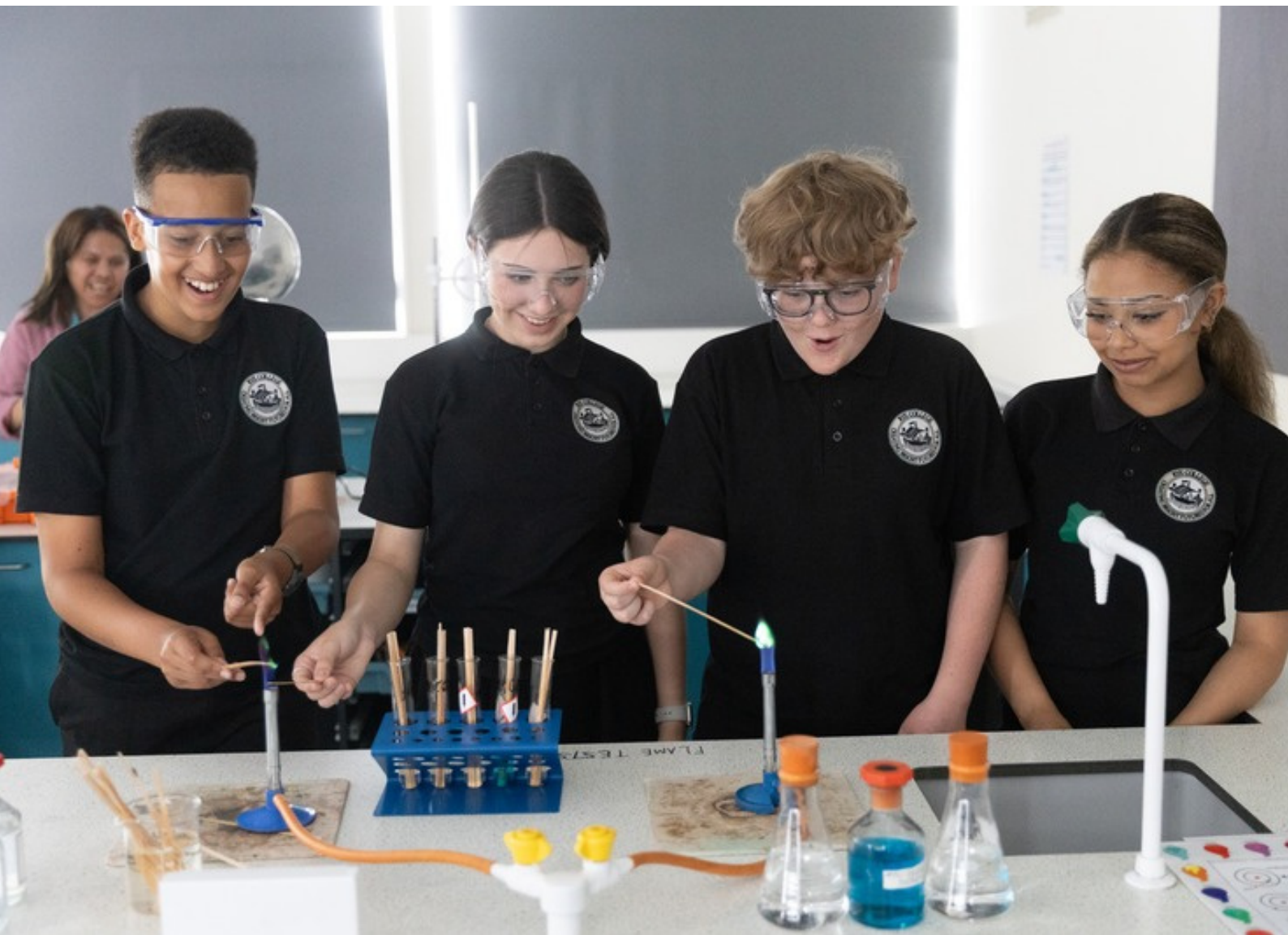




Rye College

CURRICULUM BOOKLET

2026_27



Creating Bright Futures for All

Curriculum Entitlement for Key Stage Three at Rye College 2026/27

In Years 7, 8 and 9, students receive the following number lessons per fortnight.

Subject	Hrs	Subject	Hrs
Mathematics	8	Language (French)	3
English Literature/Language	8	Technology	2
Science	8	Food Technology	2
History	3	Computing	1
Geography	3	Life Education	1
Art	3	Religions and Beliefs	2
Performing Arts (Dance/Drama)	2	Physical Education	3
Music	1		



Curriculum Entitlement for Key Stage Four at Rye College 2026/27

The range of GCSE qualifications on offer to students in Years 10 and 11 reflects the interests and aspirations of the students.

Below is a list of the qualifications currently being studied by students at Rye College and the number of lessons allocated per fortnight.

Current Y10 Key Stage 4 Compulsory	Current Y10 Key Stage 4 Choices All 6 lessons per fortnight / All GCSE unless named
English Language and Literature 8 lessons	Triple Science (15 lessons total) Geography History French Fine Art Art and Craft Dance Drama Photography Music Sports Science: (OCR Cambridge National) Engineering: (OCR Cambridge National) Hospitality and Catering: (WJEC)
Mathematics 9 Lessons	
Double Award Science 9 Lessons	
Physical Education (core) 3 lessons	
Religions and Beliefs (core) 2 lessons	
Life Education 1 lesson	



Current Y11 Key Stage 4 Compulsory	Current Y11 Key Stage 4 Choices All 6 lessons per fortnight / All GCSE unless named
English Language and Literature 8 lessons	Triple Science (14 lessons total) Geography History French Fine Art Art and Craft Dance Drama Photography Music Sports Science: (OCR Cambridge National) Engineering: (OCR Cambridge National) Electronics: (OCR Cambridge National)
Mathematics 8 Lessons	
Double Award Science 8 Lessons	
Physical Education (core) 3 lessons	
Religions and Beliefs (core) 2 lessons	
Life Education 1 lesson	

Meet Our Team - Curriculum Areas

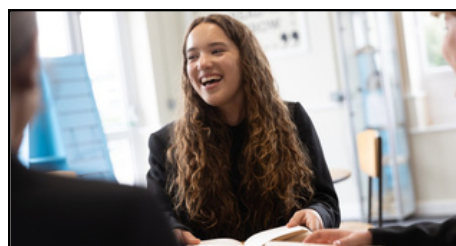
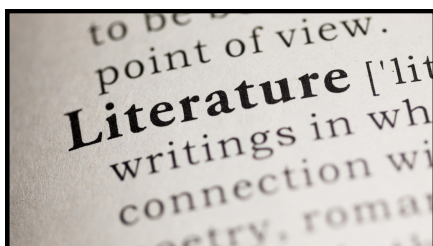
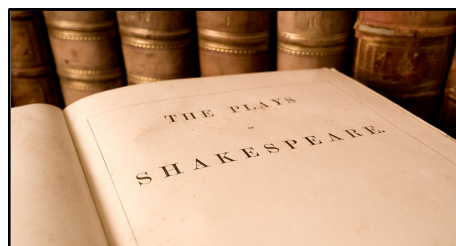
Subject	Representative
English Language and English Literature	Mrs. Chillingworth Head of English
Mathematics	Mrs. Harrison Head of Mathematics
Combined Science and Triple Science	Miss Veness Head of Sciences
History	Mr. Wynne Head of History
Geography	Mrs. Willett Head of Geography
French	Miss Blankson Head of French
Art, Craft and Design, Fine Art and Photographic Art	Mrs. Charlton-Matthews Head of Art
Dance	Mrs. Greenough Head of Performing Arts
Engineering	Mrs. Willis Assistant Head Teacher: STEM
Hospitality and Catering	Mrs. Hegedus-Kordely Teacher of Food Technology
Drama	Mrs. Greenough Head of Performing Arts
Music	Mr. Harrison Teacher of Music
Sports Science	Mr. Gambrell Head of PE
Religion and Beliefs	Rev. Phipps Head of Religious Education
Life Education	Mrs. Starkey Learning Director - Pathways

The Rye College Curriculum

Your Core Qualifications

Key Stage 3 English at Rye College

English is a vital subject at the heart of the curriculum, which teaches and develops so many essential skills. Our mission is to provide students with a wide range of engaging, inspiring and thought-provoking texts, both from Literary Heritage and contemporary authors, along with introducing and embedding the key skills they will need to be highly successful in their GCSEs. One of the ways we do this is to regularly assess students in reading, writing and speaking and listening against the GCSE assessment objectives. As reading will improve students' ability in all aspects of the subject, we strongly feel that reading for pleasure is something all students should be engaging in, so all KS3 students have one lesson a week in the Library, with their homework predominantly focused on reading for pleasure at home. We have an English specialist tutor, as well as a Higher-Level Teaching Assistant (HLTA), who are highly effective at providing intervention and support to students across both key stages, to ensure that all students have the best chance of excelling.



GCSE English Language and GCSE English Literature

Head of Subject: Mrs. Chillingworth

Awarding Body: Eduqas

Notes: Students are expected to purchase the studied texts

The new English Language specification allows for the study of a wide range of fiction and non-fiction texts spanning the 19th, 20th and 21st centuries. Students will be encouraged to make connections between their readings and analyse the writer's craft. Reading and writing will be equally weighted for final English Language qualifications, with speaking and listening remaining in the teaching programme. Students will develop skills to use more challenging writing skills, including narrating and persuading.

The English Literature specification allows for a wealth of literature to be covered including: 19th century novel, a Shakespearean play, poetry from 1789 and British fiction or drama from 1914. Students will also be presented with an unseen text in the examination. The texts we are planning on covering include: 'Romeo and Juliet', 'An Inspector Calls', 'A Christmas Carol' and a prescribed poetry anthology.

Progression Routes: The career opportunities related to English Language and Literature are endless, but some examples might be: digital copywriter, editorial assistant, English as a foreign language teacher, lexicographer, magazine journalist, newspaper journalist, publishing copy-editor/proofreader, school teacher and writer. Students can also go on to study English Literature, English Language, and English Literature and Language A-Levels.

Mathematics at Rye College

At Rye College Mathematics Department, our vision is to create *Brighter Students for All* by inspiring every student to develop the same passion, curiosity and enthusiasm for mathematics that we share as a team.

We believe that all students can succeed in mathematics when they are supported within a culture of high expectations, strong relationships and a commitment to continual improvement. Our classrooms are safe, inclusive learning environments where mistakes are viewed as an essential part of learning. Students are encouraged to take risks, explain their thinking, question one another respectfully and openly discuss where they have gone wrong. By creating a culture where students feel safe to share their responses and misconceptions, we develop resilience, confidence and deeper mathematical understanding.

Our curriculum is carefully sequenced to build fluency, reasoning and problem-solving skills over time, ensuring that students secure foundational knowledge before moving on to more complex concepts.

The Mathematics Department at Rye College are dedicated to ensuring that not only are students ready and well prepared for their Mathematics GCSE examinations, but that they are able to use their mathematical knowledge to problem solve effectively and to use these skills in the real world to make great financial decisions. Mathematics features in every aspect of our lives and is such an important part of the world we live in, having a strong understanding of mathematics helps to create bright futures for all.

Mathematics encourages creative and innovative thinking through the acquisition and application of mathematical knowledge. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity of the subject

Key Stage 3 Mathematics

Our curriculum is driven by high expectations for all, regardless of starting point. We develop students' fluency, reasoning and problem-solving skills, encouraging resilience and a 'can-do' attitude so every learner can exceed their own expectations.

In Years 7, 8 and 9, we follow the White Rose Maths scheme which is carefully sequenced to build secure foundations and develop deep, connected understanding. Through variation, reasoning and problem solving, students are supported and challenged, with opportunities to think deeply and stretch their understanding. Students in Key Stage 3 are also offered opportunities to further develop their mathematical thinking through participation in the UKMT Maths Challenge and Axiom Maths.

We promote inclusion and celebrate individual strengths, ensuring all students feel confident, valued and able to flourish in mathematics.

Year 10 Mathematics

Year 10 students follow the White Rose Maths GCSE Scheme of Work. We have adopted this programme because of its carefully sequenced curriculum, strong focus on developing deep understanding, and evidence-informed approach to teaching and learning. The scheme is designed to build secure mathematical knowledge through small, coherent steps, frequent retrieval of prior learning, and opportunities for reasoning and problem solving. This approach helps students develop greater confidence, retain knowledge more effectively, and establish strong foundations for success at GCSE and future mathematical study.

Year 11 Mathematics

Year 11 students are studying the Edexcel GCSE Mathematics two-year Scheme of Work. The curriculum is structured to ensure full coverage of the GCSE specification, revisiting and consolidating key concepts from Number, Algebra, Ratio and Proportion, Geometry and Measures, Probability, and Statistics. Throughout the course, students develop confidence in applying mathematics to a range of familiar and unfamiliar contexts, supported by regular assessment and targeted intervention.

Progression Routes: from a GCSE Mathematics, students can progress on to study Mathematics at A-Level. The career opportunities related to Mathematics are actuary, accountant, computer programmer, doctor, engineer, teaching, physicist, and construction. In fact, many careers are underpinned by Mathematics so this list would be extensive.

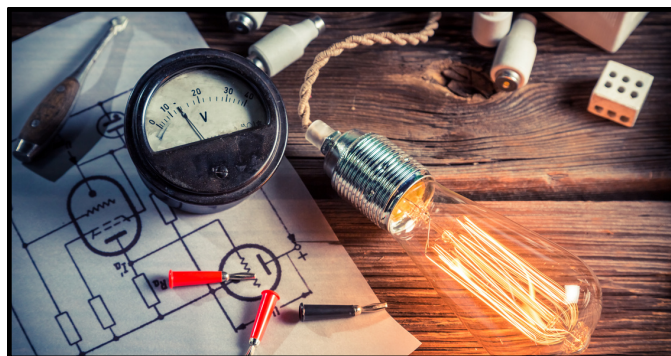


Your Sciences

Key Stage 3 Science

The Rye College Science faculty ethos is that learning should be student-led, active and contextualised. We explore how Science fits into our everyday lives and how it challenges our understanding so that students appreciate key scientific concepts and its relevance.

At Key Stage Three, students study a combination of Biology, Chemistry and Physics. Units cover a variety of topics including cells, interdependence, particles, energy and forces. Practical work is an important part of science teaching and is included in as many lessons as possible. Students are assessed at the end of each topic and receive feedback twice before each topic assessment.



Head of Subject: Miss Veness
Awarding Body: AQA

The combined sciences provide the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of the knowledge, methods, processes and uses of science.

They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

GCSE Combined Science, a double award GCSE course, provides students the opportunity to investigate and understand these key ideas, incorporating learning from across each of the three sciences (Biology, Chemistry and Physics). Students will get hands-on with a range of practical investigations, which are integrated into the course content, to create an interactive learning experience.

Progression routes: GCSE Combined Science is designed to provide students with a strong grounding in scientific knowledge and methodology. This foundation forms the basis of modern understanding and will allow students to move onto more complex learning across the whole curriculum. In particular, science forms the foundations for a range of social and human sciences such as Sociology and Psychology at A-Level, and Sports Science and Management.

GCSE Triple Science – GCSE Biology, GCSE Chemistry, and GCSE Physics

Head of Subject: Miss Veness

Awarding Body: AQA

Students studying Triple Science will work towards three GCSE qualifications: one for each Science. This option is for students who are seriously considering the future study of science at A-level and university with a view to associated careers. Therefore, this course will only be offered to students who have consistently high-level outcomes during their Year 9 studies, across the three sciences and have a proven track record.



Learning takes place in the laboratory with theoretical work being illustrated by practical activities. There are ten investigations for Biology and 8 in Chemistry and Physics: students keep a practical log of their work and are assessed on their findings in the examinations. The three subjects are studied separately and assessed through examinations.

GCSE Biology

Students have the chance to gain a good understanding of human biology, organisms, evolution and the environment. The course will help put Biology in the context of students' everyday lives with topics ranging from 'keeping healthy' to 'humans and their environment'. The course is designed to help them understand how science can be used to explain the world in which they live and the impact of humans. Teachers are encouraged to develop students' practical skills with hands-on work which helps to engage and enthuse them. Students can see how science is used to solve problems ranging from cures for infectious diseases to creating bio fuels.

Progression routes: GCSE Biology can open the doors to future careers in medicine and the life sciences.

GCSE Chemistry

Chemistry gives students the opportunity to gain a good understanding of: the nature of substances and how they react together; how Chemistry is used in business and industry and how our use of raw materials in fuels and manufacturing can affect the global and local environment. The course is designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. Many of the materials considered are substances that students will come across in their daily lives like drinking water, vegetable oils and metals. This helps engage students by putting their learning in context. Students are encouraged to develop practical skills with hands-on work which helps make the subject come alive in the classroom.

Progression routes: GCSE Chemistry can open doors to future careers in medicine and chemical industries.

GCSE Physics

Physics offers students the chance to gain a good understanding of: the use and transfer of energy waves; radiation and space; the application of Physics. Physics is designed to give students the tools and concepts they need to be able to construct a scientific approach to solving problems. Students will learn to ask and answer questions about the fundamental laws that govern natural phenomena. Students are likely to be engaged by the aspects of the specification that they can relate to their everyday life, such as the efficiency of electrical appliances and braking distances, as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

Progression routes: GCSE Physics can open doors to future careers in engineering and construction.

Your Humanities

Key Stage 3 History at Rye College - Discover the Story of Us!



History isn't just about dates and dusty books – it's the story of people, power, and progress! At Rye College, we believe that **knowing our past helps us make sense of the world today**. Our history curriculum takes you on an exciting journey through time, packed with fascinating people, dramatic events, and big ideas that shaped the world we live in.

What will you explore?

- **What is History?** – Kick things off by becoming a history detective! Learn how historians uncover the past and why it matters.
- **Medieval Mayhem** – Knights, castles, and the Black Death! Discover life in the Middle Ages and how it changed Britain forever.
- **Terrific Tudors** – Power, politics, and plenty of drama. From Henry VIII to Elizabeth I, meet the rulers who transformed England.
- **Empire & the Trade in Enslaved Africans** – Investigate the rise of the British Empire, the brutal trade in enslaved Africans, and their lasting impact on the world.
- **Victorian Visionaries** – Explore the age of industry, invention, and social change.
- **The World at War** – Experience the monumental events of the 20th century: WWI, WWII, and the fight for civil rights in America.

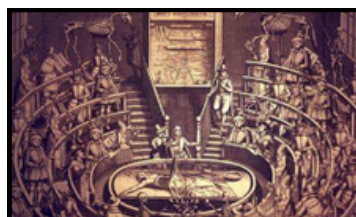
Our curriculum is chronological, exciting, and full of opportunities to think big. You'll develop critical thinking skills, learn to debate like a pro, and sharpen your writing and presentation skills. Plus, our homework projects give you the chance to dig deeper into the past on your own terms. By the end of Key Stage 3, you'll have a strong foundation for GCSE History – and a better understanding of the world around you.

GCSE History at Rye College – Deep Dive into the Past

Head of Subject: Mr. Wynne

Awarding Body: Edexcel - Pearson

At GCSE, history becomes even more fascinating and challenging. Our Edexcel course takes you beyond the basics, exploring big themes, dramatic events, and the people who shaped history. You'll develop advanced skills in analysis, evaluation, and argument – all while studying some of the most compelling stories from the past.



Your four areas of study:

Medicine Through Time (c1250–present)

- Trace the incredible journey of medicine – from medieval beliefs to modern breakthroughs. How did science, war, and individuals transform healthcare?

Elizabethan England (1558–1588)

- Step into the world of Elizabeth I: a queen under threat, a nation on the rise, and an age of exploration and intrigue.

The American West (1835–1895)

- Discover the clash of cultures, the struggle for land, and the myths and realities of life on the frontier.

Weimar and Nazi Germany (1918–1939)

- Explore how Germany moved from democracy to dictatorship – and the forces that shaped one of history's darkest chapters.

What makes GCSE History different?

- You'll **work with real historical sources** and interpretations, learning to question and challenge evidence.
- Build **critical thinking and communication skills** that are valued in every career.
- Prepare for success with a clear focus on **exam technique and independent research**.

History at GCSE isn't just about the past – it's about understanding the world today and your place in it.

Key Stage 3 Geography at Rye College

As Michael Palin stated, “Without Geography – you are nowhere!” Knowing where we are, and how we fit into this world, helps us to see how we can progress globally into a new transnational world. Through a study of the world around us, the Geography curriculum helps to ground students in their culture and place in the world. Through the studies of other countries and the comparisons made, we can better understand our own situations.



At Key Stage Three students develop the skills of a geographer: from map work to location finding before moving through a series of Human and Physical geography units. Students will explore the world around them, both through local geographical examples and by studies of other countries from every continent. Within the course, students’ debating and decision-making skills are tested, so that topical events can be explored and discussed from a range of angles. All the topics and skills feed into the GCSE course framework, so that students have already created the foundations of skills and knowledge needed to excel in their upper school courses.

Lessons are tailored to all levels and styles of learning, to ensure that all can access and enjoy the lessons, whilst challenging students to develop independent thinking skills which benefit them across the curriculum. “Geography is the subject which holds the key to our future... Geography prepares for the world of work – geographers, with their skills of analysis are highly employable.”

GCSE Geography

Head of Subject: Mrs. Willett

Awarding Body: AQA

Geography helps you to make sense of the world around you. It is hands on, it is relevant and it is fun. The GCSE course is a good mix of topics such as urban issues, world development, extreme environments, rivers and hazards – to name but a few. The course will give you the chance to get to grips with some of the big questions that affect our world, and understand the social, economic and physical forces and processes which shape and change our world. The GCSE is examined over 3 papers:

Paper 1 – Living with the Physical Environment

This exam is 90 minutes long and examines you on your knowledge and understanding of 3 areas:

- The Challenge of Natural Hazards (Earthquakes, Tropical Storms, Climate change and extreme weather events)
- The Living world (Ecosystems, Tropical Rainforests and extreme cold environments)
- Physical Landscapes in the UK (Coastal and River processes and landforms)

The exam consists of a mixture of short answer, multiple choice and some extended writing.

Paper 2 – Challenges in the Human Environment

This exam is 90 minutes long and examines you on your knowledge and understanding of 3 areas:

- Urban Issues and Challenges (Mega cities, Population growth in poor and Rich Cities, Sustainable cities)
- The Changing Economic World (Development in Nigeria and the UK)
- The Challenge of Resource Management. (The challenge of providing food, water and energy for an ever-increasing population)

The exam consists of a mixture of short answer, multiple choice and some extended writing.

Paper 3 – Geographical Applications

This exam is 75 minutes long and examines you on your evaluation and fieldwork skills.

- Issue Evaluation (You will have to make a decision on a topical issue near to the exam, e.g. should roads be built through the Amazon Rainforest?)
- Fieldwork (You will answer generic fieldwork questions and specific questions about fieldwork that you have carried out as part of your studies.)
- There has never been a better time to study Geography. It is a subject which is both directly relevant to your everyday life, whether in relation to travel, sustainability or lifestyle and to further study at college or university.

Key Stage 3 and 4 Religion and Beliefs at Rye College

Our Religion and Beliefs curriculum aims to give students opportunities to explore the fundamental questions of human life and the spiritual dimension of human experience. Students are introduced to the beliefs, values and practices of different faiths and non-religious belief-systems, developing self-awareness as they reflect on their own views.



There is a strong emphasis on the acquisition of subject-specific vocabulary, knowledge and skills. Students will develop the key skills of analysis, critical thinking, evaluation, interpretation, and recall. Reading, understanding and analysing religious texts as sources of authority for religious worldviews is a key part of the course.

As well as examining ultimate questions about meaning and purpose in life, beliefs about God and reality, students will consider how religion and belief impacts the way in which individuals go about their lives, for example, considering how beliefs affect actions around climate change and how people make moral choices. We aim for students to be familiar with the way that religions and beliefs shape the society in which they live – local, national and global. The curriculum, aligned with the SACRE (East Sussex locally-agreed curriculum), builds knowledge and skills year upon year, shaping philosophical and theological thinkers who can engage with and clearly express philosophical and moral ideas and religious beliefs and practices. The acquisition of relational skills associated with understanding others, critical reflection, and respectful dialogue and debate will stand our students in good stead for their future, both in work and in wider relationships.

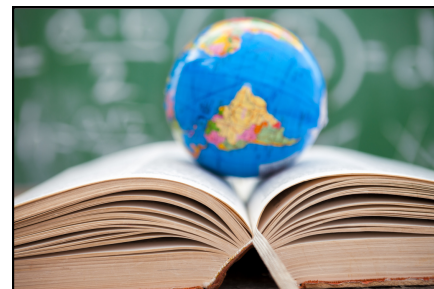
All students study Religion and Beliefs in every year group. "Core RE" is provided for students in Key Stage 4 alongside their GCSE options. This provision of one lesson a week will support students in their wider programme of studies and in developing critical thinking skills.

GCSE Religious Studies

Head of Subject: Rev. Phipps

Awarding Body: AQA

Religious Studies (RS) is about understanding what makes people “tick”. RS draws on lots of different skills from different disciplines and is an excellent foundation for Language(s), Literature, Sociology, Philosophy, Law, Psychology, Humanities and creative subjects in Further Education, amongst others. RS enables you to form your own opinions based on a thorough understanding of different beliefs. It gives opportunities for self-reflection and confidence in constructing reasoned argument. The course involves engagement with texts and core religious beliefs and consideration of current affairs and the ideas of influential leaders and thinkers in issues such as war and conflict, society and relationships. Skills developed in RS include communication, critical thinking and empathy.



A love of reading is important to succeed in RS. Understanding texts and viewpoints is a key part of the course. An openness to new ideas and respectful discussion and debate is crucial to getting the most out of this subject.

This subject is assessed through two exams each 1 hour and 45 minutes long.

Paper 1 The study of religious beliefs, teachings and practices

Students will study the beliefs, teachings and practices of two focal religions – Judaism and Christianity - and the influence of these on individuals, communities and societies. Sources of wisdom and authority are considered including tradition, community wisdom, and sacred texts. Examples of topics covered within this component are Jewish mourning rituals, festivals and food laws.

Paper 2 Four Religious, philosophical and ethical themes.

Possible themes include “Relationships and families” “Peace and Conflict” “Human rights and social justice”. In this paper students need to show awareness of different religious and non-religious perspectives on issues studied. They must be able to show how people’s beliefs and practices (including their own) have influence in the modern world. Examples of “topics” covered within the bigger Themes include: Human sexuality, Abortion, Euthanasia, Human Rights, Wealth and Poverty.

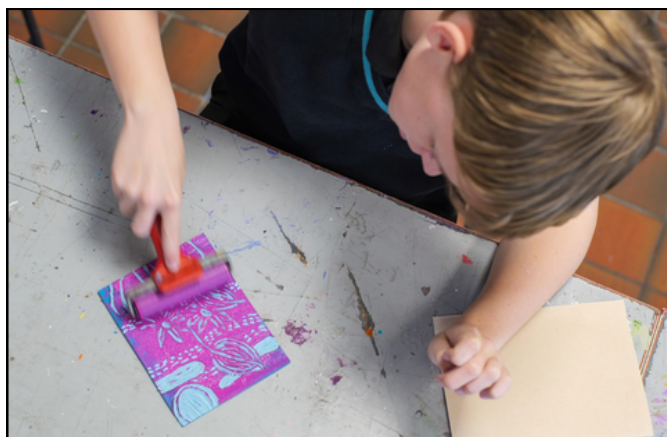
Progression routes: RS is good preparation for careers involving social care, teaching, law, politics and economics, coaching, community and charity work, environmental care, arts and performance and many others. More widely, employers are looking for the good self-awareness which RS is building as a key skill. And the ability to understand and relate well to others with different backgrounds and experiences is invaluable in any workplace.

The Wider Curriculum

Your Arts

Key Stage 3 Art at Rye College

At Rye College, we believe that creativity is key to a student's education and personal development. The Arts are the intrinsic language of humanity and have helped us to express ourselves, explore the world around us and come together as a community for millennia. In Key Stage Three Art at Rye College, we support our students to become confident, independent thinkers, with open minds and open hearts. Students study a wide range of Art and Artists –from Vincent Van Gogh, Marianne North to Ernst Haeckel and Hannah Hoch. We also look globally at other cultures and how different society's beliefs and structures create different artworks.



Students work in a range of media to develop a multitude of different technical skills, such as drawing, painting, 3D work, collage and printing. Our curriculum is designed to be engaging, exciting, challenging and thought provoking as we are committed to ensuring that students develop their social and personal skills as well as their creativity and Art skills in our lessons.



GCSE Art, Craft and Design

Head of Subject: Mrs. Charlton-Matthews

Awarding Body: Edexcel



Art, Craft and Design is both a practical and theory-based course. As well as the process of learning to create, students also spend a significant amount of time learning how to analyse and interpret art. They will carry out in depth investigations of artists and/ or art movements. This area of study is extremely important for success at Art GCSE, as students are awarded marks on their ability to demonstrate their understanding of Art and to demonstrate their ability to use areas of art as inspiration in their own work.

We are exceptionally proud of the resources and facilities that we offer at Rye College which allow students to experiment with and refine their skills using a huge array of materials. For example, students may explore painting, drawing, printmaking, textiles, ceramics, sculpture, mixed media, photography and assemblage. Art is a highly conceptual and contextual subject and students will explore a range of topics such as the natural world, architecture and more. Students will also have the opportunity to develop their own ideas and personal outcomes, this element builds in the later stages of the course.

Studying Art allows students to explore who they are and different ways in which they can express their identity. Taking GCSE Art encourages students to develop their creativity, independence, confidence and self-belief. Students develop skills in team work, problem solving, resilience, resourcefulness, communication and critical thinking. We expose students to a huge array of artists and cultures; encouraging students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds.

Art, Craft and Design can be used as a stepping stone to further courses and careers in Art and Design. Career opportunities are broad, but could include: Graphic Design, Animation, Hairdressing, Make up Art, Weaving, Jewellery making, Illustration, Textile Design, Ceramics, Printmaking, Fine Art, Art History, Art Gallery Curating, Tattoo Art, Costume Design, Prop Design.

Art, Craft and Design requires a lot of extra study, homework is set every week and students are expected to independently manage their workload. For those students that would like to have more time in the department to use the resources, or to gain more support with their written work, idea development or art techniques, the Department arranges specific sessions. These sessions are in the form of afterschool slots that students may book with their teacher, and 'Twilight' sessions where the department remains open for an evening to allow students an extended period of time to focus on their work.

The course structure is as follows:

- Component 1 - Personal Portfolio 60%
- Component 2 - Externally Set Assignment 40%

During the course, students will have a range of opportunities provided for them such as workshops run by artists, artist seminars about careers, trips to galleries and other areas to create work on location.

Students will require an A3 sketchbook, drawing materials, glue and scissors some of which can be purchased through the Art Department. Items such as watercolours and other media may also be helpful but are optional.

Progression routes: An Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries. Students can progress on to a range of Arts courses, including Arts A-Levels and BTEC Diplomas. Many of our students then progress on to Foundation Art and University courses. We currently have past students studying at Goldsmiths, Central St Martins, Camberwell, UAL and the London College of Fashion. Creative thinking and problem solving are highly valued in the current economic climate and Art provides many transferable skills which help students to access other courses.

GCSE (Fine) Art

Head of Subject: Mrs. Charlton-Matthews
Awarding Body: Edexcel

Much of the course focuses on drawing and painting, helping students build confidence and develop a high level of skill in these areas. Students also have the opportunity to work with a wide range of other media as they explore and develop their own personal interests.

Fine Art is a highly conceptual and contextual subject and students will explore a range of topics including Portraiture and Landscape. Students will also have the opportunity to develop their own ideas and personal outcomes, this element builds in the later stages of the course.



Studying Art allows students to explore who they are and different ways in which they can express their identity. Taking GCSE Art encourages students to develop their creativity, independence, confidence and self-belief. Students develop skills in team work, problem solving, resilience, resourcefulness, communication and critical thinking. We expose students to a huge array of artists and cultures; encourage students to develop an open mind and an understanding of different people from a multitude of times, places and backgrounds. Art helps students to develop as people as well as practitioners, and our range of study includes mental health, religion, social media, gender, sex, politics, current affairs, history, philosophy, race, anatomy and more.

Fine Art requires a lot of extra study, homework is set every week and students are expected to independently manage their workload. For those students that would like to have more time in the department to use the resources, or to gain more support with their written work, idea development or art techniques, the Department arranges specific sessions. These sessions are in the form of afterschool slots that students may book with their teacher, and 'Twilight' sessions where the department remains open for an evening to allow students an extended period of time to focus on their work.

The course structure is as follows:

- Component 1 - Personal Portfolio 60%
- Component 2 - Externally Set Assignment 40%

During the course, students will have many extra-curricular opportunities such as trips to London galleries to gather primary research, life drawing classes, carnival makes, teaching primary school children and working with the local community.

Progression routes: an Art and Design qualification is an ideal starting point for a student aiming to pursue a career in the creative industries. Students can progress on to a range of Arts courses, including Arts A-Levels and BTEC Diplomas. Many of our students then progress on to Foundation Art and University courses. We currently have past students studying at Goldsmiths, Central St Martins, Camberwell, UAL and the London College of Fashion. Creative thinking and problem solving are highly valued in the current economic climate and Art provides many transferable skills which help students to access other courses.



Photographic Art is both a practical and theory-based course. As well as the process of learning to create art and take photos, students also spend a significant amount of time learning how to analyse and interpret art. They will carry out in depth investigations of artists and/ or art movements. This area of study is extremely important for success at Art and Design (Photography) GCSE, as students are awarded marks on their ability to demonstrate their understanding of Art and to demonstrate their ability to use areas of art as inspiration in their own work.

Photography may be defined as the creative journey through the process of lens- and light-based media. With the developments of new affordable lens-based technologies, students should attempt to use the photographic mediums to explore and create a body of work, which develops and refines both the process and the concept. Students will also understand that Photography practitioners may work to client commissions within a commercial photography studio, or work as freelance photographers. They will need photo manipulation and graphic design skills, and good communication skills in-order-to liaise with clients and to promote themselves as photographers.

The Photographic Art course at Rye is broad and varied. Students will use a variety of media, as they use the idea of a photo as a starting point. For example, they may use their photo as a base for printmaking or stencil cutting. They may add different materials to their printed photograph such as embroidery and sewing, collage and paint. They may manipulate the printed photo by use of sculpting the paper, slicing and folding it.

The course also aims to prepare students for the ever-changing world of digital technology that exists within many creative careers today. Students will use photo editing software to enhance, manipulate and create digital artwork from. For example, they may create patterns, and digitally paint and draw over or into their photo.

Students build their visual recording skills through a range of projects. This is will include projects along the themes of Portraiture, Surrealism, Colour and more.

Photographic Art can be used as a stepping stone to further courses and careers in Art and Design. Career opportunities will be very similar to Art, Craft and Design GCSE, but may also include: Freelance Photography, Documentary Photography, Fine Art Photography, Computer Game Design, Forensic Photography, Fashion Photography, Advertising, Graphic Design, Web Design, Film.

Photographic Art requires a lot of extra study, homework is set every week, including photographic shoots. Students are expected to independently manage their workload. For those students that would like to have more time in the department to use the resources, or to gain more support with their written work, idea development or art techniques, the Department arranges specific sessions. These sessions are in the form of afterschool slots that students may book with their teacher, and 'Twilight ' sessions where the department remains open for an evening to allow students an extended period of time to focus on their work.

The course structure is as follows:

- Component 1 - Personal Portfolio 60%
- Component 2 - Externally Set Assignment 40%

During the course, students will have a range of opportunities provided for them such as workshops run by artists, artist seminars about careers, trips to galleries and other areas to take photos on location.

Progression routes: from a GCSE Photography course, students can progress onto an 'A' Level in Photography or a Level 3 Diploma in Photography. A GCSE in photography prepares students to think visually and work independently, and can lead to a career in photography, media or film.

Key Stage 3 Design and Technology at Rye College

Design & Technology at Rye College incorporates the following areas: Engineering, Computing, Food Technology and Hospitality and Catering. Students learn design and making process to understand how we solve problems and create interesting, exciting products. Areas of focus include: planning for manufacture, designing to meet specific needs, safety and skill with hand and machine tools, and an understanding of basic electronic systems. Students also build upon skills learnt throughout the Key Stage to understand materials, their properties and where they come from. Selecting the correct materials and processes are vital when designing and making products.



Using our design skills, we try to make sure that we only use resources which have as limited an impact on our environment as possible. Looking at the six Rs (reduce, re-use, recycle, rethink, refuse, and repair) and sustainability, we explore the world of manufacturing and production methods used in the workshop and in industry to create responsible and ethically aware designers and makers.

Students are taught the importance of safe and responsible use of internet and mobile digital devices. This is a whole school approach - through assemblies, mentor time and all curriculum areas, E-Safety is reinforced so that students are aware of and can manage the risks of using the internet, but is a key part of our Computing curriculum.

This three-year course is designed to dovetail into the Level 2 qualifications in Engineering Design.

Everybody needs to be able to cook! In Cooking lessons, students learn about nutrition and healthy eating, cooking dishes including stir fry, bread, pasta, pizza, biscuits, risotto, chili, pastries and healthy snack bars. Students also learn to be safe and hygienic in the kitchen. Students develop the skills to cook and produce food for themselves and their families. In addition, students learn about staple foods and the main food groups. Students are equipped to make better choices about their diets and healthy life-styles. This three-year course is designed to give students the knowledge and skills they need to make healthy nutrition choices and be confident young cooks. The course is designed to dovetail into the WJEC Level 1/2 Vocational Award in Hospitality and Catering which is aimed at learners aged 14–16 who are interested in developing practical cooking skills alongside an understanding of nutrition and the hospitality industry.

Engineering Design Cambridge National

Head of Subject: Mrs. Willis

Awarding Body: OCR

The OCR Cambridge National in Engineering Design qualification is aimed at learners aged 14 – 16 who are interested in and want to develop a solid understanding of the world of engineering design – whether it be as a springboard into an apprenticeship or a route to further study in the many and diverse engineering fields: Product Design, Mechanical, Civil and Aeronautical.



There are three units of study, each with its own assessment:

Unit R038: Principles of engineering design

This is assessed by an exam, taken at the end of Year 11 in the June examination series.

In this unit, you will learn about the design process and all of the stages that are involved.

Topics include:

- Designing processes
- Designing requirements
- Communicating design outcomes
- Evaluating design ideas



Unit R039: Communicating designs.

This is assessed by a set assignment, taken during Year 11.

In this unit, you will learn how to use sketching and engineering drawings to communicate your ideas.

Topics include:

- Manual production of freehand sketches
- Manual production of engineering drawings
- Use of computer aided design (CAD)

Unit R040: Design, evaluation and modelling.

This is assessed by a set assignment and is completed in Year 10 for submission in the June series at the end of Year 10.

In this unit, you will learn how to create and test models of your design.

Topics include:

- Product evaluation
- Modelling design ideas

Progression routes: OCR Cambridge National qualification provides clear pathways in further education or employment. Students can continue to study A-Levels in Design and Technology or move over to Cambridge Technical in Engineering. Alternatively, students who complete this qualification can seek an Apprenticeship. Students will develop skills that prepare students for work in the manufacturing and trade industries.

Hospitality and Catering

Head of Subject: Mrs. Hegedus Kordely
Awarding Body: WJEC (Eduqas)

The WJEC Level 1/2 Vocational Award in Hospitality and Catering is aimed at learners aged 14–16 who are interested in developing practical cooking skills alongside an understanding of nutrition and the hospitality industry.

Hospitality and catering is one of the UK's most dynamic and community-driven sectors—powering culture, connection and economic growth. It employs 2.9 million people, generates £130bn, and contributes £38bn in taxes. As the UK's 3rd largest private-sector employer, it's bigger than automotive, pharmaceuticals and aerospace combined. From hotels and restaurants to pubs, cafés, venues and attractions, the sector offers a huge range of careers—with clear routes to grow through apprenticeships and further education. Hospitality is a true engine of jobs, innovation and local pride

Hospitality plays an important role in Rye and the surrounding areas. Independent cafés, restaurants, hotels, guest houses and seasonal tourism businesses contribute significantly to the local economy. This course enables students to understand how these businesses operate successfully, how they maintain high standards of hygiene and safety, and how they meet customer expectations.

The course is made up of two units.

Unit 1: The Hospitality and Catering Industry (40%) is assessed through a 1 hour and 20 minute written examination taken in Year 11. In this unit, students develop knowledge and understanding of different types of hospitality providers, job roles and working conditions. They study health and safety legislation, food safety practices, the causes and prevention of food-related ill health, and the role of Environmental Health Officers. Students also explore how hospitality businesses calculate profit, manage costs and respond to economic and environmental factors.

Unit 2: Hospitality and Catering in Action (60%) is assessed through a controlled assessment completed mainly in Year 10. In this unit, students apply their knowledge in a practical context. They learn about the importance of nutrition and balanced diets, plan menus for specific groups, and develop a range of preparation and cooking techniques. Students must demonstrate safe and hygienic working practices while planning, preparing, cooking and presenting dishes. They are also required to evaluate their outcomes and their own performance, developing organisation, independence and time management skills. The qualification is graded from Level 1 Pass to Level 2 Distinction* and is equivalent to a GCSE.

Progression routes: This qualification provides clear pathways into further education or employment. Students may progress to Level 3 Hospitality and Catering courses, A-Level Design and Technology, or apprenticeships in professional cookery and hospitality management. The course also supports part-time and seasonal employment within the strong local hospitality sector. Students develop transferable skills including communication, problem-solving, organisation and resilience, which are valued across a wide range of careers.

Important note: Please be aware that students selecting this qualification will be expected to make an annual payment of £30 to cover the cost of ingredients used. Students will be asked to provide additional ingredients for specific projects. Students entitled to pupil premium funding will have this cost fully covered.



Key Stage 3 French at Rye College

Study languages and have a passport to the world! The study of languages develops confidence, curiosity, and communicative skills, as well as a wealth of cultural capital to last a lifetime.

Learning French is about much more than vocabulary and grammar. It helps students develop resilience, cultural awareness and problem-solving skills, while gaining a deeper understanding of the diverse people, places and traditions that make up the French-speaking world.

Foreign language qualifications lead to a wide range of career options, from hospitality and catering in a ski resort, marketing for international brands as a digital nomad. or serving in the diplomatic service.

At Rye College, students develop their speaking, listening, reading and writing skills in French through a structured approach. All specific language skills are developed through a range of interesting and stimulating themes, helping students make meaningful connections between language learning and the wider world.



From their very first lessons, students steadily build the skills they need to communicate with confidence in real-life situations. towards conversational French so that they can holiday in France with confidence!

Alongside language learning, students explore French culture, literature and heritage through stories, poems, songs and authentic materials from across the French-speaking world, enriching their understanding of different cultures and perspectives.

GCSE French

Subject Teacher: Miss Blankson

Awarding Body: Edexcel

The Edexcel GCSE in French consists of four papers. Listening, speaking, reading and writing are all equally weighted at 25% for Foundation or Higher tier.

During the two-year course, students will complete the following thematic contexts:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

The course covers a range of vocabulary and grammar that can be reused fluidly across these contexts. The topics will be examined at regular intervals across all four skills over the two years, including targeted revision sessions in Year 11.

Progression routes: Students equipped a GCSE French qualification have an excellent foundation for progressing their studies at A-Level, as well as other foreign languages available at post-16.

Want to take your studies further? Some universities encourage applicants to have a language GCSE, as part of a well-rounded academic profile. Opportunities to study abroad can offer an exciting and often more affordable alternative to traditional university pathways.

Key Stage 3 Dance at Rye College

Dance at Rye College, allows students to develop their confidence, creativity and team working skills. We are dedicated to promoting a vibrant, supportive learning environment where all students feel they can succeed. The Key Stage Three curriculum is built to be challenging both mentally and physically in-order-to encourage students to become thinking dancers. We aim to develop physical, expressive and technical dance skills through an endless variety of engaging activities.

We teach imaginative units of work that include world dance, capoeira and themes that focus on professional dance works such as 'The Car Man' by Matthew Bourne. Units are designed to allow progression each term, and it is a fantastic platform for students wishing to take Dance further into GCSE.



GCSE Dance

Subject Teacher: Mrs. Greenough

Awarding Body: AQA

Our school strongly supports and believes in the arts for the multitude of lifelong creative and expressive skills it provides for our students. So many of our students have been inspired by dance and this has led a great development in their confidence, problem solving and creative thinking.



GCSE Dance at Rye College continues to support the bright futures of many hard-working young dancers. Dance students will strengthen their physical and expressive skills through three areas of assessment that include performance, choreography and critical appreciation of dance. During the two-year course, students will develop skills in a range of dance styles, with a strong focus on contemporary dance. Students will develop their skills in choreography and will have the opportunity to showcase their work in a number of performances.

Students will be studying six professional dance works, allowing students to develop their critical appreciation of dance as an art and an academic subject. We do all that we can in order to provide the most exciting, creative and educational opportunities for our dancers. This includes workshops with outside companies, community performances and visits to see live professional works. Studying Dance at GCSE, opens up a vast range of pathways for pursuing the performing arts.

Progression routes: from a GCSE Dance qualification, students can pursue further education and beyond. Students can progress into Level 3 dance course and career choices such as: professional dancer, dance teacher, choreographer, dance administrator, yoga/Pilates instructor, dance photographer or videographer, and physical/dance therapist.

Key Stage 3 Drama at Rye College

At Rye College, students study drama and learn how to create, perform and evaluate plays and performances. The drama course provides students with the opportunity to explore issues and ideas, understand plays, improvise, rehearse and present work to others. The study of drama develops confidence, creativity, collaborative and communication skills. Drama students gain the skills of problem solving, flexibility, empathy and risk-taking, all of which are recognised as vital in the workplace and throughout adult life.



GCSE Drama

Subject Teacher: Mrs. Greenough

Awarding Body: Eduqas

Drama offers students the opportunity to combine practical application of skills with the written examination of knowledge and understanding. The course involves the study of a set play which is assessed by a written examination. To prepare for this and gain knowledge and understanding of the play, lessons will consist of practical exploration, as well as written analysis. Students also learn about the work of live theatre makers.

The study of drama develops confidence, creativity, collaborative and communication skills. Students of drama gain the skills of problem solving, flexibility, empathy and risk-taking, all of which are recognised as vital in the workplace and throughout adult life.

Course Outline - Component 1: Devising Theatre - coursework

- Learners participate in the creation, development and performance of a piece of devised theatre based on either the work of a theatre practitioner or a genre in response to a stimulus set by Eduqas
- Learners complete a portfolio based on the rehearsal process
- Learners complete a written evaluation of the devised performance under formal supervision
- Learners will be assessed on either acting or design
- Learners work in groups of between two and five performers
- Up to four additional learners, each working on a different design skill, may work with each performing group

Component 2: Practical Exam

- Learners will be assessed on either acting or design and participate in a performance based on two 10 - minute extracts from a performance text of their own choice
- Learners work in groups of between two and four performers
- Up to two additional learners, each working on a different design skill, may work with each performing group

Unit 3: Interpreting Theatre - examination

Section A: Set Text for assessment from 2026 onwards

A series of questions on one set text explored as an actor, designer and director:

- Noughts and Crosses by Sabrina Mahfouz

Section B: Live Theatre Review

One question, requiring analysis and evaluation of one live theatre production seen during the course.

Key Stage 3 Music at Rye College

Music at Key Stage Three is fully inclusive. We believe that everyone is a musician - as the Arts are the universal language of mankind. Therefore, students learn how to play, sing, perform, compose and analyse a wealth of music across a broad spectrum of genres/styles from around the world. The music curriculum at Rye College follows exciting schemes of work that inspire creativity and develop confidence and interpersonal skills. Students explore and use a range of instruments, as well as play in bands, compose using professional music technology software, understand musical notation and develop a deepening understanding of the importance and impact of music historically and in the contemporary age.

Further development of musicality is supported through extra-curricular activities, from vocal ensembles to drumming workshops and a school contemporary orchestra, to name a few. Exciting Christmas and summer concerts showcase individual talents. We believe in the power of music and developing students' skills in the subject, whilst always making sure that it is practical, academic, creative and fun!



OCR GCSE Music

Subject Teacher: Mr. Harrison

Awarding Body: OCR

The OCR GCSE Music course develops students as performers, composers and informed listeners. Through practical music-making, creative composition, and the study of a wide range of musical styles, students develop confidence, creativity, analytical skills and cultural awareness. The course is designed to be accessible to musicians of all backgrounds and encourages students to explore music that is meaningful to them whilst broadening their understanding of global musical traditions. Instrumental lessons are highly encouraged and are available in school, if requested.

Course Outline:

Component 1: Integrated Portfolio (30%)

Students complete:

- A solo performance on their chosen instrument or voice.
- A free composition in a style of their choice.

This component allows students to showcase their individual musical strengths and interests. Students develop technical performance skills, musical expression, and the ability to create original music using a range of compositional techniques.



Component 2: Practical Component (30%)

Students complete:

- An ensemble performance where they perform with other musicians.
- A composition to a brief set by OCR.

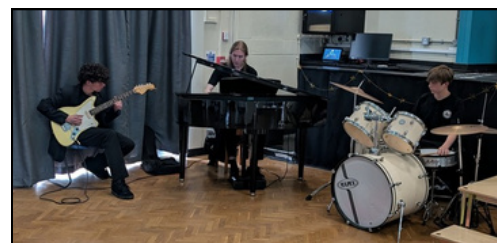
This unit develops collaboration, listening skills and musical independence. Students learn how to respond creatively to a set brief, mirroring the work of professional composers who often write to a commission or specific purpose.



Component 3: Listening and Appraising (40%)

Students complete a written examination based on listening to and analysing music.

The exam assesses students' understanding of musical elements, contexts and styles through five Areas of Study. Students learn to identify musical features, discuss how music is constructed and understand the historical and cultural significance of different genres



Key Stage 3 and 4 Life Education at Rye College

Life Education incorporates the Personal, Social, Health and Education (PSHE) and Relationships, Sex and Health Education (RSHE) curricula.

Our Life Education curriculum is in line with requirements outlined by the PSHE association to cover three areas: Health and Wellbeing; Living in the Wider world; and Relationships. The aim of the curriculum is for students to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. The knowledge developed through Life Education is fundamental to students being happy, successful and productive members of society. Central to this is students' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.



Within the PSHE curriculum sits the statutory and recommended education for young people that does not ordinarily get taught in other curriculum subjects. This includes topics such as Careers Education, Information, Advice and Guidance (CEIAG), personal and financial well-being, mental health, internet safety, drugs, tobacco and alcohol education, Relationships, Sex and Health Education (RSHE), PREVENT strategy, bullying and current affairs.

The teaching of RSHE became statutory in September 2020. The purpose of RSHE is to help students to develop the vital skills to make informed decisions about their sexual health, wellbeing, self-esteem and relationships. It can also help to build resilience and gain an understanding of when and how to ask for support.

Life Education is taught in one lesson per week in both Key Stage 3 and 4. The content is taught as spiral curriculum where topics are repeated yearly so that knowledge can be developed, and concepts addressed at age-appropriate levels. This is supplemented by assemblies, our Tutor programme and bespoke events. Lessons are largely discussion based, where students are encouraged to share their own and listen to others' views and beliefs in a safe, mutually respecting environment. Further details can be found in the PSHE policy.

Key Stage 3 Physical Education at Rye College

Rye College is dedicated to promoting both the mental and physical growth of all our students. Through participation, enjoyment and enrichment, students are encouraged to become confident in their abilities, lead healthy lives, and work within communities.



Rye College is dedicated to promoting both the mental and physical growth of all our students. Through participation, enjoyment and enrichment, students are encouraged to become confident in their abilities, lead healthy lives, and work within communities.

All of us may not reach elite levels of skill, but there is a world of enjoyment, intrinsic and social satisfaction, available to everyone who can dip their toes into a life-long commitment to activity, learning, or just being happy with themselves. Students, throughout Key Stage Three, are given opportunities to participate and develop skills in a wide range of sports and physical activities.

Students are given opportunities to reflect on their and others' performances and find ways to improve them. At the same time, they will learn how a healthy lifestyle can enrich their whole lives.

Sports Science: OCR Cambridge National

Head of Subject: Mr. Gambrell

Awarding Body: OCR Cambridge National in Sports Science

The Cambridge National in Sports Science offers learners the opportunity to study key areas of sports science including anatomy and physiology linked to fitness, health, injury and performance. Students will develop their understanding of the science of training, and application of training principles and psychology in sport and performance. The qualification helps students appreciate how sport science underpins all sports at all levels. The course offers a strong route into level 3 qualifications and employment in the leisure, personal training and sport industries.



Course Outline. The course is made up of 3 units.

R180: Reducing the risk of injuries (assessed via a 75 minute examination - 70 marks – 40%). By completing this unit, learners will gain a strong foundation of knowledge in sports injuries by understanding how to: prepare participants to take part in physical activity in a way that minimises the risk of injuries occurring; react to common injury that can occur during sport; and, recognise the symptoms of some common medical conditions

R181: Applying the principles of training: fitness and how it affects skill performance (Coursework module – 40%). By completing this unit, learners will develop knowledge and understanding of the principles and methods of training. They will then apply these in designing training programmes along with practical skills in fitness testing.

R183: Nutrition and sports performance (Coursework module – 20%). By completing this unit, learners will develop knowledge and understanding of nutrition for an athlete. They will then apply their knowledge and create a food plan along with advising an athlete on the best nutrients to include within their diet depending on their training and other factors.

Progression routes: from a Sports Science OCR Cambridge National qualification, students can progress onto Level 3 courses such as Cambridge Technicals in Sports and Physical activity. Career pathways include: sports coach, personal trainer, fitness centre manager, sports administrator, sports development officer, secondary school teacher, sports therapist, and exercise physiologist.