



Croydon High School GDST Whole School Curriculum Policy

Responsibility:	Deputy Head (Academic)
Last review:	June 2022
Next review:	September 2023

This policy informs practice in both the Senior and Junior Departments of the School including the Early Years Foundation Stage (EYFS).

The GDST's founding aim was that their schools should be 'places not only of instruction, but of education in the true sense of the word, which provides a training of the individual girl by the development of their mental and moral faculties.' This holistic view of education and of the value of the individual is at the heart of our curriculum. Emphasis is placed on excellence and innovation, combined with breadth and balance. All pupils have access to a high-quality learning environment so that they can maximise their talents and reach their full potential.

Aims

We aim to provide a curriculum, which encourages pupils to:

- keep an open, questioning mind and be able to make independent and informed decisions and continue their formal learning in higher or further education;
- participate effectively as citizens in a multi-ethnic society and embrace diversity in all its forms;
- develop an active and healthy lifestyle; and,
- promotes excellence, reflecting scholarship and intellectual values and encourages each pupil, through differentiation, to fulfil their potential in the many different areas relevant to their abilities, skills and interests.

As such, we aim to ensure that our curriculum:

- is balanced, so that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole;
- provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Objectives

Our objectives are to maintain a curriculum throughout the School, which:

- enables all pupils to learn and make progress;

- is guided by the National Curriculum and gives all pupils access to linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning experiences;
- provides opportunities for pupils to acquire skills in speaking and listening, literacy and numeracy;
- addresses subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- promotes learning within a caring and supportive culture, where pupils can develop an awareness of the spiritual and moral dimensions of life and in which personal growth and respect for individuals is the right of all;
- encourages high achievement for every individual, across our whole range of ability. Standards of excellence in all areas are promoted but each pupil is encouraged to give of their best in competition with themselves, not with others;
- expects pupils to take increasing responsibility for their progress as they move through the School, with independent learning skills being developed for all ages;
- seeks, through the provision of a balanced curriculum and co-curricular provision, to foster creativity and to develop potential in all areas of learning;
- strives to ensure that every pupil of any age has equal access to all relevant aspects of our curriculum and receives individual support where needed to facilitate this;
- gives pupils adequate preparation for the opportunities, responsibilities and experiences of adult life;
- provides pupils with a LEA statement of special educational need or Education Health and Care Plan an education which fulfils its requirements;
- provides appropriate careers guidance; and,
- provides personal, social and health education which reflects the School's aims and ethos.

The needs of the individual are met by:

- building into the curriculum, in all subjects, provision for extending the most able and for offering support or further reinforcement to the less able;
- providing support for pupils who have specific learning needs, English as an additional language or who find aspects of their learning programmes difficult;
- enabling pupils with disabilities to have full access to the curriculum; and,
- teaching in a variety of ways, making allowances for individual ages, abilities and talents.

Fundamental British Values

We aim to model and promote the Fundamental British Values (FBVs) of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs in all our work with pupils. We respect other people without prejudice with regard to the protected characteristics of age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We challenge discriminatory or extremist opinions and behaviours as a matter of course.

The Curriculum in the Junior School

We recognise that pupils learn effectively when they are relaxed, happy and confident. Pupils are encouraged to ask questions, make choices, solve problems and to take academic risks.

There are three phases, Early Years Foundation Stage (EYFS) comprising Nursery and Reception, Key Stage 1 and Key Stage 2.

- In EYFS learning is based on the Early Years Foundation Stage Curriculum. Pupils work towards the Early Learning Goals and parents are kept informed of this progress through an individual profile as well as end of term reports;
- Key Stage 1 and Key Stage 2 follow a curriculum based on the National Curriculum, but which extends beyond to accommodate the higher ability of our pupils and to prepare them for Senior School and beyond;
- Literacy and numeracy skills are developed through the carefully planned schemes of work for English and Mathematics but also extended and practised within other subjects. Drama, Music, PE, Art and Computer Science are taught as separate subjects with specialist teaching staff from Nursery;
- Science, History and Geography are taught as discrete subjects from Year 1 following the National Curriculum. Year 6 pupils are taught Science in the Senior School, taking advantage of the well-equipped science laboratories;
- Modern languages are taught by a specialist languages teacher who teaches French from Reception to Year 6;
- Latin is also taught in Year 6;
- Religious Education, that teaches the pupils about a range of cultures and beliefs, is taught in all years;
- Personal Social Health & Economic Education (PSHE) and Relationships & Sex Education (RSE) including FBVs is incorporated into many areas of School life such as assemblies and School Council as well as having curriculum time each week;
- Art is taught in all years by a subject specialist;
- Physical Education is taught by specialist staff and includes ball sports, athletics, dance, gymnastics and swimming which is taught in the School pool from Reception to Year 6. The co-curricular sports programme is extensive and balances competitive sport with inclusive events such as inter-house competitions;
- Planning to meet the needs of individual pupils is a strength of the School and there is support for both individuals and groups who require specific support for learning or extension of learning. All pupils have the opportunity to learn and make progress relative to their particular needs and talents.

The Curriculum in the Senior School

All pupils in Lower School (Key Stage 3) and Upper School (Key Stage 4) follow a programme in Religious Education, PSHE with Citizenship and Physical Education (including RSE). Swimming is a curricular subject up to Year 9. Strands of Spiritual, Moral and Social Cultural (SMSC) Education are delivered through individual subjects and through PSHE. Provision is made for Careers Education and Guidance in a way which is appropriate for the age of the pupils.

The Subject-Based Curriculum:

- At the beginning of Lower School (Key Stage 3), our curriculum takes account of the curricula in our main feeder primary schools as well as in our own Junior School, and then goes on to lay foundations for GCSE;

- In Upper School (Key Stage 4) it provides a core of GCSE courses and a range of options that allow for individual interests and aptitudes to be developed;
- In the Sixth Form, the curriculum provides a sufficient range of options to enable pupils to be successful in gaining a place to continue their learning on an academic course at a University, in Further Education or to enter employment.

Senior Department Curriculum Detail

Lower School (Key Stage 3):

- Most national curriculum subjects are taught (3D Design replaces Design & Technology, and Enterprise Technology replaces Computer Science)
- Almost all pupils study two modern foreign languages from French, German and Spanish in Year 7;
- Latin is taught from Year 7;
- From early in Year 7 pupils are taught in ability sets in Mathematics;

Upper School (Key Stage 4):

- We reviewed our GCSE Curriculum in 2019-20. Since September 2020, the majority of pupils study 9 GCSEs, with the most able studying 10 or even 11 subjects.
- In this new curriculum all pupils study: English, English Literature and Mathematics. They then choose either: Triple Science (separate GCSEs in Biology, Chemistry and Physics) or Double Science (worth two GCSEs from the study of the three separate sciences).
- Pupils who choose to study Triple Science then choose three options, while pupils studying Double Science choose four optional subjects.
- Optional Subjects include: Geography, History, REP (Religion, Ethics & Philosophy), Classical Civilisation, Classical Greek, French, German, Spanish, Latin, Art, 3D Design, Drama, Computer Science, Music & Physical Education.
- Non-examined courses in Wellbeing & Citizenship and PE run throughout Upper School.
- Since September 2020, pupils also enrol on a series of Exploring Courses which are designed to make sure they are real-world ready. Courses include: Politics and Political Philosophy, Finance, Climate Change, Coding, the Positive Project and the HPQ (the Higher Project Qualification).
- In Year 11 pupils undertake a leadership skills course which is bespoke to Croydon High School.

2.6.4 Sixth Form (Key Stage 5):

- Typically, pupils choose three A level subjects from any of the subjects offered at GCSE and including: Economics, Government & Politics, Sociology and Psychology which are available as 'new' subjects;
- English can be studied as either English Literature or English Language;
- Pupils also enrol on an elective such as EPQ, Creative Arts Portfolio or a limited number of AS levels (principally in MFLs & Music).
- There continues to be a Wellbeing & Citizenship course delivered through tutorial programme;

- A Pathways Programme is run to provide specific support and opportunities in relation to pupils' future career plans and university applications.

At all times it is acknowledged that co-curricular activities, such as school productions, fundraising activities, school visits, residential trips and work experience all contribute to a holistic learning experience.

Statutory Relationship & Sex Education and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education compulsory for all pupils receiving secondary education... They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, DfE Guidance 2019 p.4-5.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships and Sex Education."

DfE Guidance p.11.

At Croydon High School we value PSHE as a way to support pupils' development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. As such, we include the statutory Relationships, Sex and Health Education (hereafter, RSE) within our whole-school PSHE Programme. The Junior and Senior School have separate PSHE and RSE policies which are available on the policies section of the School Website. We also regularly consult with parents and guardians on our PSHE and RSE curricula, thereby ensuring a strong home-school partnership for these most important of issues.