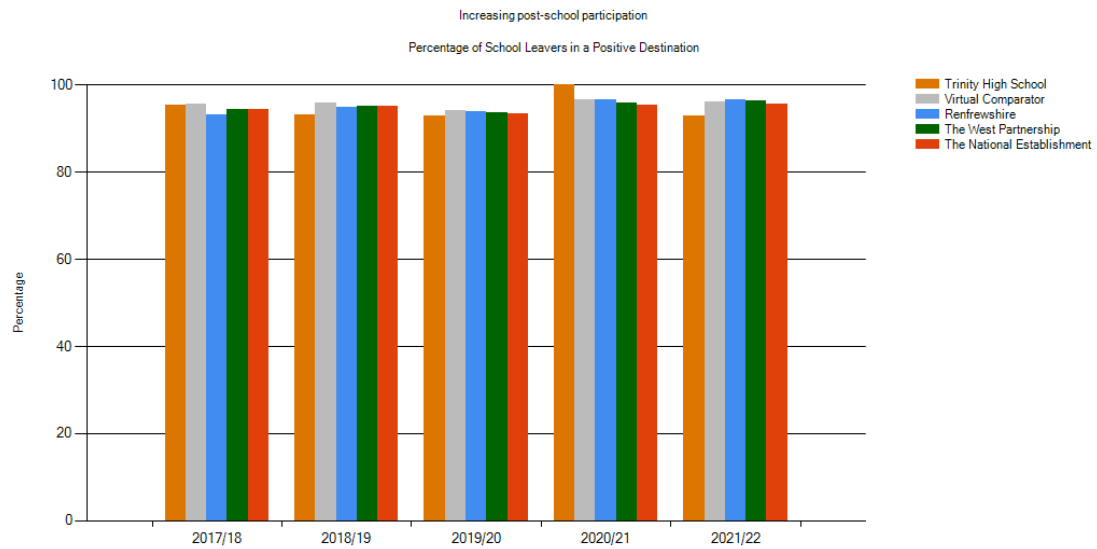
Looking ahead, forecasts provided by Skills Development Scotland, based on national economic trends, suggest over the next 10 years, up to 1,000 additional jobs will be created in the Renfrewshire economy because of existing business growth. This does not take account of known strategic interventions included in this strategy. In addition, there will be around 35,000 job openings as a result of people leaving the workforce or leaving jobs. The result is that there are likely to be jobs available right across the local economy including in retailing, transport, administration, early learning and childcare, social care, construction, tourism and manufacturing.



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Trinity High School Leavers' data:



Establishment	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Trinity High School	2021/22	92.86	126
Virtual Comparator	2021/22	96.19	1260
Renfrewshire	2021/22	96.64	1907
The West Partnership	2021/22	96.27	18904
The National Establishment	2021/22	95.74	55211
Trinity High School	2020/21	100.00	103
Virtual Comparator	2020/21	96.60	1030
Renfrewshire	2020/21	96.52	1666
The West Partnership	2020/21	95.84	17602
The National Establishment	2020/21	95.48	50719
Trinity High School	2019/20	92.97	128
Virtual Comparator	2019/20	94.06	1280
Renfrewshire	2019/20	93.96	1638
The West Partnership	2019/20	93.66	16709
The National Establishment	2019/20	93.36	47430



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The data allows us to plan a progressive curriculum where we are aware of our responsibility to support our community's employment priorities. These include:

- **Increasing the number of local jobs.** Despite some recent job growth, numbers remain below national levels.
- **Increasing the quality of jobs.** There are fewer higher value added business and professional services jobs - and the supply of skills should seek to help address this.
- **Creating a culture of employer investment.** Employers continue to need to be encouraged to invest and innovate, which includes investment in skills.
- **Meeting the skills needs of employers.** There are important local sectors and occupations, including manufacturing, health and sales & customer services. Local skills activity should continue to be focused on employer demand.
- **A need for progression routes and pathways.** Demand for skills in the region is strongest at the upper and lower skills levels – professional and elementary occupations, as well as care, administration and sales. Progression needs to be engendered and supported.
- **A need for flexible provision.** Non-traditional employment is increasing, and this means less conventional career paths, and movement between sectors. Skills provision must be equally flexible, with work-based learning routes part of this.

Therefore, we are challenged to ensure our young people experience a curriculum which response to these needs and includes a range of features:

- A curriculum which is coherent and adheres to the seven principles of Curriculum Design;
- A broad general education, including experiences and outcomes which are well planned across all the curriculum areas through to S3;
- A senior phase of education which provides the opportunity to obtain qualifications as well as to develop the attributes and capabilities of the four capacities.
- Opportunities for developing skills for learning, skills for life and skills for work with a continuous focus on literacy, numeracy and health & wellbeing
- Personal support to enable them to gain as much as possible from the opportunities which curriculum for excellence can provide (see Appendix 1);
- Support in moving into positive and sustained destinations beyond school.

Our vision, values, aims and social context are the key drivers for our Curriculum Rationale.



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Curriculum Design

As we continually review our curriculum, we adhere to the seven principles for curriculum design:

- **Challenge and Enjoyment**

We have the highest expectations of what all our young people can achieve. Our curriculum provides challenge and enjoyment by facilitating opportunities to study in areas of interest. This currently includes enrichment opportunities in areas such as personalisation at the end of S2 in all curricular areas. This ensures that our pupils have depth in their learning as well as maintaining breadth in S3. Through offering choices in personal development, vocational options, leadership opportunities and extra-curricular activities, our pupils will continue to be challenged to develop as well rounded, responsible and confident young people. In session 2021/22, we trialled a Skills Academy programme to enhance the experience of young people who are disengaged with learning. This has developed in session 2022/23 with an increased number of students studying vocational courses and using the SCQF to enhance attainment and achievement.

In the senior phase we continue to develop our links with West College Scotland, Consortium partners and other partner agencies to ensure our senior students have a curriculum which meets their needs. Our programmes of tracking and monitoring in the BGE and Senior Phase supports our approach to challenging our pupils.

Enjoyment comes from full participation in the curriculum on offer and from the opportunities provided to be of service to the community.

- **Breadth**

The S1 to S3 phase of our curriculum focuses on a broad general education (BGE) which allows all young people receiving their entitlement to the experiences and outcomes for all 8 curricular areas up to and including level 4. Social Subjects operates a rotation system in S1 and S2, with our young people spending blocks of time in History, Geography and Modern Studies. Pupils can choose at least one Science, Language, Expressive Arts and Social Subject course in S3. There is also the opportunity to personalise a young person's curriculum through free choice. English and Maths are compulsory with a keen focus on developing Literacy and Numeracy. Exit points in the 3 years of the Senior Phase will be appropriate to individual pupil aspirations. With the introduction of an integrated Senior Phase, breadth will be further enhanced as pupils will have the opportunity to build on skills and qualifications across all three years.

Personal development, wider achievement and vocational learning will be integral to the Senior Phase and this will help ensure breadth is available for all.

In order to address issues raised through the "Improving Children's Outcomes" survey carried out in 2015, especially with regard to Health and Wellbeing, all pupils receive two periods of PE (in S4), two periods of RE and a period of Personal Support.



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This is enhanced by a programme of extra-curricular activities designed to promote healthy lifestyles. In session 2022/23, we have a designated wider achievement project lead who tracks pupil participation and identifies areas of support for young people in relation to an enhanced curriculum offer.

- **Progression**

With 4 associated Primary schools, it is essential that we maintain an effective transition from primary to secondary. Furthermore, we strive to ensure the transition into the senior phase and the that into life after school takes account of prior learning in both knowledge and understanding, and in skill development. At each transition, our priority is to provide opportunities for young people to develop the knowledge and skills required to make a successful and sustainable move into the next phase. Appropriate progression pathways, tailored wherever possible to meet the needs of each individual child, is a key design principle for our curriculum.

The S1 to S3 curriculum is intended as a coherent three-year programme which builds upon the experiences and outcomes, and skills developed in the first two phases and which prepares students for the transition into the senior phase. Our pupils in S1 through to S3 have the opportunity for some personalisation and choice whilst maintaining effective coverage of Experiences and Outcomes at levels 2, 3 and 4. Information shared at key points of transition provides a smooth gradient of learning so our curriculum offer enhances learning opportunity.

Enrichment and Interdisciplinary learning opportunities exist through participation in events such as:

Retreats
Learning Seminars
Fairtrade
MVP training
Skills Academy
Buddy Events
Junior and Senior House Captains
Pupil Council
Rights Respecting Schools
Eco Committee



Currently S2 pupils take part in a limited programme of personalisation which allows them to specialise within the curricular areas and enables pupils to have experience of all curricular areas by end of S3. This leads to the formal programme of option choice in S3 which will allow pupils, with the support of their parents/ guardians and Pastoral Support staff, to consider options into the Senior Phase.

This enables them to make informed choices regarding the subjects to opt for in their chosen pathway. It provides transferable skills for the world of work and



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accommodates Curriculum for Excellence Principles through a proposed model which, as of session 2022/23, provides an 8 subject choice at the beginning of S3 continuing with 5 subjects through to S5/6. In line with all Renfrewshire Secondary Schools, we will continue our integrated Senior Phase which allows for greater depth of learning across the year groups. Students will have the potential to study 5 or 6 subjects in S5/6 including wider achievement opportunities depending upon the choice made.

In response to the issues identified by the changing curricular model in session 2022/23, it was decided that Trinity High should:

- Create a common language for skills that can be used across our school
- Use language that clearly and consistently describes skills to allow for a shared understanding amongst staff, pupils and parents
- Create a resource that succinctly categorises and exemplifies the most common skills used by our pupils which are transferable across disciplines
- Provide simple graphics that can be used easily across the school to highlight the importance of skills development in all learning and teaching.

As a result, using advice in BTC4 and following an audit of skills with input from staff pupils and parents, the Skills School Improvement Group have produced the Trinity High Skills Framework. All departments have visual displays which link to the key skills being developed and profiling has begun in S1 and will continue throughout the academic session to ensure young people capture their talents.

- **Depth**

Increasingly demanding concepts will be introduced to pupils during the S1-S3 stage of learning. They will have the opportunity to build and learn new skills and develop progressively more complex cognitive abilities. Through a programme of personalisation and choice at the end of S2, pupils will be provided the time to study chosen subjects in depth. Many pupils will achieve outcomes in these curriculum areas at the third level by the end of S2 and the fourth level by the end of S3. In some cases, learning may stretch beyond third and fourth levels in S3.

Interdisciplinary opportunities which allow learning to connect skills between subject areas, across curricular areas, special focus learning events and whole school opportunities will provide further depth. With Literacy and Numeracy being key priorities locally and nationally additional time has been made available in the BGE to support both areas of learning. During the Senior Phase depth of learning will continue to be provided through opportunities for pupils to engage with increasingly demanding concepts, develop progressively more complex cognitive abilities and build and learn new skills. This will be provided through working towards National Qualifications at the appropriate level for each individual pupil as well as whole school personal development opportunities. The senior phase will allow depth of study at different levels depending on pupil interest, aptitude and aspiration. The



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potential will exist for by-passing of lower levels for pupils, if appropriate, and pupils in S5/6 will have opportunities to pick up qualifications at appropriate levels in new subjects.

Personalisation and choice

A common curriculum for all pupils in S1-2 will be provided. Within this common curriculum there will be opportunities for personalisation and choice in many aspects of their learning. Classroom practitioners will ensure, where appropriate personalisation and choice will be available as a key aspect of pupil's learning. At the end of S2 pupils will be allowed to personalise their curriculum in four curricular areas: Technologies; Expressive Arts; Social Subjects; and Sciences. This will ensure personal motivation remains high and pupils are fully engaged in learning. This approach will provide a balance between traditional strengths and personal development courses. Departments may also develop new courses to offer pupils as the structure develops. Pupils will make choices for the Senior Phase at the end of S3. With increased personalisation and choice introduced at the end of S2, all pupils will have covered a broad and general education by the end of S3. In the Senior Phase with pupils will have further opportunities for Personalisation and choice in choosing 8 options in S4 (session 2023/24) and up to 6 options in S5/6. Pupils will have a choice to study at the various levels throughout the Senior Phase. By working in partnership with our partner schools, we will strive to extended choices especially in S5/6. As well as this, we will provide a variety of Vocational choices both within Trinity High School and in partnership with West College Scotland and other local providers. (Please see appendix with partnership working.) This offers pupils a greater degree of flexibility of choice. They will also be offered greater personalisation and choice through a number of curricular and whole school opportunities to develop new skills and further develop their own interests. This is further enhanced through the learning opportunities provided through Caritas, Duke of Edinburgh, Saltire Awards, NPA, and YASS courses.

- **Coherence**

A coherent experience with clear links between different aspects of learning will be evident when viewing all learning activities across the BGE and the Senior Phase. Colleagues across curriculum areas will work together to provide a coherent experience for pupils within the curriculum area and across the significant aspects of learning. As interdisciplinary opportunities develop across curricular areas this will ensure our curriculum is coherent and encourages pupils to make connections across the learning.

- **Relevance.**

Positive and sustained destinations are a clear driver for our curriculum and as such the purpose of all learning opportunities should be clear to all pupils. The relevance of all lessons should be apparent to pupils through effective planning of courses. This curriculum model aims to enhance relevance through offering choices at key



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transitional stages that focus on personal development, health and wellbeing and which enhance skills for life, work and learning. The purpose of learning should continue to be clear in the Senior Phase. Courses will be planned to ensure pupils understand the current, and future, relevance of the activities they are engaged in. By providing a wide range of subjects and experiences across the curriculum relevance will be reinforced and enhanced. By working within curricular areas and with external partners our curriculum will have a clear focus on developing skills for learning, life and work. This will be evidenced through links with business partners, work experience opportunities, community involvement programmes and partnership with further and higher educational establishments. This will ensure our drive to reduce youth unemployment in Renfrewshire remains at the forefront of our planning.



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Appendix 1: Responsibilities of All

Responsibility of All - Literacy and Numeracy

- All course plans in all curricular areas will have the contributions to Literacy and Numeracy embedded in practice. In session 2022/23, our tracking working group has re-evaluated where Literacy and Numeracy outcomes are covered across faculties to help ensure these are embedded. We have a three year plan to support the development of Numeracy skills across our curriculum and a transition cluster working group which is focusing on embedding strategies at from primary and beyond. A similar approach to Literacy will begin in 2023/24.

Responsibility of All - Health and Wellbeing

- All course plans in all curricular areas will have the contributions to Health and Wellbeing embedded in practice. An audit of Health and Wellbeing outcomes has also been conducted and updated as of session 2022/23.

Personal Support

- Every pupil will work on a weekly basis with their allocated Pastoral Support Teacher to ensure their personal support entitlement is met effectively. Support is also offered via our Inclusive Support Team with Pupil Support teachers, ASNAs and classroom assistants.



Appendix 2: Curricular Structure

S1 Curricular Structure:

- Pupils' entitlement to Personal Support will be delivered through a timetabled period and is provided by the child's Pastoral Support Teacher.

Language	Mathematics	Science	Social Subjects	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
English (4) Modern Languages (3)	Mathematics (5)	Integrated Science (3)	Geography History Modern Studies (3) Delivered in rotation	Computing/Business Studies (2) Delivered in Rotation Home Economics (1) Technical (2)	Art & Design (2) Music (2)	PE (2) PSE (1)	RE (2)
7	13	15	18	23	27	31	33

S2 Curricular Structure:

- Pupils will mainly continue with subjects as in S1. This provides the opportunity to explore subjects in depth, to move on to the Level 3 Experiences and Outcomes and to begin to prepare pupils for increased personalisation opportunities at the end of S2.
- Pupils' entitlement to Personal Support will be delivered through a timetabled period and is provided by the child's Pastoral Support Teacher.

Language	Mathematics	Science	Social Subjects	Technologies	Expressive Arts	Health & Wellbeing	Religious & Moral Education
English (4) Modern Languages (3)	Mathematics (4)	Integrated Science (3)	Geography History Modern Studies (3) Delivered in rotation	Computing/Business Studies (2) Home Economics (2) Technical (2)	Art & Design (2) Music (2)	PE (2) PSE (1)	RE (2)
7	11	15	18	24	28	31	33

S3 Curricular Structure:

- At the end of S2, pupils will have the opportunity to make choices within some of the curricular areas as and when Level 3 Experiences and Outcomes have been achieved.
- Young people will have the opportunity to study both French and Italian.
- Pupils will continue with English, Languages and Mathematics. There will be the opportunity to personalise aspects of their curriculum in Science, Social Subjects, Technologies and Expressive Arts.
- Pupils will be given the opportunity to choose two from History, Geography and Modern Studies. This choice will be made around Spring in S2 to ensure those pupils



have achieved the Level 3 Experiences and Outcomes across the complete Curriculum Area.

- Science continues to be an integrated course until Easter in S2 at which point pupils will be able to choose two from Chemistry, Biology and Physics. This will allow pupils to meet the entitlement to achieve the Level 3 Experiences and Outcomes across the Science curriculum area.
- Subject departments within curricular areas will work closely together to ensure a coherent experience for pupils.
- Pupils' entitlement to Personal Support will be delivered through a timetabled period and is provided by the child's Pastoral Support Teacher.

Language	Mathematics	Science	Social Subjects	Technologies	Expressive Arts	Personalisation column	Health & Wellbeing	Religious & Moral Education
8	5	3	3	3	3	3	3	2
English (5) Modern Languages (3)	Mathematics (5)	Personalisation and choice. One from each curricular area and an eighth choice which allows for a second focus in one of the curricular areas.					PE (2) PSE (1)	RE (2)
8	13	28					31	33

S4 Curricular Structure:

- Pupils will study seven or six subjects (if choosing PE) to the qualification stage.
- English and Mathematics will be compulsory.
- Four periods will be allocated to English and Mathematics (Additional time in these key areas has been front loaded into the BGE in S3 where Literacy and Numeracy is targeted). The other four subjects will be allocated five periods.
- Pupils' entitlement to Personal Support will be delivered through a timetabled period and is provided by the child's Pastoral Support Teacher.

English	Mathematics	Option 1	Option 2	Option 3	Option 4	Health and Wellbeing	Religious & Moral Education
4	4	5	5	5	5	3	2
English (4)	Mathematics (4)	4 Options from any curricular area.				PE (2) PSE (1)	RE (2)
4	8	28				31	33



S5/6 Curricular Structure:

- Pupils will continue to study five subjects or timetabled experiences. These could include alternative qualifications such as College courses or Skills for Work courses.
- Pupils' entitlement to Personal Support will be delivered through a timetabled period and is provided by the child's Pastoral Support Teacher.
- English will be compulsory with Mathematics strongly recommended to the majority of the cohort.
- Pupils' entitlement to Physical Education will be met by allowing them to choose PE as an optional course.
- S6 Pupils will be entitled to **reduce their option choice by one column**. This will allow for wider learning such as leadership opportunities, community volunteering or extended work experience.
- Six periods will be allocated to each option.

Option 1	Option 2	Option 3	Option 4	Option 5	Health & Wellbeing	Religious & Moral Education
6	6	6	6	6	1	2
5 Options from any curricular area.					PSE (1)	RE (2)
30					31	33



Appendix 3: Partnerships

Through the delivery of this curricular structure, we will offer a variety of different pathways for all our young people. We endeavour to provide a mainstream offer to all young people with courses and awards internally offered and to maintain relationships with external partnerships to offer a robust curriculum which meets the needs of all learners.



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Appendix 4: Life in Each SIMD decile for Trinity High School pupils

SIMD Decile	Education Datazone	Health Datazone
1 (14% of Trinity High School pupils live in SIMD 1)	<ul style="list-style-type: none"> Working age people with no qualifications are 65% greater than the national average 13% of 16-19 year olds are not in education, employment or training Average school attendance is 74% 4% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 25% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 171% greater than the national average. Emergency stays in hospital are 72% greater than the national average. Drug related stays in hospital are 441% greater than the national average
2 (15% of Trinity High School pupils live in SIMD 2)	<ul style="list-style-type: none"> Working age people with no qualifications are 56% greater than the national average 9% of 16-19 year olds are not in education, employment or training Average school attendance is 75% 4% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 21% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 73% greater than the national average. Emergency stays in hospital are 49% greater than the national average
3 (14% of Trinity High School pupils live in SIMD 3)	<ul style="list-style-type: none"> Working age people with no qualifications are 38% greater than the national average 8% of 16-19 year olds are not in education, employment or training Average school attendance is 78% 6% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 21% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 35% greater than the national average. Emergency stays in hospital are 34% greater than the national average
4 (13% of Trinity High School pupils live in SIMD 4)	<ul style="list-style-type: none"> Working age people with no qualifications are 10% greater than the national average 6% of 16-19 year olds are not in education, employment or training Average school attendance is 82% 7% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 19% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 16% less than the national average. Emergency stays in hospital are 26% greater than the national average.
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5 (5% of Trinity High School pupils live in SIMD 5)	<ul style="list-style-type: none"> Working age people with no qualifications are 5% less than the national average 5% of 16-19 year olds are not in education, employment or training Average school attendance is 83% 7% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 18% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 7% less than the national average. Emergency stays in hospital are 9% greater than the national average
6 (4.3% of Trinity High School pupils live in SIMD 6)	<ul style="list-style-type: none"> Working age people with no qualifications are 23% less than the national average 4% of 16-19 year olds are not in education, employment or training Average school attendance is 87% 9% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 16% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 27% less than the national average. Emergency stays in hospital are in line national average.
7 (2.2% of Trinity High School pupils live in SIMD 7)	<ul style="list-style-type: none"> Working age people with no qualifications are 30% less than the national average 4% of 16-19 year olds are not in education, employment or training Average school attendance is 88% 11% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 15% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 40% less than the national average. Emergency stays in hospital are 5% less than the national average.
8 (12% of Trinity High School pupils live in SIMD 8)	<ul style="list-style-type: none"> Working age people with no qualifications are 38% less than the national average 3% of 16-19 year olds are not in education, employment or training Average school attendance is 89% 11% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 14% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 63% less than the national average. Emergency stays in hospital are 9% less than the national average.
9 (15.5% of Trinity High School pupils live in SIMD 9)	<ul style="list-style-type: none"> Working age people with no qualifications are 47% less than the national average 2% of 16-19 year olds are not in education, employment or training Average school attendance is 92% 12% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> 13% of the population are prescribed drugs for anxiety, depression or psychosis. Hospital stays due to alcohol misuse are 67% less than the national average. Emergency stays in hospital are 16% less than the national average.



<p>10 (2% of Trinity High School pupils live in SIMD 10)</p>	<ul style="list-style-type: none"> • Working age people with no qualifications are 58% less than the national average • 3% of 16-19 year olds are not in education, employment or training • Average school attendance is 92% • 14% of 17-21 year olds enter higher education 	<ul style="list-style-type: none"> • 12% of the population are prescribed drugs for anxiety, depression or psychosis. • Hospital stays due to alcohol misuse are 78% less than the national average. • Emergency stays in hospital are 16% less than the national average. • Drug related stays in hospital are 79% less than the national average
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