

Dear Parent/Carer,

As previously communicated, we have been considering a refinement to the structure of our S3 and S4 curricular experience for pupils. This would build upon the current curriculum model for Third and Fourth Year pupils, seeking to streamline this experience and ensure even greater consistency, and depth of learning for our young people.

Following discussion with our Parent Council, assemblies and focus group discussions with our young people, and the consultation evening with parents/carers last week, we would now like to seek further views from parents/carers via the link below:

We would ask that parents/carers who wish to do so, respond before the link closes on Wednesday 1st October.

[Braes HS Curriculum Change Survey](#)

Young people have also been issued with a similar link in order that they can offer their views.

As a reminder, information about the proposed change is detailed below. The link below takes you to a narrated version of the presentation delivered at last week's parent/carers consultation evening:

[Braes High School](#) | [Braes High School](#) | [Secondary School Falkirk](#) | [Falkirk Education](#)

What is being proposed?

At present:

- all S3 pupils continue with their core lessons in Religious and Moral Education, Physical Education and Personal and Social Education.
- all S3 pupils continue to study Modern Languages, Mathematics and English in S3. S3 pupils also make 5 other subject choices. These choices are made during the young person's time in S2. Therefore, young people study 8 courses in total in S3, in addition to their core periods described above.
- when S3 pupils move into S4, they reduce the number of courses studied to 7, drawing these from the subjects studied in S3 and taking these through to examinations and assessments at the end of S4.
- S4 pupils do not have to continue with Modern Languages, but can select it as one of the subjects they wish to continue with.

In short, when moving into S4, apart from English and Mathematics, pupils can stop studying one of their chosen subjects from S3, or Modern Languages.

Current S3 curriculum:

Year	Mandatory	Choice	Core
S3	English (5 periods) Modern Languages (3 periods) Mathematics (5 periods)	5 selected subjects (3 periods each)	PE (2 periods) RME (1 period) PSE (1 period)

S4	English (4 periods) Mathematics (4 periods)	5 selected subjects, drawn from those studied in S3 (4 periods each)	PE (2 periods) RME (1 period) PSE (1 period)
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Under the new proposed structure:

- all S3 pupils continue with their core lessons in Religious and Moral Education, Physical Education and Personal and Social Education.
- all S3 pupils continue to study Mathematics and English in S3. Modern Languages would no longer be a mandatory subject for all pupils. Young people can select Modern Languages as an option in S3/4.
- S3 pupils also make 5 other subject choices. These choices are made during the young person's time in S2. Therefore, young people study 7 courses in total in S3, in addition to their core periods described above.
- when S3 pupils move from S3 into S4, they continue to study those same 7 courses, taking these through to examinations and assessments at the end of S4. Young people would not change course between S3 and S4.
- The S3/4 pupil experience is now considered a 2-year pathway, towards National Qualifications

New proposed S3 curriculum:

Year	Mandatory	Choice	Core
S3	English (4 periods) Mathematics (4 periods)	5 selected subjects (4 periods each)	PE (2 periods) RME (1 period) PSE (1 period)
S4	English (4 periods) Mathematics (4 periods)	Continuation of the 5 selected subjects above (4 periods of each)	PE (2 periods) RME (1 period) PSE (1 period)

There are many reasons why we are advocating this change and keen to hear people's views on it. This 2-year pathway to National Qualifications can promote:

- greater **consistency in the groups of pupils studying subjects** and in classes
- greater **depth** of learning across the 2-year pathway
- more scope for **teacher continuity** over S3 and S4
- a **more efficient timetable** allowing us to **maximise the options** available for pupils in the senior phase
- **clarity for pupils** over their S4 options

Any curricular change does require us to plan carefully and inform the process with views of our school community. The proposed reduction in time in English and Mathematics in S3 is also something we are considering in our thinking. We look forward to hearing further views from parents/carers on this proposal.

Many thanks for your consideration, and please do not hesitate to contact the school if you would like more information directly.

Yours faithfully,
Iain Livingstone