



Braes High School

Curriculum Rationale



Braes High School

Braes High School is a six year, non-denominational comprehensive school serving our Braes Community within Falkirk. The Braes community consists of six associated primaries: Avonbridge; California; Drumbowie; Maddiston; Shieldhill and Wallacestone. Our cluster vision promotes **Potential and Excellence** for all young people and cements our community ethos where pupils, parents and staff work together to maximise potential and strive for excellence.

What do we want for our young people?

In Braes High School we aim to deliver a rich, engaging and challenging curriculum which provides our young people with a variety of learning experiences. Our curriculum is designed to give every young person the chance to follow a pathway which best suits their needs, building a portfolio of academic achievements alongside the opportunity to develop a whole range of skills which will prepare them for the ever changing world of work. Our curriculum is regularly reviewed and consulted upon to take account of the ever-changing economic landscape.

Our school motto – “***Build Respect and Earn Success – Be Part of It!***” - strongly underpins our ethos and values and promotes our curriculum rationale. Through developing both academic and personal skills, we firmly believe our young people will thrive throughout and beyond their school years at Braes High School.

How are we doing it?

Curriculum Design

Our curriculum is built upon the seven principles of Curriculum for Excellence, developing the four capacities and ensuring the needs of all our learners are met and have the opportunity to achieve the best set of qualifications by the time they move on beyond school.

Our curriculum aims to encompass:

- Our school ethos
- Specialisation, depth and rigour
- Skills development
- Opportunities for personal achievement
- Developing an understanding of the world of work.



Broad General Education (S1-S3)

Our BGE has been designed in consultation with our school community with the aim of ensuring our pupils experience a truly broad curriculum which entails depth, specialisation and develops the four capacities. Pupils in S1 to S3 study subjects from the following curricular areas:

- Languages
- Mathematics
- Science
- Social Subjects
- Technology
- Expressive Arts
- Health & Wellbeing

As pupils move into S3, they are given the opportunity to further specialise in their chosen subjects in preparation for their transition into the Senior Phase.

Senior Phase (S4-S6)

Our Senior Phase Curriculum has been designed to allow pupils to build upon their experiences and knowledge gained from the BGE whilst continuing to develop the four capacities and achieve academic and personal success.

Our Senior Phase curriculum aims to provide specialisation, depth and rigour and prepares them to gain the best set of qualifications by the end of their school career, allowing them to achieve a positive and sustained destination beyond school.

Braes High School recognises the importance of creating flexible curricular pathways in order to provide our young people the opportunity to fully develop their skills and provide scope for staff to introduce well considered innovations to meet the needs of all learners. For some individuals this can include appropriate presentation for courses linked to ability, rather than age and stage. For some young people, our 32 periods-a-week model is adapted through partnerships with college, employers and other partners. Braes High School has an open and flexible approach to supporting all young people, including those with Additional Support Needs (ASN) and Social and Emotional Behavioural Needs (SEBN).

S4

As well as studying PSE, PE and RMPS, pupils in S4 study up to 6 subjects which lead to National Qualifications. Pupils are offered free choice when electing their courses to ensure flexibility and personalisation for all. We offer a wide variety of subjects from National 1-5 and our aim is that all pupils attain a minimum of five National Qualifications by the end of S4. To further maximise achievement, pupils can gain further qualifications where appropriate. Pupils who are considering leaving school at the end of S4 to pursue a college course can choose the SCOTS course (School – College Opportunities to Succeed) at Forth Valley College. We also have a range of bespoke transition courses which develop skills for work for young people moving beyond school.

S5/6

As pupils enter S5, our young people further specialise in five of their six subjects which can include National 1-5 courses and Higher courses. We offer opportunities for students to embark upon a range of college courses such as Foundation Apprenticeships and Higher National Certificates. In addition, pupils in S5/6 select a Personal Development option which allows them to further develop skills relevant to their chosen pathway.

As pupils progress into S6, they can enhance their existing qualifications by studying up to a further five subjects, either through further specialisation or breadth in National courses such as National 5, Higher or Advanced Higher.

Braes High School operates under the Falkirk Council Consortia arrangements which facilitates the opportunity to study particular subjects which we are not able to offer. This is essential in ensuring our young people are supported in moving towards their chosen destination.



Curriculum Structure S1-S6

S1 – Breadth and Depth								
Languages		Maths	Science	Social Subjects	Technology	Expressive Arts	Health & Well Being	Enhancement Course
English	French/ German	Maths	Science	History/Geog/ Mod Studies (3 x 12 wks)	Technical IT/Business	Art/Music/ Drama (3 x 12 wks)	PE – 2 RME – 1 HE – 2 PSE – 1	Study & Library Skills Num/Lit
4	3	4	3	3	4	3	6	2



S2 – Breadth and Depth								
Languages		Maths	Science	Social Subjects	Technology	Expressive Arts	Health & Well Being	
English	French/ German	Maths	Science	History/Geog/ Mod Studies (3 x 12 wks)	Technical IT/Business	Art - 2 Music – 2 Drama – 1	PE – 2 RME – 2 HE – 1 PSE – 1	
4	3	4	3	3	4	5	6	



S3 – Breadth, Depth and Personalisation and Choice								
Languages		Maths	Science	Social Subjects	Technology	Expressive	Free Choice	H & WB
English	French/ German/ Spanish	Maths	1 of Biology Chemistry Physics	1 of Bus Ed History Geography Modern Studies RMPS	1 of Computing Design & Manufacture Graphic Comm Food & Nutrition Engineering Science Admin & IT Music Technology	1 of Art Drama Music Performing PE Practical Cookery		PE – 2 per RME – 1 per PSE – 1 per
5	3	5	3	3	3	3	3	4



S4									
Option 1	Option 2	Option 3	Option 4	Option 5	Option 6	PE	RME	PSE	
5	5	5	5	4	4	2	1	1	



S5/6									
Option 1	Option 2	Option 3	Option 4	Option 5	Personal Development	PE	RME	PSE	
5	5	5	5	5	3	2	1	1	

Pupil Pathways

Progression Pathways

The following progression pathways have been included in this booklet to give an idea of the range of differing routes that pupils might take as they develop their learning. Three possibilities are shown to give you an understanding of how flexible our curriculum pathways are.

Niamh Waddell



Niamh is currently an S6 student at Braes High School. She has always been a good all-rounder with and when she made her subject choices at the end of S3, she tended towards the sciences. At this point, Niamh was considering studying Forensic Science at University. She continued with her chosen subjects through S4 and S5 and achieved 5 Highers all with 'A' passes. Being very successful in Maths and Physics, after a conversation with one of her teachers, Niamh considered studying Medical Physics. She took the opportunity to shadow a Medical Physicist during the summer holidays at the end of S5, and while she thoroughly enjoyed the experience, it left her with some uncertainty over her choices for S6. Niamh further discussed this with her Pastoral Head and came to the decision that she would prefer to change direction towards her social subjects. In November of S6, Niamh is still deciding what to study at University but is moving towards the possibility of Psychology.

S4									
N5 English	N5 Maths	N5 Chemistry	N5 Physics	N5 Modern Studies	PD Option N4 French	PE	RME	PSE	
A	A	A	A	A	Pass				



S5									
H English	H Maths	H Chemistry	H Physics	H Modern Studies	PD Option N5 Music	PE	RME	PSE	
A	A	A	A	A	A				



S6									
AH English	AH Modern Studies	H RMPS	H Music	Private Study	PD Option	PE	RME	PSE	
?	?	?	?	?	Rights Respecting Schools				

Craig Kennedy

Craig left Braes in June 2017. Craig did not enjoy his early years at Braes and often got himself into trouble. At the end of S3 Craig selected his subjects: Maths; English; Design & Manufacture; Graphic Communication and Biology. While he started out working at Nat 5 level in his courses, Craig was not as focussed on his studies as he could have been and he ended up achieving Nat 4 passes in three of his subjects.



Early in S5, after discussion at a parents evening, he proposed leaving school. However, another solution was considered and agreed by Craig to support him to focus and apply himself in class i.e. he continued to study his three Nat 5 subjects in S4 classes, while continuing with his Higher Design & Manufacture alongside his peers in S5. This turned out to be a very positive move and Craig found it much easier to work hard alongside the pupils in S4. Craig also took on a pupil leadership role, mentoring a younger pupil using his experiences – this had a very positive impact on both young people.

Craig stayed on for S6 and left at the end of S6 with three Highers alongside his suite of National 5 qualifications. Craig left to take up a job, but has subsequently shared with the school that he intends to get his Higher Biology at night school and apply to study Zoology at University.

S4									
N4 English	N4 Maths	N5 Design & Manufacture	N5 Graphic Communication	N4 Biology	PD Option	PE	RME	PSE	
Pass	Pass	B	B	Pass					



S5 (in S4 classes)									
N5 English	N5 Maths	H Design & Manufacture	N5 Biology	N4 Comp	PD Option	PE	RME	PSE	
A	D	NA	C	Pass					



S6									
H English	H Geog	H PE	H Biology	N5 Maths	PD Option	PE	RME	PSE	
A	C	B	D	B					

Murray Adams



Murray was set on a Business route from an early stage. He knew he wanted to get the best set of qualifications possible for him by the end of S5 to allow to compete with other school leavers and, as such, he chose to study French as his personal development option in S4. Murray studied hard and continued to take every opportunity to develop his understanding of the business world: he took part in a Challenge Enterprise weekend arranged by the Rotary club which saw a range of entrepreneurs sharing their journey into the world of work and represented the school as our DYW Ambassador. Murray was also a keen basketball player and trained before and after school with the team.

Despite his initial plan to leave at the end of S5, Murray returned to school to complete S6. However, he had arranged a week's work experience with Fort Ports during the summer holidays. This turned out to be very positive for him as he was contacted by them in October and offered a Procurement Apprenticeship which they had created especially for Murray, and decided it was too good an opportunity to pass up. As such, Murray left school and plans to further his studies through the role.

S4								
N5 English	N5 Maths	N5 Music	N5 Mod Studs	N5 Bus Ed	PD Option	PE	RME	PSE
A	A	A	A	B	N5 French			



S5								
H English	H Maths	H Music	H Mod Studs	H Bus Ed	PD Option	PE	RME	PSE
B	A	A	A	C	N5 French A			



S6								
AH Music	AH Mod Studs	H PE	H Comp	Private Study	PD Option	PE	RME	PSE
?	?	?	?	?				

Next Steps

Braes High School is committed to further improving our curriculum to meet the needs of a highly skilled, flexible work force that the 21st century requires. The school is open to new opportunities that will benefit our young people and provide them with every chance to maximise their potential. We are developing our work in Growth Mindset to empower our young people to be successful learners, confident individuals, responsible citizens and effective contributors. The school will continue to further develop partnerships and create bespoke pathways for learners in order to provide seamless transitions from the Broad General Education into the Senior Phase and into positive destinations.

