



Sponsor	DHA
Issue Date	June 2021
Next Review Date	June 2022
Governors' Review Committee	Education

CURRICULUM POLICY

BACKGROUND

The curriculum at Woldingham embraces the principles of Sacred Heart Education - particularly faith, respect for scholarship and intellectual values, and personal growth. The School enjoys very good public examination results at GCSE/IGCSE and A Level, and all stakeholders expect excellent "value added." Our curriculum and schemes of work do not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

ETHOS

Faith and the development of the individual

- Students are given every opportunity to grow morally, emotionally and socially through a curriculum that nurtures awareness, inquiry, debate and embraces the ethos of the Sacred Heart.
- Personal, social, health, and economic educations reflects the schools' aims and ethos and encourages respect for other people, paying particular regard to protected characteristics set out in the 2010 Act; a Age b. Disability c. Gender reassignment d. Marriage and civil partnership e. Pregnancy and maternity f. Race g. Religion or. All rights reserved. h. Sex i. Sexual orientation

Breadth

- Breadth in individual development: a curriculum that enables all pupils to develop the key elements of learning - knowledge, skills, conceptual understanding and disciplined habits – and the areas of learning experience.
- Breadth of disciplines: at Key Stages 3 and 4, options are arranged so that all students receive education in all of the following fields: aesthetic/creative and/or human and social, linguistic and literary, mathematical, technical ,moral, physical, scientific and spiritual
- Students acquire vital skills in literacy, numeracy, speaking, listening, research, presentation and empathy by way of schemes of work that deliver the curriculum in a variety of imaginative and inclusive ways (e.g. group work, debates)

Balance

- Balance of options in Key Stages 3 and 4 ensures that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole; pupils experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; acquire speaking, listening, literacy and numeracy skills
- Balance (particularly with regard to PSHEE and core skills) is maintained through enrichment provision in Sixth Form.
- Woldingham's Thrive programme (which combines character education and study skills) seeks to nurture and support a balanced and healthy approach to work and to the inevitable stresses and strains of modern life. Central to the programme is the recognition that healthy attitudes are good in themselves and also play a key role in a successful working life.

Relevance

- A relevant curriculum that reflects the previous learning of the pupils, caters for their individual aspirations and follows National Curriculum guidelines on the provision of personal, social and health education. The curriculum and schemes of work promote fundamental British values; preparing students for the opportunities, responsibilities and experiences of life beyond school as good citizens within British society. Students are prepared for engagement with public institutions and society at both national and local level; and for civic responsibilities and contact with a wide range of members of society in England.

Differentiation

- A differentiated curriculum in which a combination of teaching skills, resources, schemes of work, and setting and banding recognise and cater for differences in pupils' abilities, skills, age, aptitudes and needs
- Additional support is provided, where necessary, for all students on the EAL and Learning Enhancement register (Special Educational Needs) and those from disadvantaged backgrounds (as required). The Head of Learning Enhancement (SENCO) and Head of EAL guide departments in catering for the needs of relevant students. All staff are expected to follow recommendations laid down in IEPs by the Learning Enhancement Department.
- Students are provided with opportunities to stretch and challenge themselves within and beyond the curriculum and there is a dedicated programme for the most able/those of exceptional ability

- Teachers know their students and plan their lessons accordingly. There is an effective system to track pupils' progress in place
- Classroom teaching is delivered in a way that ensures good behaviour – it fosters self-motivation and students are encouraged to learn and think for themselves

Enrichment

- All provision for students which centres on learning skills and/or character education (life skills) forms part of our “Thrive” programme. The aim of this programme is to ensure that (i) learning skills and broader character education (life skills) are discussed and developed in a connected fashion and (ii) the provision of learning skills and character education is not treated as a “box ticking” exercise.
- All Year 7 students receive help with study skills through additional timetabled sessions, which are designed and led by the Head of Marden. All year groups receive periodic talks and workshops on study skills, which are led either by their Head of Year or by the Deputy Head Academic. These activities form part of the annual Thrive calendar. The School also runs an annual “Thrive Day” in October, in which all staff and students participate and various talks and workshops are delivered by a combination of Woldingham staff and visiting speakers/coaches.
- Numerous well-planned and well thought-out opportunities for growth outside the class room are offered (through departments, whole school initiatives and societies) in the form of trips, guest speakers and special activities.
- Sixth Form students are offered opportunities for academic enrichment which take account of their abilities, help nurture the skills needed for life beyond school, and keep abreast of the latest positive developments in educational provision.
- The School provides excellent provision of careers education and guidance at all levels. This is presented in an impartial manner that allows for informed choices across a broad range of career options, encouraging students to fulfil their potential

PROCEDURES

Planning

- Changes to the curriculum are planned annually, in relation to the ethos laid down in this policy.
- Where appropriate, changes to the curriculum are discussed collectively with Heads of Department or the whole staff body.

- Proposals for change are welcomed from all members of staff and will be reviewed by the SLT in relation to the ethos laid down in this policy.
-

Options and timetabling

- The School operates a sensible, well-advertised calendar for the collection of students' option choices.
- Students and parents are supported in their choices by a combination of timely parent teacher meetings, talks from the School Leadership Team, careers advice and advice from tutors and Heads of Year.
- The timetable is planned according to a rigorous annual calendar which links to the options calendar. Timetabling is undertaken with the aim of maximising student choices and providing students with the fortnightly spread of lessons that is most conducive to successful learning.

Differentiation

- Students are assigned to sets and bands through a rigorous process which takes account of a broad spread of sensibly weighted data.
- Every effort is made to provide students who are less able in a particular area (Mathematics, Science or Humanities) with smaller class sizes.
- *As far as logistically possible*, Heads of Department ensure that individual teachers are taking particular sets or bands according to their strengths and experience.

Review

- The Deputy Head Academic, Heads of Department, Head of Sixth Form and other academic Heads of Year conduct annual evaluation and review of all enrichment provision. This process is supported by a strong awareness of both the latest developments and ideas in educational provision and the actual experiences and needs of students of all abilities.

CURRICULUM SYNOPSIS (2021-2022)

Years 7-9: (Units - periods of 55 minutes - per fortnight ¹)			
	Year 7	Year 8	Year 9
English	6	6	6
Mathematics	6	6	8
Theology	4	4	4
Science ²	6	9	9
PE	6	6	6
French ³	4	4	5
German	4	4	5
Spanish	4	4	5
Latin ⁴	3	3	3 or 5
Geography	3	3	3
History	3	3	3
Computing	2	2	3
Art ⁵	2	2	3
Drama	2	2	3
DT	2	2	3
Music	3	2	3
Health Education	2	0	0
Thrive (PSHEE)	2	2	2

Years 10-11

The following subjects are taken by all girls to GCSE level:

- English Language*
- English Literature*
- Mathematics
- Theology

Students are also expected to study a Foreign Language and either Double or Triple Award Science to GCSE/IGCSE level.

¹ There are a total of 60 available periods in a fortnight. Years 7-9 have no frees unless they have dropped a language due to Special Educational/EAL needs.

² In Year 7 a general science programme is studied and students have one science teacher. From Year 8 science is taught as three individual subjects (Biology, Chemistry and Physics) with different teachers

³ In Year 7 students chose 2 of French or Spanish or German by October half-term, following a carousel of modern foreign language lessons in the first half of autumn term. Students requiring on-timetable Learning Enhancement support in Years 7-8 will only study one modern foreign language.

⁴ Latin becomes a language options in Year 9. Prior to this Latin is compulsory for most students (unless particular individual circumstances make it impractical).

⁵ In Year 9 students have to choose 5 options, at least one of which must be a language, from: French, Spanish, German, Latin, Art, Drama, Computing, DT or Music (the majority of students will choose two languages, however, some students will study Latin as a 3rd language, while others will choose an extra 'creative' option and only study one language).

Modern Foreign Languages*

Students must choose **ONE** foreign language (not their native tongue) from the following:

German
French
Spanish
Latin

*Some students who have English as an additional language may be exempt

Science

All students start Year 10 studying three sciences. After the Year 10 examination in the summer term they are advised to either take Double or Triple Award.

GCSE Options

Art		Geography		Spanish	
Computer Science		History			
Design Technology		Latin			
Drama		Music			
French		Physical Education			

Years 10-11 (Units - periods of 55 minutes - per fortnight)		
	Year 10	Year 11
English	7	8
Mathematics	8	8
Theology	6	5
Science	15	15
Triple Science	15	18
PE	4	4
Options 1, 2 and 3 (inc. MFL)	6	5
THRIVE (PSHEE)	2	2

GCSE Options Guidance

The Deputy Head Academic speaks to all Year 9 girls regarding GCSE options in the autumn before the Year 9 parent-teacher meeting. The DHA, Head of Year and tutors are on hand to give girls and their parents GCSE options advice throughout the autumn term of Year 9.

In Year 9 girls are guided to maintain breadth whilst starting to make academic choices in accordance with their emerging strengths and enthusiasms. All girls are required to maintain a minimum of one language to GCSE, unless their academic profile suggests that this will be genuinely counterproductive. Girls are also encouraged to maintain one of History and Geography and at least one "creative" subject to GCSE.

The Sixth Form Curriculum

Most girls study three A Levels and one course from our additional curriculum, but there is also the opportunity to study four A Levels.

The minimum entry requirement for Sixth Form is an average of 5.5 points at GCSE⁶ across 9/10 subjects with a minimum of 8 GCSEs, however, the school can waive this requirement according to the individual circumstances and best interests of a particular student.

Most Sixth Form subjects are allocated 11 periods a fortnight. Sometimes fewer lessons will be offered if the cohort for a course is only one or two students.

Options are chosen from the list below:

Art		English Literature		Physics
Art History		French		Politics
Art Textiles		Geography		Psychology
Biology		German		Theology
Business		History		Spanish
Chemistry		Latin		Drama and Theatre Studies
Classical Civilisation		Mathematics		Physical Education
Computer Science		Further Mathematics		
Design & Technology		Media		
Economics		Music		

The Sixth Form Additional Curriculum

Any students studying three A Levels (which will be the majority) have to take one course from our additional curriculum menu. This includes the following:

- (i) EPQ
- (ii) Core Maths
- (iii) MOOCs (Massive Online Open Courses)
- (iv) Sports leadership (Level 3)
- (v) Level 3 Business Qualification

Sixth Form Enrichment

Extensive Higher Education and careers advice is provided by specialist staff. This includes the programme of careers lessons, which runs from January to June of Lower Sixth.

All Sixth Formers are expected to continue with 2 periods a fortnight of PE until Easter of Upper Sixth.

⁶ A* being 8 points, A 7, B 6, C 5 and so on.

As part of our commitment to preparing students for life after Woldingham, we are introducing the Sophia programme to the Sixth Form from September 2021. Sophia (meaning 'wisdom' in Greek) is a new, innovative and thought-provoking curriculum that covers areas as diverse as: culture, society, ecology and philosophy.

Other components of the programme include practical service in the local community, such as in primary schools and care homes, visits from external speakers, and a Philosothon (an event to promote philosophical enquiry and rigour, bringing groups of students together around stimulus material which allows the group to move beyond discussion towards critical inquiry).

As with other year groups, Sixth Formers are also offered Speech and Drama lessons, Life Drawing classes and extra Music lessons according to their options and interests.

We also run a Cultural Society, debating groups and various other academic societies such as the Greenwell Society (Social Sciences and History).

PSHEE PROVISION

At Woldingham, Thrive (Personal, Social and Health and Economic Education) is seen as an integral part of the curriculum allowing necessary preparation for students to take a full and active part in adult society in the future. The curriculum aims to promote the moral, social, cultural, mental and physical development of the pupils as well as preparing learners for the opportunities, responsibilities and experiences of adult life in British Society.

The PSHEE programme covers all statutory aspects of under the Children and Social Work Act 2017. This includes

Relationships and Sex Education (RSE) at Key Stages 3 and 4 (this is in line with the new statutory guidance effective from September 2020), and Health Education in secondary schools.

The recommended PSHE Association Programme of Study sets out learning opportunities for key stage 3 to 5, based on three core themes:

Core theme 1: Health and Wellbeing

Core theme 2: Relationships

Core theme 3: Living in the wider world

This is used as a framework for our Thrive (PSHEE) programme.

PSHEE is provided through discrete lessons as well as through opportunities provided by the National Curriculum subjects, assemblies, the Thrive tutorial programme, guidance and support systems including Careers, special projects and other events that enrich pupils' experiences.

The personal, social, health, and economic education reflects the schools' aims and ethos and encourages respect for other people, paying particular regard to protected characteristics set out in the 2010 Act; a Age b. Disability c. Gender reassignment d. Marriage and civil partnership e. Pregnancy and maternity f. Race g. Religion or. All rights reserved. h. Sex i. Sexual orientation