



CURRICULUM POLICY (SENIOR HOUSE)

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MONITORING AND REVIEW

Staff Responsible	Andrew Gibb – Deputy Head (Academic)
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	September 2018
Date of Next Review	September 2019

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13).

The term 'parent' refers to those who have parental responsibility for a child.



AIMS

- A stimulating, well-balanced education which will challenge and excite our students, encouraging them to strive for excellence and leading to the acquisition of skills, independence, self-discipline and academic success
- A framework of support and challenge which enables all our students to achieve their individual potential and to develop personal confidence and self-esteem
- A full range of opportunities which will enable our students, as responsible citizens, to take their place in the world with poise and assurance
- A value system based on tolerance, which recognises and affirms the religious and cultural diversity of our students and wider community
- High moral standards in a Christian ethical context which reflect the School's Anglican foundation and promote an awareness of the needs of others

LEGAL REFERENCES

This policy operates within a wider national framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Education Regulations 2014

RELATED POLICY

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- SEND Policy
- EAL Policy
- More Able Policy
- Homework Policy

CURRICULUM

The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students. Preparing them for the opportunities, responsibilities and experiences of adult life, as good citizens.

The school ensures that these principles are promoted by:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence
- Enabling students to distinguish right from wrong and to respect the civil and criminal law
- Encouraging students to accept responsibility for their behaviour, to show initiative and to understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- Providing students with a broad general knowledge of public institutions and services in England
- Assisting students to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions



- Encouraging students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school provides:

- Full-time supervised education for students of three to eighteen years of age, which gives students experience in linguistic, mathematical, scientific, technological, physical, aesthetic and creative education, appropriate for their ages and aptitudes. Students develop skills in speaking and listening, literacy and numeracy
- A programme of activities for students in Early Years which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- A programme of activities for students in the Sixth Form which is appropriate to their needs
- Personal, Social, and Health Education reflecting the School's aims and ethos
- Careers education and guidance
- Citizenship Education incorporated within the delivery of individual subjects and extra-curricular activities

The school sets out to:

- Ensure that students develop essential literacy and numeracy skills
- Ensure that students acquire skills in speaking and listening
- Provide students with a full and rounded entitlement to learning
- Foster students' creativity and develop essential skills, including learning skills
- Promote a healthy lifestyle
- Inspire students to a commitment to learning which will last a lifetime
- Promote high standards in all learning and teaching
- Ensure that all students have the opportunity to learn and make progress
- Provide an appropriate programme of work related education
- Promote community cohesion
- Prepare students for the opportunities, responsibilities and experiences of life in British society

This is to be achieved by teachers:

- Providing well planned lessons and effective teaching methods, activities and management of class time
- Showing a good understanding of the aptitudes, needs and prior attainments of the students, and ensuring that these are taken into account in the planning of lessons
- Demonstrating appropriate knowledge and understanding of the subject matter being taught
- Utilising effective classroom resources of an adequate quality, quantity and range
- Demonstrating that a framework is in place to assess students' work regularly and thoroughly and use information from that assessment to plan teaching so that students can progress
- Utilising effective strategies for managing behaviour and encouraging students to act responsibly



EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. Please see the Equal Opportunities Policy for more information on Equal Opportunities at St Mary's School.

In very exceptional circumstances, students may be disapplied from MFL lessons to enable additional learning support.

Disabilities: In accordance with the statutory requirements the School aims to make the curriculum accessible to all students as far as is reasonably practicable. The School has an Accessibility Plan which is available to parents on request.

SUBJECTS OFFERED

Early Years – 33 hours 45 minutes a week

The three 'prime' areas:

- Communication and language
- Physical development
- Personal, social and emotional development

The four 'specific' areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

KS1 – 34 hours 10 minutes a week / 35 hours a week

English, Mathematics, Science, Computing, RE, PE, PSHEE & Citizenship, Topic (History & Geography), French, Art, Music

KS2 – 36 hours 15 minutes a week

English, Mathematics, Science, Computing, RE, PE, PSHEE & Citizenship, History, Geography, Thinking Skills, French, Art, DT, Music

KS3 – 36 hours 15 minutes a week

English, Mathematics, Science, ICT, RS, PE, PSHEE & Careers, History, Geography, French, German and Spanish (Y8 + Y9), Art, Food Technology, Drama, Music, Textiles and Study Skills.

KS4 - 36 hours 15 minutes a week

English, Mathematics, Further Mathematics, Science, ICT, RS, Religion Philosophy and Ethics (RPE), PE, PSHEE & Careers, History, Geography, French, German, Spanish, Art, Food Technology, Drama, Music and Business.

Post 16 - 36 hours 15 minutes a week

English Literature, Mathematics, Further Mathematics, Biology, Chemistry, Physics, Dance, ICT, RE, History, Geography, Economics, French, German, Spanish, Art, Food Technology, Drama, Media Studies,



Music, Government and Politics, Psychology, Business, Physical Education and the Extended Project Qualification (EPQ), Enrichment and PSCHEE.

THE OPTION SYSTEM

Y8

German or Spanish.

Y9

German or Spanish (Commence the study of GCSE English and Science).

Y10 + Y11

Compulsory GCSE subjects:

English, Mathematics, Science, at least one Modern Foreign Language (French/German/Spanish).

Optional Subjects:

Girls can take two or three optional GCSE subjects

Art, Textiles, Business, a second Modern Foreign Language, History, Geography, Food Technology, ICT, Drama, PE, RS, Music.

Y12 + Y13

With the staggered decoupling of AS and A2 examinations currently, girls initially choose four subjects for A level study with the following three options to be discussed in January of Year 12.

1. Continue with 4 A Levels if this is considered to be manageable
2. Continue with 3 A levels and an EPQ.
3. Take 3 A levels (AS available in some circumstances)

All subjects offered at GCSE are also offered at A Level with the additions of Economics, Psychology, Media Studies, Government and Politics, and Dance. Art, ICT, Business, RS, and PE can be taken for A Level without a prior GCSE qualification in the subject.

In addition to the A Level lessons there are a number of lessons and activities that the girls have in order to enrich their education and give them valuable experiences and preparation for independent adult life. These include PSHCEE/Careers, Current Affairs and PE.

RELIGIOUS STUDIES

Religious Studies is compulsory for all students at Key Stage 3. Any request to withdraw a child from the Religious Studies programme or related activities must be made to the Headmistress in writing.

COLLECTIVE WORSHIP

The School has been designated by statutory instrument as having a particular religious character: Anglican. Prospective parents are informed of the school's designated religious status.

All students are expected to take part in collective worship. The school has a programme of collective worship involving whole-school assemblies and smaller group assemblies.



RELATIONSHIPS AND SEX EDUCATION (RSE)

The school provides RSE in the basic curriculum for all students, in which students are encouraged and guided by moral principles. A full statement of the school's RSE Policy is available to parents on the school website. All students study the biological aspects of human reproduction as a compulsory part of their education.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by the school. Political issues are introduced in a number of courses and assemblies. These are always presented in a balanced way, in keeping with fundamental British values.

PE AND GAMES

All students (including the Sixth Form) are expected to take part in the school's Physical Education and Games programme. Students can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

CO-CURRICULAR ACTIVITIES

The school has a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme and they are all expected to be engaged with a minimum of one co-curricular club each term.

HOMEWORK

The school expects homework to be set as appropriate for the age group, ability and point in the course. This is further expanded in the school's homework policy, which is available upon request.

DIFFERENTIATION

A variety of differing teaching and learning methods and materials are used in all courses to suit students' different needs. The school ensures that the curriculum is suitable to students of all abilities via in-class differentiation, including support and further challenge.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The School has a SEND Policy for statemented and non-statemented students. Learning support is provided, where appropriate, for students with particular needs. The School will determine strategies in consultation with parents.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The School has an EAL Policy for students for whom English is not their primary language. Support is in place to ensure that those students can still access the curriculum.