



Balfour High School

Curriculum Rationale & Framework (draft May 2019, updated Dec 21)

*'Education is the passport for the future,
for tomorrow belongs to those who prepare for it today'*

- *Malcolm X*

Our vision

We are committed to providing a caring, inclusive and high achieving school community where young people have a positive and meaningful experience. We have high expectations and are ambitious for all of our young people. We are committed to ensuring that they are equipped with the resilience and mind-set to compete and contribute confidently and compassionately in a modern, ever changing world. We recognise that the right blend of **knowledge, skills, attributes and qualifications** will provide the foundation for our young people to succeed in life beyond school.

Our core values & the curriculum

To ensure that our young people are challenged, supported and thrive in our community, we believe that a values-based approach is central to setting our tone and getting it right for every learner. To that end, our curriculum offer, learning pathways, skills framework and wider achievement opportunities reflect our core values: **honesty, fairness, respect, responsibility and trust**. The structure of the curriculum reflects our school vision and commitment to fairness and respect for our learners. Through robust communication, we are keen to maintain the trust of young people, their parents/carers and our partners who co-design and enhance our offer. Together, our aim is to maximise the successes and achievements of our young people.

The curriculum at Balfour High School is built around the entitlements. Every young person is entitled to:

- *a coherent curriculum*
- *a broad general education (S1-3)*
- *a senior phase with opportunities to achieve qualifications, awards and other planned activities that develop the four capacities*
- *opportunities to develop skills for learning, skills for life and skills for work*
- *personal support to help maximise potential*
- *support to move into a positive destination beyond school*

Summarised from Building the Curriculum 3, Education Scotland

Rationale for the curriculum at Balfron High School

The four capacities are central to our curriculum and purpose.

These attributes will support young people in maximising their potential as positive citizens, in a rapidly changing world.



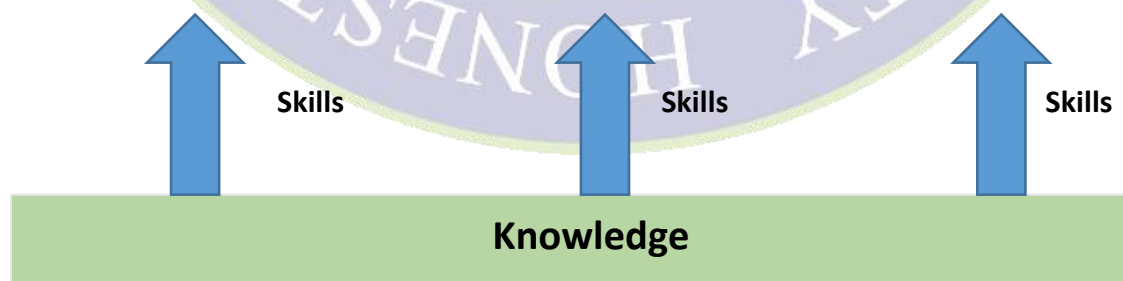
Application of the principles of curriculum design to our curriculum

Our curriculum has been designed to provide breadth in the BGE and depth, leading to maximum accreditation opportunities, in the Senior Phase.

We plan learning that is age and ability appropriate and that has a context to provide **challenge & enjoyment**.

The content is planned in meticulous detail, considering the 'what' of what is to be learned along with the how (pedagogy). All content is considered beyond the core to ensure that the curriculum is not limiting.

"Skills are knowledge in action. They emerge from knowledge"



Robertson, B. 2021

Review, planning and development takes account of **coherence** and **relevance** in each subject area. To support this external partners are consulted and used to develop and enhance our curricular offer.

Respect

Honesty

Responsibility

Fairness

Trust

Personalisation & choice is available through pedagogy, IDL and choice in subject areas. This could include a choice of resource, activity or method/action to demonstrate what has been learned.

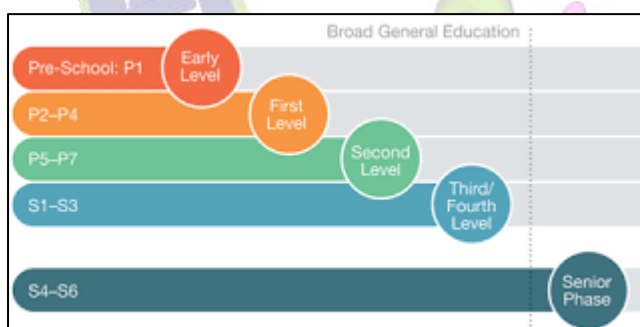
Key features and milestones in learning is considered to ensure that there is **progression** in our learners' journeys from the BGE to through the Senior Phase. We regularly review the learning in the BGE to ensure that our learners develop the knowledge and skills required to be successful in the senior phase.



The Four Contexts for Learning

- Curriculum areas and subjects
- Interdisciplinary learning (Eg Remembrance)
- Ethos and life of the school (Extra-curricular)
- Personal achievement (Eg Duke of Edinburgh Award)

The Broad General Education at Balfron High School

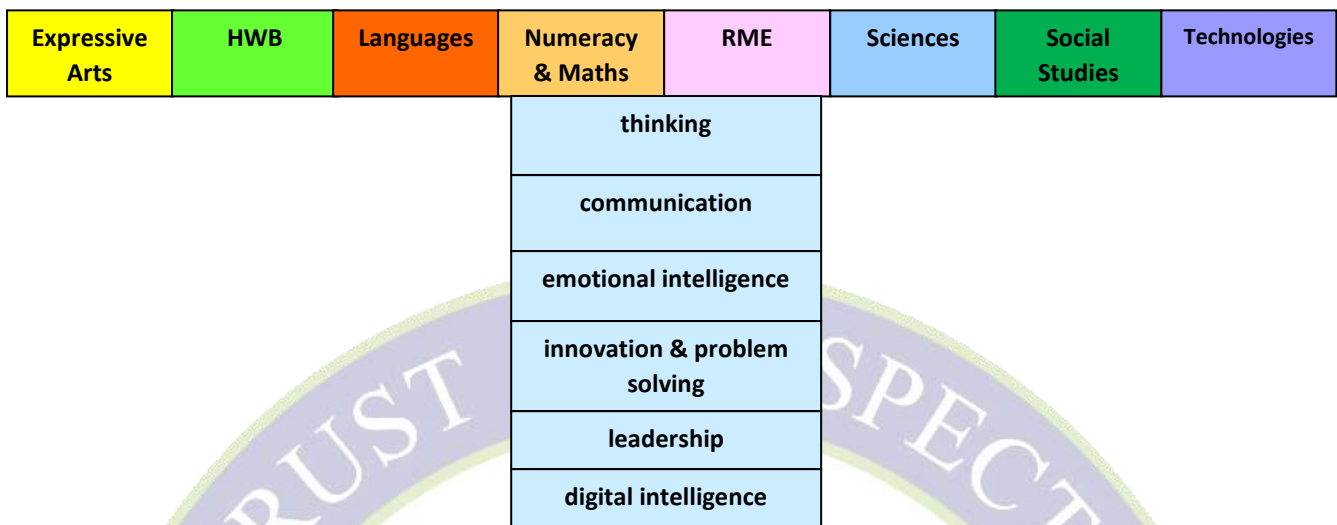


The BGE at Balfron is broad and general but not a 'common course'. Young people work through programmes and courses designed to recognise their levels and next steps for learning. The BGE is designed based on the principles of CfE (challenge & enjoyment, breadth, progression, depth, personalisation & choice, coherence and relevance). The

curriculum is built on the wide range of learning experiences from primary school, which is enhanced by a strong commitment to working as a learning community where there is a focus on literacy and numeracy.

Almost all of our young people have achieved 2nd level when they arrive at Balfron High School and many have started their journey through 3rd level. Courses and programmes are planned to take account of this.

Developing skills in the BGE



Young people at Balfron High will develop skills in the contexts of the curriculum. This is planned through activities and pedagogy (Eg regular formative assessment, leadership programme, cooperative learning activities, Making Thinking Visible)

In addition to core courses and programmes, skills are developed through Inter-Disciplinary Learning, through our ethos (inter-house, leadership opportunities, clubs, trips and activities) and personal achievements.

S1 Curriculum overview

FC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2ppw	English			Maths			French			Social subjects			Science			BDT		PE		HE/HWB		Music		Art		RME		PSE		ICT	

S1 is a transition year for young people.

Wider achievement and project based learning activities include:

- S1 outdoor teambuilding day (extraction)
- S1 Micro-tyco (form class)
- Race for the Line (maths & technologies & part extraction with Army)
- Who am I? (IDL – English)
- Remembrance (IDL history, English & music)
- Inspire-Aspire (PSE)
- Accelerated reader (English)
- Yellow Candle Appeal (extraction afternoon)

Bespoke ASN programmes/activities include:

- Literacy Group
- Extended transition activities

- Forest schools
- IDL literacy and numeracy digital package
- Art for wellbeing support intervention

S2 Curriculum Overview

FC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2ppw	English			Maths				Modern Languages			Social subjects			Science			D and T		Digital Art	Art	Music	RME	PSE	PE	HE / BUS / MuT / DR						

Drama, music technology and digital art are recent additions to the S2 experience and reflect our vision and commitment to building confidence and expression of young people (drama) and a drive to prepare learners for a modern, changing world through the application of digital skills.

Wider achievement and project based learning activities include:

- S2 Youth Philanthropy Initiative (YPI)
- STEM IDL (extraction and in-class connections – technologies, science, maths)

Bespoke ASN programmes/activities include:

- Literacy Group
- Forest schools
- IDL literacy and numeracy digital package
- Art for wellbeing (support intervention)

S3 Curriculum Overview

FC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2ppw	English			Maths				sub 1		sub 2		sub 3		sub 4		sub 5		sub 6		sub 7		sub 8		sub 9		PSE	PE	RME	Leadership		

Expressive Arts	Sciences	Social subjects	Technologies	Health	Maths	Languages	CORE
Art and Design	Biology	Business Management	Design and Manufacture	PE	Maths	English	RME 1 period
Drama	Chemistry					French	PSE 1 period
Music Tech	Physics	Geography	Engineering Science			Spanish	PE 2 periods
Music Perform		History	Graphic Com				Leadership 1 period
		Modern Studies	Hospitality				
		RMPS	Practical Woodwork				

In S3, young people study a maximum of 11 subjects, 9 of which are elective specialisation courses. Core subjects include English, maths, RME, PE, PSE and leadership. At least one elective subject must be chosen from each of the remaining curricular areas (expressive arts, science, social studies and technologies). For most young people, 4th level experiences and outcomes provide opportunities for specialisation and depth. **From January of S3**, focus is on transition to National Qualifications (NQs). At this time learners will consider progress and identify a pathway into a maximum of **7 NQs** into the senior phase (S4).

Our Leadership Programme is delivered in S3 and begins the progression to SCQF Level 6 leadership certification in the Senior Phase.

Wider achievement and project based learning activities include:

- John Muir Award (optional & extracted)
- Duke of Edinburgh (out of school hours in partnership with Balfron Award Group)

Bespoke ASN programmes/activities include:

- Art for wellbeing
- ASDAN

The Senior Phase (S4-6)

By the end of the BGE, almost all pupils will have developed from a wide range of learning experiences. Pupils will have progressed at difference rates and most will have reached 3rd level outcomes. Many will have progressed through 4th level in all curricular areas. Other pupils with Additional Support Needs (ASN) will have progressed through more bespoke plans covering 1st and 2nd levels. All of our pupils will have built a strong platform for a successful transition into the Senior Phase to maximise a successful portfolio of qualifications to support their transition beyond school.

THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

This Framework diagram has been produced to show the mainstream Scottish qualifications already credit rated by SQA and HEIs. However, there are a diverse number of learning programmes on the Framework, which, due to the limitations of this format, cannot be represented here. For more information, please visit the SCQF website at www.scqf.org.uk to view the interactive version of the Framework or search the Database.



SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Apprenticeships & SVQs
12			Doctoral Degree	Professional Apprenticeship
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship SVQ
10			Honours Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Professional Apprenticeship
9		Professional Development Award	Bachelors / Ordinary Degree, Graduate Diploma, Graduate Certificate	Graduate Apprenticeship Technical Apprenticeship SVQ
8		Higher National Diploma	Diploma Of Higher Education	Higher Apprenticeship Technical Apprenticeship SVQ
7	Advanced Higher, Awards, Scottish Baccalaureate	Higher National Certificate	Certificate Of Higher Education	Modern Apprenticeship SVQ
6	Higher, Awards, Skills for Work Higher			Modern Apprenticeship Foundation Apprenticeship SVQ
5	National 5, Awards, Skills for Work National 5			Modern Apprenticeship SVQ
4	National 4, Awards, Skills for Work National 4	National Certificate	National Progression Award	SVQ
3	National 3, Awards, Skills for Work National 3			
2	National 2, Awards			
1	National 1, Awards			

S4 Curriculum Overview

The senior phase begins in S4 with pupils studying towards a maximum of **seven** timetabled National Qualifications (NQs). All NQ courses have four periods per week. In addition, all young people are entitled to two periods of core PE, and a period of PSE/RME delivered on a rota throughout the year. Pupils can study at National 3, 4 or 5 level.

FC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2ppw	English				Maths				Col C				Col D				Col E				Col F				Col G				PE	RME/PSE	

Wider achievement and project based learning activities offered include:

- Work Experience

Bespoke ASN programmes/activities include:

- NQ Travel & Tourism
- NQ Retail
- ASDAN courses

Links with Forth Valley College

The SCOTS programme offers a taste of different subject areas from Engineering to Art and from Childcare to Sport. The taster courses in the SCOTS (school-college opportunities to succeed) help young people develop a better idea of the career path that they would most like to follow. <https://www.forthvalley.ac.uk/ways-to-study/school-partnership/>

Course Choices as at February 2022

Subjects available	Subjects available	Subjects available
Art and Design	French	Physics (not N4)
Biology (N4 or N5)	Geography	Practical Cookery
Business Management	Graphic Communication	Practical Woodwork
Chemistry (N5 only)	History	Spanish
Design and Manufacture	Modern Studies	
Digital Art (NPA)	Music Technology	SCOTS (Mondays FVC)
Drama	Music (Performing)	For SCOTS info contact Dr Appelquist at appelquistc01s@glow.sch.uk
Engineering Science	PE	

S5 Curriculum Overview

In February/March of S4, all young people consider which subjects to take into S5. Pupils progress into five specialist courses.

Pupils have access to courses at National 3, 4, 5 and Higher in addition to courses with SCQF level 5 and 6 accreditation. Higher courses are allocated 6 periods, N5 courses are allocated 4 periods.

FC	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
2ppw	Col A			Col B			Col C			Col D			Col E			HWB															

Links with Forth Valley College

<https://www.forthvalley.ac.uk/ways-to-study/schools/>

School partnership courses are offered. Pupils are extracted from timetabled classes on a Friday to attend. Supervised study periods are allocated through the week to allow catch-up time.

Foundation Apprenticeships are offered and run on two afternoons per week. To allow for travel, pupils miss one period each day.

PSE is delivered by extraction on rotating days of the week to minimise impact on subjects. Pupils

S6 Overview

We believe that S6 should provide preparation for life beyond school. The curriculum has more flexibility to allow breadth or depth. A focus on leadership skills, teamwork and service to the community are encouraged. We believe that this provides the last few pieces of the jigsaw to help pupils on their way.

We have embarked on a partnership with NuVuX that allows us to offer design studio opportunities. These are offered to S6 pupils <https://nuvux.nuvustudio.com/>

We support and encourage work experience for senior pupils.

Digital Consortia Arrangements

Colleagues from each of Stirling Council's High Schools is working on a consortium offer that young people can access online from their own school. This is subject to change and will be updated annually.

Course choices for NQ courses (S5/6) as at February 2022

Subjects available	Subjects available	Subjects available
Art and Design	Lab Skills (Skills for Work N5)	For all courses below - see Mr Cameron
Biology (N4/5, not H, AH)	Maths or Apps of Maths	FVC (all day Fridays) <ul style="list-style-type: none"> - Construction (FA level 4) - Creative Industries (SfW N5) - Early Education & Childcare (SfW N5) - Events (NPA level 5) - Hospitality (FA level 5) - Make-up artistry (level 4) - Sound production (NPA level 6) - Travel & Tourism (NPA level 5)
Business Management	Modern Studies	
Chemistry	Music (Performing)	
Design and Manufacture	Music Technology	
Drama	PE	
Energy (Skills for Work N5)	Photography (mainly for S6, but S5s can do if spaces)	
Engineering Science	Physics	
English	Practical Cookery (N5 only)	
Enterprise & Employability (NPA level 4/5)	Practical Metalwork (N5 only)	
French	Practical Woodwork (N5 only)	
Geography	Printmaking (H unit only, mainly for S6 pupils)	FVC (Foundation Apprenticeships on Tues & Thurs afternoons at Stirling Campus) <ul style="list-style-type: none"> - Business Skills (do over 2 years or 1 year fast track) - IT Hardware support (campus tbc) - IT Software development (campus tbc) - Social services: children and young people (do over 2 years or 1 year fast track) - Social services & healthcare (do over 2 years or 1 year fast track) - Media (do over 2 years or 1 year fast track)
German (not AH)	Retail (Skills for work level 4)	
Graphic Communication	RMPS (N5/H)	
History	Spanish	
Human Biology (H only)	Travel & Tourism SfW level 4	

Extra-curricular Activities

We have a wide range of extra-curricular activities from sport to the arts, from dungeons and dragons to science club. An overview is shared with young people and parents termly.

Respect

Honesty

Responsibility

Fairness

Trust



Appendix for Parents and Carers

Old V New: Understanding levels over time

