



## Curriculum Policy

This policy which applies to the whole school, inclusive of boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

**Owner:** Deputy Head Academic

**Approving Body:** Teaching and Learning Committee

**Last Review:** September 2025

**Next Review:** September 2026

**Regulatory or legal requirement addressed by Policy:**

- Independent School Standards, The Education Standard (England) (currently in force)
- National Curriculum
- National curriculum in England: mathematics programmes of study (currently in force)
- National curriculum in England: English programmes of study (currently in force)
- Guidance about teaching personal, social, health and economic (PSHE) education (currently in force)
- Relationships, Sex and Health Education (RSE) (currently in force)
- Promoting fundamental British values through SMSC (currently in force)
- Research review series: religious education (currently in force)
- Teaching about Mental Wellbeing (currently in force)
- DfE Careers guidance and access for education and training providers (currently in force)

**Linked Policies:**

- Relationships and Sex Education Policy
- SEND Policy
- EAL Policy
- Privacy Notice
- Data Protection Policy

## **SCOPE**

All who work, volunteer or supply services to Woldingham School have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

**Monitoring and Review:** These arrangements are subject to continuous monitoring, refinement, and audit.

## **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.

The Board of Governors, with the Head, rigorously scrutinise this annual review of this policy inclusive of its implementation and the efficiency with which the related duties have been implemented. This review will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the updated/reviewed arrangements and it will be made available to them in writing or electronically.

## **INTRODUCTION**

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.” The 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. The curriculum is appropriate for the pupils’ ages and aptitudes including those with Special Educational Needs and/or disabilities. It is designed to equip pupils with the skills and knowledge necessary to prepare them for the opportunities, responsibilities and experiences of later life.

### **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 Sacred Heart

- Personal, social, health, and economic education reflects Woldingham's 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 belief h. sex i. sexual orientation

### **Breadth**

- Breadth in individual development: a curriculum that enables all students 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; students experience linguistic, mathematical, scientific, technological, aesthetic and creative education and human and social, physical; acquire speaking, listening, literacy and numeracy skills.
- Balance (particularly with regard to PSHE 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.

### **Coherence**

- Coherence embraces the different elements and areas of learning so that these do not appear as unconnected but as contributing to overall progress and achievement

### **Ambition**

- The purpose of ambition is to ensure that the curriculum challenges students and pushes them to achieve as much as they can; student must excel and teachers must be ambitious for their students to acquire the knowledge and skills to make progress over time

### **Relevance**

- A relevant curriculum that reflects the previous learning of the students, 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 students' 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 disabilities 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 students' 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 the "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 groups receive talks and workshops on study skills, which are led either by their Head of Year or by the Deputy Head Academic or external specialists. These activities form part of the annual Thrive calendar
- 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, Heads of Year and the Deputy Head Academic.
- 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.

## CURRICULUM SYNOPSIS (2025-26)

Years 7-9: (Unit Periods of 55 minutes per fortnight)			
Subject	Y7	Y8	Y9
Maths	6	6	7
English	6	6	6
Theology	6	4	4
Biology	6 x Science	3	3
Chemistry		3	3
Physics		3	3
History	3	3	4
Geography	3	3	4
Modern Foreign Languages	6	2x4	4 blocks of options, 2 x 5 (for languages) and 2 x4 (for others). Students are advised to do at least 1 mfl. New subjects offered are Dance and Academic Pe
Latin	3	3	
Art	2	2	
Computer Science	2	2	
Design Technology	2	2	
Drama	2	2	
Music	2	2	
Games (blocked afternoon)	4	4	4
Pe	2 (4)	2	2
Thrive (with tutors)	1	1	1
Wellbeing	1	1	1
Life Skills	1		

## Years 10-11

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

- English Language\*
- English Literature\*
- Mathematics
- Double or Triple Award Science
- Theology

## Modern Foreign Languages\*

Students are encouraged to 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

## GCSE Options

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

Years 10-11 (Units – periods of 55 minutes per fortnight)		
	Y10	Y11
<b>English</b>	8	7
<b>Mathematics</b>	8	9
<b>Theology</b>	6	6
<b>Science</b>	4	4
<b>Triple Science</b>	4	4
<b>PE</b>	4	4
<b>Options 1, 2 and 3 (inc. MFL)</b>	4 blocks of options (4 x 5). Triple Science is included in the option blocks. Students are advised to do at least 1 mfl. Students will choose either 3 or 4 options in order to study 9 or 10 GCSEs in total.	4 blocks of options (4 x 5).
<b>THRIVE (PSHE)</b>	2	2

## GCSE Options Guidance

The Deputy Head Academic speaks to all Year 9 students 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 students and their parents GCSE options advice throughout the autumn term of Year 9.

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

## The Sixth Form Curriculum

Most students study three A Levels, alongside compulsory wellbeing sessions and the Sophia programme. They can also choose to add one of the following courses from the School’s additional curriculum:

- (i) Extended Project Qualification (EPQ)
- (ii) Core Maths (Level 3)
- (iii) Sports Leadership (Level 3)
- (iv) Duke of Edinburgh Award
- (v) MOOCs (Massive Online Open Courses)

The minimum entry requirement for Sixth Form is an average of 5.5 points at GCSE<sup>6</sup> 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	Computer Science	Further Mathematics	Physics
Art History	Design & Technology	Geography	Politics
Art Textiles	Drama and Theatre Studies	German	Psychology
Biology	Economics	History	Theology
Business	English Literature	Mathematics	Sociology
Chemistry	French	Media	Spanish
		Music	Physical Education



## **Sixth Form Enrichment**

The Sixth Form FutureProof programme includes a series of sessions to prepare students for successful Higher Education applications, under the guidance of specialist staff. It also includes a number of sessions and events to inspire, empower, and set students on a pathway for success in both their personal and professional lives beyond school.

The Director of Higher Education and Careers oversees a programme from years 7-13, in line with Gatsby benchmarks, to ensure students are informed about the choices ahead of them and how they can best achieve their aims. This includes alternative pathways to university, including apprenticeships.

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

As part of the School's commitment to preparing students for life after Woldingham, the Sophia programme was introduced 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, theology, ecology and philosophy. It is designed with student wellbeing and future choices in mind, to develop students' powers of reasoning and critical thinking, preparing them for modern living and financial literacy, as well as preparing them for Higher Education through seminar-style lessons.

Fortnightly Wellbeing sessions are used to deliver PSHE and ensure age and stage appropriate learning around issues of health, relationships and personal wellbeing.

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. Analytical reasoning, presentation and public speaking skills are encouraged in the School debating clubs.

## **SPECIAL EDUCATION NEEDS AND DISABILITY (SEND)**

Where a student has a Special Education Needs and Disability, the Special Educational Needs Co-ordinator (SENCO) must ensure that the specific education and learning needs of the individual are understood and appropriate steps taken to accommodate them and ensure that teachers are aware and have adapted their lessons for the individual, or IEPs have been devised. Students with an EHCP will be carefully considered and accommodated as will all students with SEND issues so that they have complete access to the curriculum through high quality teaching that is differentiated and personalised. The school is committed to meeting the individual needs of students with SEND at every part of the curriculum, especially in preparing them for adulthood.

## **PERSONAL SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE), SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) AND RELATIONSHIPS AND SEX EDUCATION (RSE)**

Please also refer to the School's **PSHE** and **RSE policies**.

At Woldingham, Personal, Social, Health and Economic Education (PSHE) 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 students as well as preparing learners for the opportunities, responsibilities and experiences of adult life in British Society. Thus, Woldingham recognises the profound importance of formally teaching, integrating and embedding SMSC and PSHE, (including RSE) into the curriculum.

The PSHE programme covers all statutory aspects expected of schools. This includes Relationships and Sex Education (RSE) at Key Stages 3 and 4 (in line with current statutory guidance), and Health Education in secondary schools.

Woldingham uses the recommended PSHE Association Programme of Study setting 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 the School's Thrive (PSHE) programme.

PSHE is provided through discrete wellbeing lessons as well as through opportunities provided by the National Curriculum subjects, assemblies, the Thrive programme, guidance and support systems including Careers, special projects and other events that enrich students' experiences. The School aims for its students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. It uses its schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. Woldingham is also committed to students' personal development and ensuring that they become more resilient to setbacks and adopt coping mechanisms and a positive, growth mindset. PSHE reflects Woldingham's aims and ethos and encourages respect for other people, paying particular regard to protected characteristics. These are listed in section 4 of the Equality Act 2010 as follows: a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or belief h. sex i. sexual orientation RSE is delivered through the PSHE programme and other curriculum subjects.

Whilst SMSC is integral to all aspects of the curriculum, PSHE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. The School provides a safe space in which it's students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. Woldingham School builds resilience to radicalisation of its students by promoting fundamental British values.