



# St George's College

W E Y B R I D G E

## CURRICULUM POLICY

### Aims

The school aims to:

- educate holistically, so that our extra-curricular education works alongside and in partnership with our academic programme to develop a range of attributes such as resilience and grit, effective preparation for life in modern Britain;
- ensure that pupils develop essential literacy and numeracy skills;
- give pupils experience in, and contribute effectively to, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development, and make provision for acquisition of skills of speaking and listening,
- promote high standards and expectations in teaching and learning
- actively promote fundamental British values.

The school's curriculum follows statutory requirements. It is balanced and broadly based, and promotes the spiritual, moral, cultural and social development of our pupils and helps to prepare them for the opportunities, responsibilities and experiences of adult life in modern Britain.

### Religious Education

Religious education is compulsory at all stages. A programme of general Religious Studies is offered to Years 7 – 9; 12-13, as well as A level Religious Studies being available. The pupils develop awareness of other faiths and values; whilst also deepening their understanding of the Catholic Religion. Collective reflection takes place every day in Tutor time and once a week through Chapel and Year Group assemblies. It is compulsory for all pupils from Year 7 – 13. In line with our admissions policy, students are not permitted to be withdrawn from assembly or collective reflection.

### PSHE/Relationships & Sex Education

In First, Fourth and Fifth Year, PSHE is taught by the students' Group Tutor every Wednesday morning. In the Second and Third Year, there is one discrete, bi-weekly PSHE lesson.

The programme, for all year groups, is overseen by the Head of PSHE. Schemes of work are organised, monitored and evaluated. Teaching methods are mixed, ranging from group work, role-play, question and answer sessions, to visiting speakers and class discussion.

**PSHE lies at the heart of our school community, both across and beyond all areas of the curriculum.** This means that **PSHE** goes beyond the allocated curriculum time and is embedded into the school day in such a way that children are constantly developing and furthering their progression in this vast area of learning.

Students are encouraged to develop the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our school mission statement reflects a whole school commitment to these values.

Students at the College are part of a large, dynamic school community. They are encouraged to take part in a wide range of activities and experiences, enabling them to contribute fully to the life of their school and the wider community. In **PSHE**, students learn to recognise their own worth and the possibilities open to them, work well with others and become more responsible for their own learning. They reflect on their experiences and try to understand how they are developing personally and socially. Children are taught where they can go for help when Our Programme of Study for 1st – 5th Years is based around 3 core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Each year group will look at different aspects of each of these themes. Whilst the programme of study is not prescriptive and there is overlap between the themes, a general breakdown of the academic year will see each theme given a half-termly 'slot' and thus when possible, covered twice over the course of the year.

At the College, we are following the most recent guidelines as detailed by the **PSHE Association**: PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'.

### **Relationships and Sex Education**

Relationships and Sex Education (RSE) is defined as learning about physical, moral, emotional and spiritual development of growing up, relationships, safe sex, sexual orientation and sexual health. This includes learning about positive relationships including understanding the importance of marriage for family life, stable and loving relationships on and offline, and respect, love and care for others. RSE at the College will reflect the Statutory Guidance on RSE which is compulsory in all secondary schools from September 2020.

As a Catholic School, we recognise that some of the issues involved in RSE require us to make clear the teachings of the Catholic Church concerning morality as part of the education process. As a Catholic Christian school we affirm that our RSE policy and programme should be presented in the context of Gospel values. It should also reflect Catholic teaching with regard to the value of the human person: the growth toward personal identity and freedom; the development of sexuality and the importance of marriage. However, we of course recognise that in modern society many different types of family units and relationships exist, and will discuss these in lessons openly and without prejudice. It takes into account the principles of the Catholic Education Service. It incorporates the government's guidance on Relationship and Sex Education.

The school provides RSE predominantly through the PSHE programme, but also through the wider curriculum for all pupils, in which pupils are guided by Catholic moral principles and taught to recognise the value of family. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils and young people cannot be withdrawn from

Relationships Education or Health Education, but parents may withdraw their children from any other part of the sex education programme provided.

### **Careers Education**

Students at St George's College are entitled to careers education and guidance that is impartial and independent. It is integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers working alongside the teaching and pastoral staff.

All academic departments fulfil a vital careers role in educating and informing the students with regards to career opportunities in their area. Students are given departmental assistance with university applications in general and support for the Oxbridge and Medics process in particular. Subject fair and Academic choice options processes also integrate Careers lectures, guidance and Firefly resources support to ensure Heads of Department and Heads of Year connect students to the "Why" in picking up the subjects.

The College provides a wide range of more than 100 stimulating clubs and activities which complement the curriculum and provide students with opportunities beyond the classroom. Many of the activities are subject related, such as Science Club and Marine Biology where the aim is to stimulate interest in and ignite curiosity for the subject. These activities may well encourage students to take the subject further in this school and perhaps beyond, using the knowledge gained in the activity as the basis for a career at some stage in the future. Others such as Land rover Challenge Movie Making, Digital Art, Fashion and Textiles and Newspaper Club have a more tangible focus on the students' future beyond school where careers in engineering, film direction, movie editing, newspaper production and fashion may be of interest to the students. At St George's we also provide the students with some exposure to charitable work through our Kennedy Club, SVP Society, Service Week, Water Aid and Fair Trade all of which involve them working in the interests of individuals less fortunate than themselves.

All staff contribute to the careers education and guidance programme through their roles as tutors and subject teachers. The College has a Careers Administrator who oversee the day to day organisation of the department. They work closely with Heads of Departments, Heads of Years and the PSHE Co-ordinator.

The programme promotes equality of opportunity, inclusion and anti-racism alongside fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

#### **First and Second Years:**

The First and Second Year groups cover life skills in their PSHE topics such as Health and Wellbeing, Relationships, On-line Safety and Study Skills. All students have access to the resources on the Career Pages of Firefly should they wish to explore an interest or discussion point.

#### **Pupil Journey for students from Third Year to Upper Sixth:**

Our careers provision is organised by *Tinker Tailor* (<http://www.tinktail.co.uk/>). *Tinker Tailor* is a personal development and career-mentoring consultancy for young people between the ages of 16-25. Their programme focusses on students in the Third Year right through to the end of the Upper

Sixth. Modules from the Personal Development and Careers Programme are delivered to the Third Year through to the Upper Sixth Year groups. *Tinker Tailor* works in partnership with the College to help students connect with their true talents, explore their career opportunities and ensure a smooth transition from education to employment.

### **PE AND GAMES**

The curriculum promotes a healthy lifestyle and provides a wide breadth of activities in both Games and PE lessons. Within PE, the emphasis is on planning, performing and evaluating an activity. Activities tend to be co-educational within PE. All pupils in Years 7 – 11 have a PE lesson and all students in Years 7-13 have a double Games period per week. All are expected to take part in the school's Physical Education and Games programme. Students can only be excused for medical reasons, for which a letter from a parent will suffice, or for other reasons agreed by the school. The department also offers GCSE and A level Physical Education. Health issues are also explored through the PSHE programme as well as in particular areas of the curriculum – predominantly: Biology and Food and Nutrition.

### **EXTRA CURRICULAR ACTIVITIES**

The range of extra-curricular activities available at St Georges continues to grow. We now offer about 150 activities outside the classroom all of which aim to enrich and enhance the education of the St George's student. Each activity is run by members of staff whose interest, knowledge and experience have been the catalyst for generating so many successful clubs and societies. In the 1st, 2nd and 3rd Years, students are expected to take part in at least 2 activities. One of these can be the major sport for that term but the other should be selected from the wide range of activities on offer for each age group. Many of these take place at lunchtime while others are offered before and after school.

A large proportion of the activities are subject related, such as Science Club, Debating Society, Foods from Around the World, European Film Club and Art Club where the aim is to stimulate interest in and ignite curiosity for the subject. These activities may well encourage students to take the subject further in this school and perhaps beyond, using the knowledge gained in the activity as the basis for a career at some stage in the future. Others such as Movie Making, Digital Photography, Lego, Architecture and Greenpower Formula 24 have a more tangible focus on the students' future beyond school where careers in graphics, film direction, movie editing and engineering may be of interest to the students.

At St George's we also provide the students with some exposure to the notion of charitable work through our SVP Societies and our visits to Parklands care home, all of which involve them in interaction with individuals less fortunate than themselves and through our Fair Trade counter. For the 4th, 5th and 6th Form a full range of activities including DofE is also offered and these students are encouraged to participate as much as possible in them. Where appropriate, students become involved in running activities and this gives them vital experience for the future. This is currently the case with Kennedy Club.

The Local Community has links with the School through the Parklands, SVP and Kennedy Clubs. We have visiting Fencing, Judo and Dance teachers from the local community. Our State School Liaison Officer is developing links with local maintained schools.

After school registers are taken and teachers are expected to chase up absentees the following day through tutors. We manage all activities through SOCS, which will allow us to monitor activity participation more closely and allow parents/students easy access to signing up to clubs.

## **EQUAL OPPORTUNITIES**

Promoting equal opportunities is fundamental to the aims and ethos of St George's College. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. We are committed to equal treatment for all pupils regardless of sex, sexuality, race, caste, disability, religion or belief. We keep a record of discriminatory incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through safety questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times. We ask that our students and their families are at ease with, and responsive to the Catholic Christian Josephite nature of the school and that they feel comfortable in supporting it. For further details on this, please see the Admissions Policy.

The College is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from pupils with special needs and disabilities, and refer parents to our policy covering Special Education Needs (SEN), learning difficulties, and disability.

Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be found on our website or obtained from the Bursar's office.

## **ACADEMIC SUPPORT**

The Academic Support teacher will work with the Admissions Office, pastoral team, parents and feeder schools to identify future students who have Additional Learning Needs (ALN) or Special Educational Needs and/or Disability (SEND) prior to entry. Full disclosure is requested from parents if their child has been professionally assessed regarding ALN/SEND OR has received any special provision at their current or any past schools, for example support classes, adapted materials or technology. The parent of a prospective student should declare the ALN/SEND on the online Registration Form; this will trigger a more detailed questionnaire being sent, which must be filled in and returned to the Academic Support Department, along with all supporting documentation. Through the College's 'best endeavours' this enables the College to identify if a child's ALN/SEND can be provided for.

The Academic Support department aims to assist those students in the College who have ALN or SEND in achieving their potential. ALN are met through a graduated response. High quality teaching, appropriately differentiated for individual students, is seen as the first step in responding to possible ALN and SEND (wave 1).

The Academic Support department has provision for students with ALN/SEND. Students with diagnoses of sensory impairment, dyslexia, dyspraxia, autistic spectrum and ADHD are currently

supported within St. George's College, largely within the classroom. The department liaises with external agencies to provide additional expertise to students.

Academic Support lessons are offered to students who need additional or different support (wave 2). Students will be assessed as to their individual needs and how they can best be supported. Students are actively involved in the decision-making process of where to target support. Targets are created together which reflect the individual needs of the student. The primary focus in Academic Support lessons is on the development of study skills. Support is monitored and reviewed twice a year via the College's gradecards. Parents and students will be invited to take part in the target setting progress. The Academic Support Teacher is available at parents' evening (first to 5<sup>th</sup> year) and can also have phone, teams or face-to face meetings with students/parents to review. There is an additional cost for these lessons.

## **SUBJECTS OFFERED**

### **General Aspects**

Through the linguistic opportunities available to pupils, they develop their communication skills through speaking, listening, reading and writing. English/Literature are compulsory throughout Years 7-11; with additional opportunities to study French, Spanish, German, Mandarin and Latin. Mathematics is compulsory throughout Years 7-11. In this area of the curriculum, pupils are taught to think logically and express themselves clearly. A variety of methodology including practical activities, explorations and discussions are employed to deliver Mathematical concepts across the curriculum.

Sciences are compulsory throughout Years 7-11, through which pupils learn about nature, materials and forces. The methodology is varied including experimental work, exploration, discussions, observations and role play.

Computing is taught as a discrete subject in Years 7 and 8 and an option from Year 9 onwards and as an A-level option for Years 12 and 13. ICT is embedded into schemes of work across the curriculum.

Technology is further delivered through Food & Nutrition and Design Technology throughout Years 7-9; with both subjects becoming options from Year 9 onwards. Product Design is offered at A level, but Food & Nutrition is not. Pupils work with a variety of materials and tools to make high quality products. They evaluate their work and the process through which the products have been made.

History and Geography are also compulsory in Years 7-9 and optional in Years 10 through to 13.

Pupils learn about people and their interaction with the environment, in the past and present.

Aesthetic and creative elements of the curriculum are fostered through a variety of subjects, but most specifically through Music, Literature, Art, Drama – all of which are available to the pupils throughout the school. Pupils' personal, imaginative and creative faculties are developed significantly in these areas.

### **Specific**

#### **Years 7 & 8**

In Years 7 and 8 the following subjects are compulsory:

English, Mathematics, General Science, Latin, Religious Studies, History, Geography, Art, Drama, Music, Technology: Food, Resistant Materials, Computing, PE, Games, PSHE. Pupils are given the option of studying two languages from: French, German or Spanish upon entry.

#### **Year 9**

In Year 9, the following subjects are compulsory:

English, Mathematics, Biology, Chemistry, Physics, Religious Studies, History, Geography, PE, Games, PSHE. Pupils select three subjects from: Art, Drama, Music, Technology: Food, DT, Computer Science. They also opt for two languages from: French/German/Spanish/Latin. Pupils begin their IGCSE course in English Language.

#### **Key Stage 4**

Pupils are expected to take ten GCSEs, however exceptions are made for pupils with statements, pupils with SEND/ALN, pupils with exceptional commitments out of school e.g. National Sportsmen/women.

At Key Stage 4, the compulsory GCSE subjects are: English (IGCSE), Literature (IGCSE), Mathematics, Religious Studies, Double Award Science (IGCSE). Pupils then choose four options from: French (IGCSE), German (IGCSE), Spanish (IGCSE), Latin, Triple Science (IGCSE), History (IGCSE), Geography, Drama, Music, Art, Computer Science, Design and Technology, Food and Nutrition and PE. Further Maths is also offered to the most able Mathematicians.

Compulsory non-examined subjects are: PSHE (1 lesson per fortnight), PE (1 lesson per fortnight in Yr 10; 2 lessons per fortnight in Year 11), Games (one afternoon per week). The High Performance Programme is also offered – 1 lesson per fortnight in Year 11.

- Pupils are expected to opt for at least one Foreign Language, however exceptions are made for those with SEND/ALN statements, upon request from pupils and parents and/or upon the advice of our Academic Support Co-ordinator.
- Pupils not able to select four options, will follow a Support Option in place of a GCSE. The Support Option offers literacy and numeracy support.
- In order to ensure breadth of subjects studied at this level, we ask that pupils do not select more than one Technology subject.
- Our most able Mathematicians, take Further Mathematics GCSE at the end of Year 11.

#### **Key Stage 5**

Pupils are anticipated to remain at St. George's College for the 6<sup>th</sup> form. Any pupils for whom we feel our 6<sup>th</sup> form diet might be too demanding, based on their performance throughout Key Stage 4, are notified at the end of Year 10, so that they may make alternative arrangements. The following curriculum description is currently operating.

#### **A Level (all are linear)**

Students select three main subjects + the EPQ or four main subjects in the L6th. Non-examined compulsory courses are: PSHE, Games, General RS and a compulsory lecture programme for 4 lessons a fortnight. The High Performance Programme is also compulsory for students in the L6th. There is an Oxbridge and Medics programme which commence in the L6th, during which time they prepare for the whole Oxbridge/Medics process. Within Games, there is the option of Performing Arts – which incorporates Drama/ Music/Dance.

Option subjects, delivered in 14 periods per fortnight, available are:

Art, Biology, Chemistry, Physics, English Literature, Mathematics, Further Mathematics, French, German, Spanish, Latin, History, Geography, Politics, Business, Economics, Religious Studies, Computing, Music, Theatre Studies, Physical Education, Psychology and Product Design.

We recommend that students must have at least a B/6 grade at GCSE to take a subject at A Level. Any student who achieves below a B/6, will only be permitted to take a subject, at the discretion of the Head of Department. There are other particular stipulations for certain subjects indicated in our options booklet for Year 11 students.

### **Oxbridge**

Oxbridge subject specific lessons begin in September of the U6th. Old Georgians who are studying at Oxford or Cambridge, return to address our 5<sup>th</sup> Years and L6th during the Christmas term. They are invited to form links with Old Georgians at that time. There is plenty of opportunity for interview practice throughout the Lower and Upper Sixth.

### **Homework**

Homework is regarded as an important element of the pupil's overall educational experience at the College. The main benefits of homework are that it:

- develops one's ability to work independently and achieve positive learning habits;
- consolidates work covered in class and extend it by application of principles;
- encourages research and increase knowledge;
- develops organisational skills;
- maximises the use of time available;
- gives parents an opportunity to involve themselves in their sons'/daughters' academic work and to gain an insight into their study habits and progress.

Homework is set, differentiated by either task or outcome, in accordance with the homework timetables published by the Deputy Head, Academic at the beginning of the academic year.

In agreement with the parents and pupils, modifications to homework procedures and requirements, will be made for pupils with disabilities, some of which will have been diagnosed in the form of an Educational Psychologist's Report submitted to the College. Such modifications, dependent upon the recommendations of Assessment, could include:

1. The volume and nature of the task involved;
2. The manner and time of submission.

More detail on this is to be found in our Special Educational needs and Disabilities Policy.

Every boy and girl is given a homework diary, in which to write down their homework for the night. We encourage parents to write any comments in the diary which might be helpful to the Group Tutor, and we do ask that parents sign the diary every week. In this way we hope to maintain informal communication between school and home and to monitor effectively the quality and quantity of homework done by the pupils.

### **COMPLAINTS**

Should an academic issue arise, the appropriate person to contact will be the relevant Head of Department or the Head of Year. We hope that by addressing concerns at an early stage, the need for parents to make any formal complaints will always be avoided. However, should parents feel dissatisfied after raising a concern and wish to take the matter further and make a formal complaint, the procedures in our Complaints Policy are followed:

- Parents should put their complaint in writing to the Headmistress.



- The Headmistress will acknowledge receipt of the complaint within 3 term time working days and will arrange to meet parents normally within 7 days, but certainly no more than 14 days of escalation of the complaint to Stage 2.
- The Headmistress will keep a written record of meetings and interviews that may be necessary for her to establish as far as is practicable, all of the relevant facts.
- The Headmistress will attempt to find a resolution and if necessary this will be made by her and parents will be informed in writing within 21 days during term time of the receipt of the formal, written complaint. The Headmistress will give the reasons for her decision.
- Parents may proceed to Stage 3 – Appeal -of this procedure if they are not satisfied with the Headmistress’s decision:
- A letter should be written to the Clerk of Governors (at the College address) giving details of the complaint. The Chairman of Governors or a nominated governor will convene a Governing Body panel and the parents will be sent details of this process.

### **Monitoring and Evaluation**

Heads of Departments monitor and evaluate the quality of teaching and learning throughout the year. The monitoring takes place in the form of discussions, work sampling, lesson observations, formal reviews and target setting. The Deputy Head, Academic oversees the whole process, meeting, along with the Headmistress, each Head of Department in the Christmas Term to review the public exam results and set specific examination/value added targets for the year ahead. Departmental reviews take place every year with SLT.

Work scrutiny takes place within departments throughout the year, and also by SLT as part of the full review. In the Christmas term, the work scrutiny focuses upon KS5; in the spring term, it focuses upon KS4 and in the summer term the focus is upon KS3. In addition to this, there are end of year questionnaires for samples of students in each year group, in which students are invited to give their opinions about the teaching and learning experience they have had throughout the year. The results of all work scrutinies and questionnaires are shared with each Head of Department and amongst all their staff.

### **Related Policies**

- Teaching and Learning Policy
- Marking Policy
- Spelling Policy
- Homework Policy
- SEND/ALN/EAL Policy

This policy is monitored by the Deputy Head, Academic, who reports its implementation to the Headmistress on a regular basis. It is reviewed annually in September.

