

CURRICULUM POLICY

1 Aims and Principles

Inspired by our Catholic tradition, we make every effort to provide a curriculum that will enable all pupils to reach their full potential both intellectually and personally. We see education and learning as gifts to be prized and put to use. We aim to create an environment in which questioning, independent thinking and the freedom to learn from mistakes leads to the development of resilience, self-confidence, a sense of responsibility, and high aspirations in our young people who are thus well equipped to meet the opportunities and challenges ahead.

Within the framework of a broad, balanced curriculum, we allow a high level of personalisation in which each pupil can play to her or his strengths, follow specific interests and address individual areas of difficulty. With a personally tailored curriculum, each pupil has the opportunity for high levels of engagement and enjoyment of learning, leading to strong personal and spiritual development and the best possible academic standards and qualifications.

For the most part the curriculum is delivered through the setting of full time, formal lessons in an appropriate space: classrooms, laboratories, specialist physical education, drama, art and music facilities. For the younger age groups, the School grounds provide the settings for forest school and for outdoor play. On other occasions the curriculum may be suspended in order to allow pupils to take part in cross-curricular projects.

The curriculum will provide:

- subject knowledge and skills in Languages, Mathematics, Sciences, Technology, Physical Education, the Arts, and Humanities to enable pupils to understand and participate effectively in the world around them, and help them develop specific areas of expertise according to aptitude that will lead them beyond school into further education and a career of their choice
- opportunities for pupils to develop their own skills and appreciate the skills of others in areas of physical, creative and expressive arts - drama, music and physical education; the aim is to lead pupils to an understanding of how to achieve for themselves an active and healthy lifestyle, both physically and emotionally, and an understanding of how to take an active part in the school community and in the future communities to which they will belong
- a sound grounding in the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- opportunities for pupils to solve problems both individually and as part of a team
- assessment which gives pupils feedback on the areas in which they have succeeded in meeting targets and also formative advice on ways to improve, so developing reflective learning and perseverance to master difficult tasks

The curriculum aims to be:

Inclusive

- to maximise the possibility of individualised and personalised teaching, pupils being taught using differentiated schemes of work in small teaching groups, complemented, as appropriate, by learning support in or out of class
- to match the needs and interests of the full spectrum of learners and the range of cultural perspectives and experiences represented in the school, these perspectives and experiences being called upon to further pupils' understanding of the world around them
- to ensure, in line with our policies on Equal Opportunities and Disabilities, that all pupils, regardless of ability, have opportunity to achieve success in their learning at the highest standards, these pupils including those identified by our baseline testing and teacher feedback as:
 - gifted and talented
 - having special educational needs (SEN) or learning development difficulties (LDD) – pupils with an EHCP have an annual review attended by an LEA representative, the Head, the Special Educational Needs Co-ordinator (SENCo), the pupil, the pupil's parents and if appropriate and possible the Form Tutor and one or more subject teachers
- having English as an additional language

Coherent

- to present a progression of learning opportunities throughout the School that allow pupils to build on their experiences and gain confidence through success and continuity
- to provide a supportive community environment in which pupils are secure and find the learning experiences both positive and enjoyable
- to develop in pupils secure values and beliefs and principles to distinguish right from wrong

Challenging

- to promote high expectations for all pupils and provide the support to allow them to achieve the best they can, both now and in the future
- to encourage pupils to achieve high standards, extend their horizons and raise their aspirations
- to encourage pupils to think for themselves, have enquiring minds and learn both independently and with others
- to motivate pupils to take managed risks, be creative and resourceful and identify and solve problems

Relevant and up-to-date

- to prepare pupils to take their place in a changing society, by exposing them to the latest innovations in technology and changes in the world of work
- to provide a range of extra-curricular activities to broaden and extend pupils' learning experiences to better equip them for lifelong learning

Broad and Balanced

- to promote the intellectual, personal, social and physical development of all pupils
- to provide pupils with the essential elements of all areas of learning that describe the range of knowledge, skills and understanding that children need to develop as they progress through their primary and secondary education

Personalised Learning

In accordance with the aims of the School, the curriculum is flexible and can be tailored to suit pupil needs. The intention is for all pupils, whatever their needs and/or abilities to be supported in their learning by differentiation within lessons. At lunchtime and after school, teachers give individual support between lessons. One-to-one support within the extra tuition programme is also available. The curriculum is adapted to the needs of each pupil in terms of which languages are to be studied and the choice of GCSE / AS / A Level subjects to be studied. For further details concerning learning development, please see the *Disability Inclusion, Special Educational Needs and Learning Support Policy, English as an Additional Language Policy and Gifted and Talented Pupils Policy*.

Communication and Language

Communication and language lie at the heart of a pupil's capacity to think, interpret and express, and are crucial to pupils' development as successful learners. The developing use of language underpins achievement across the curriculum and lays important foundations for the future. Beyond the study of English, there is opportunity to study French and Spanish from Reception and Latin from Year 7. Other languages (for example, German, Italian, Ancient Greek, Modern Greek, Polish, Russian, Japanese, Chinese and Mandarin) are offered according to demand.

Humanities

Historical, geographical and social understanding encourages pupils to think about who they are, where they come from, where they live and where they might be going next. Study of the Humanities connects past, present and future, helps pupils make sense of their place in the world and is central to their development as informed, active and responsible citizens. More broadly, this area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Literature and the Performing Arts

Literature and the performing arts offer a source of inspiration, enjoyment and fulfilment for pupils. They provide contexts in which pupils learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity. There are aesthetic and creative aspects to most subjects, and some subjects make a particularly strong contribution - notably art and design, music, drama and literature - because they call for personal, imaginative, and often practical responses.

Mathematics

Mathematics introduces pupils to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. Mathematics helps pupils make sense of the numbers, patterns and shapes visible in the world around them. Mathematics offers ways of handling data and makes a crucial contribution to pupils' development as successful learners. Mathematics helps pupils make calculations, understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly.

Science and Food

The study of Science and Food is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers experiences and ideas that encourage pupils' natural curiosity and creativity and a sense of awe and wonder. Science supports the development of technology, and advances in technology lead to new scientific discoveries. The study of Science and Food helps develop pupils' knowledge and understanding of nature, materials and forces, together with the skills associated with science as a process of enquiry, for example, by observing, forming hypotheses, conducting experiments and recording findings.

Physical Development, Health and Wellbeing

To enjoy healthy, active and fulfilling lives, pupils must learn to respond positively to challenges, be enterprising and handle risk and develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to pupils' mental, social, emotional and physical development; it aims to develop pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and helps them evaluate and improve their performance. Pupils are helped to acquire knowledge and understanding of the basic principles of fitness and health.

Religious Education

Through Religious Education pupils are helped to develop an understanding of themselves and the world around them in the context of the moral and ethical framework of the Christian culture which underpins our society. Pupils are encouraged to ask questions about belief in God, the ultimate meaning and purpose of life, the self and the nature of reality, issues of right and wrong and what it means to be human. Religion and Philosophy develops pupils' knowledge and understanding of Christianity and other world religions. The international and cultural diversity of Oxford brings pupils from many faith backgrounds to the school, and the school's international dimension helps the promotion of an all-world outlook and an understanding of the individual in relation to the global community.

Spiritual, Moral, Social and Cultural

In the aims of the School, everyone is asked to observe the following principles:

- Education and learning are gifts to be prized and put to use.
- Each person's talents need to be acknowledged and given opportunity to develop.
- It is the entitlement of everyone in the school to be treated with respect, kindness and fairness.
- There is a spiritual dimension to life which is to be recognised and fostered.
- All should be mindful of their responsibilities to the School community and alert too to their responsibilities within the wider community – local, national and international.

Spiritual, moral, social and cultural values permeate all aspects of the curriculum and the wider life of the School:

- A Personal, Social, Health and Economic Education (PSHEE) programme is a component of the main curriculum.
- The aims and ethos of the School are promoted through assemblies (separate School assemblies, form assemblies), circle time, form time and house time. Pupils and teachers lead assemblies.
- Pupils have the opportunity to show leadership and team skills through positions of responsibility, the Duke of Edinburgh's Award, the Prefect system and the house system. Charity work forms a large part of the houses' responsibility. Cake sales and sponsored events are organised throughout each school year. Older pupils provide pastoral support for younger pupils as housemothers and peer mentors and Anti-Bullying Ambassadors.
- Pupils have the opportunity to be involved in the local community (for example visits to care homes, environmental projects, work experience placements and voluntary work).
- School Council meets regularly to discuss any matters of interest or concern.

- Pupils in their houses have a democratic vote to choose the charities to be supported each year through the house charities days.
- The spiritual life of the School is supported by designated Religious Education lessons, and GCSE Religious Studies is a course studied by all pupils in Years 9 and 10. Pupils in Years 11-13 follow a post-GCSE, non-examination course of study in Religion and Philosophy.
- All pupils participate in whole-school Masses at the beginning of each term and for special feast days. For boarders, Sunday Mass is celebrated in the School's chapel. This chapel is also used for reflection by individuals and form groups. There is a service of Nine Lessons and Carols at Christmas. Confirmation and Confirmation classes are offered for both Catholic and Anglican pupils, and pupils are also prepared for First Holy Communion. Pupils are supported in the observation of the practices and traditions of their faith backgrounds, being out of School for a particular festival or given facilities in School for faith observation e.g. Ramadan.

Careers

All pupils are encouraged to explore possibilities for their future professional responsibilities, for example, through visits to places of work and careers fairs and impartial careers advice. The School's Careers Adviser offers individual and ongoing advice. Work experience is seen as a valuable component of careers education, and pupils are encouraged to take the opportunity to complete work experience placements.

2 Curriculum Delivery

British Values

Fully committed to the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and backgrounds, we include activities and learning opportunities in our schemes of work that will strengthen and uphold these values. This is part of our long-term commitment as we aim always to be working in a way that reflects the religious, artistic, moral and intellectual ethos of our Catholic tradition.

Individual programmes

In order to ensure that pupils achieve the best possible outcomes and are fully engaged in their learning, there is some flexibility for the tailoring of individual pupil timetables to suit individual pupil needs. This is achieved in a number of ways, including:

- Languages. Pupils with a bilingual background or who have exceptional linguistic ability are able to take an age-appropriate public examination in the language(s) concerned, with appropriate tuition provided in preparation as required.
- Number of subjects. The majority of girls take GCSE examinations (at an appropriate tier) in five core subjects (English Language, English Literature, Mathematics, Religious Studies (completed by most pupils in Year 10), French/Spanish/Chinese, either double or triple award Sciences, and three further optional subjects. Pupils may extend their GCSE portfolio by taking further subjects (e.g. Additional Mathematics, Ancient Greek, Urdu, Ballet). Others may take a more modest programme, although prudently including English Language, Mathematics, at least one Science, a humanity and a creative subject and with time thus released for additional specialist learning support and/or independent study.

- Option blocks. For both GCE and GCSE, option blocks are based on input from pupils, rather than pupils choosing from pre-prepared blocks. This enables as many pupils as possible to follow the combination of subjects that they and their parents feel is most likely to lead to enjoyment and success.

Gifted and Talented

Pupils with high MidYIS scores (120+) are encouraged to broaden and enhance their learning. Progress is monitored by the Director of Studies and by each pupil's Head of Section, form tutor and subject teachers. Many such activities, although organised primarily to stretch high-achieving pupils, are arranged so as to be inclusive and available to others who wish to take part. High achievers are encouraged to appreciate their gifts and put them to wise use within the School community and beyond.

Scholarships

Scholarships are available at 11+, 13+ and 16+ following a process involving a written examination, an interview and a presentation or portfolio (for Art, Drama, Music and Sport).

Learning Support

Learning support is coordinated by the Special Educational Needs Co-ordinator (SENCo), who draws upon the expertise of a number of part-time staff with specialisms in teaching in English as an Additional Language EAL and/or mathematics and/or giving specialist support for dyslexia and/or dyscalculia. Pupils are identified as requiring support on the evidence of an educational psychologist's report, the MidYIS baseline assessment taken by pupils at the start of Year 7, and the School's pupil progress tracking system. If a need is identified, then with parental agreement the SENCo will take steps to put into place the documentation required to demonstrate a history of need and provision as required in application for accessing arrangements for public examinations. An educational psychologist may also be asked to provide a report giving standardised scores to support an access application. Teaching staff are asked to use MidYIS and Yellis scores to inform teaching planning, differentiation in lesson delivery and preparation tasks, and also discussions with pupils and parents at Parents' Meetings. See the *Disability, Inclusion, Special Educational Needs and Learning Support Policy* (including *English as an Additional Language Policy* and *Enrichment Policy*).

Literacy, Speaking, Listening

Pupils are encouraged to become literate and articulate communicators, both orally and in writing. In all subjects pupils are taught to recognise and use Standard English. This development of conventional spelling, grammar and punctuation are given clear emphasis, and pupils are taught strategies aimed at helping them to read with understanding, locate and use information, follow an argument, summarise, synthesise and express their ideas clearly and unambiguously. Pupils are taught strategies for revision including how best to retain information long-term. For further details concerning literacy, see the *Literacy Policy*.

Numeracy

Numeracy, including the formal teaching of Mathematics, is developed through many subject areas and especially in the sciences and some areas of the Humanities. As the level of demand for mathematical competency in many A-level subjects increases, we understand the importance of using the years leading up to A-level to build a strong platform of mathematical confidence, such confidence needed in particular in the sciences, business, economics and geography. A positive approach to building such skills should form part of any lesson in which the opportunity presents itself.

Technology

Pupils are encouraged to use their own mobile devices in School, the aim being to gain knowledge and control of their technology as a means of learning, the better to become masters not victims of technology. There is a School-wide wi-fi network to which pupils have access at times appropriate to their ages and requirements. Teachers have available the class sets of iPads. In addition the several teaching rooms with fixed machines offer the opportunity for groups to work together on particular assignments.

Parents are asked to make use of the iSAMS Parent Portal, a secure site through which they can access their son/daughter's timetable, reports and assessment grades.

Setting

Teaching groups are organised for optimal teaching and learning, and groups are kept under review and adjusted as necessary. Any group change is discussed with the pupil concerned, and parents are notified. Subjects are not usually co-dependent, so movement between groups in one subject is not affected by a pupil's performance in another.

Tracking

From Year 3 upwards, pupils are awarded grades in each of their subjects at each of six data collection points during the school year. Two four-point scales cover effort (4-1) and attainment (4-1), with 4 being the best. From the Hilary term of Year 10, the attainment grade is replaced by two grades based on public examination grading systems: one a projected grade (what a pupil might achieve based current levels of performance) and one a target grade (what a pupil might be capable of).

These grades are collated and used to calculate an average grade for effort and attainment (or projected and target grade), which are then carried through on a tracking sheet, allowing any changes in standards to be identified and acted upon. The work of all pupils is carefully monitored, and close attention is paid to pupils falling behind expectations. Grades are published for parents via the iSAMS Parent Portal.

Reporting

All pupils receive a full written report twice a year, which is used as a basis for reflection and target setting with their tutor. Additional material is made available as needed, including written progress updates from teachers and results from baseline testing in Year 7, Year 10 and Year 12.

3 Curriculum Overview from age 3 to 18

Early Years Foundation Stage (EYFS): Nursery and Reception, ages 3-5

A loosely Montessori 'in the moment' approach is complemented by more structured activities, and pupils are encouraged to explore and problem solve, individually and in groups, through play and other experiential activity. Pupils are encouraged to think and learn independently.

The Nursery and Reception curriculum is based on the Early Learning Goals with its six areas of learning and the Every Child Matters agenda. All children are given equal access and opportunities to develop their knowledge and skills in:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world

- physical development
- creative development

Pupils learn through play, with some activities being initiated by pupils and others led by teachers, indoors and outdoors.

The Nursery and Reception programme gives a topic-orientated approach allowing pupils to explore through a variety of media, including books, art, clay, drama, music, ICT, cookery, P.E., crafts and model making.

Synthetic phonics is gradually introduced, and literacy is taught daily through a structured reading scheme. Numeracy is introduced through various daily activities, for example, counting games, weighing activities and measuring. All pupils are introduced to the principles of writing and the use of computers, and pupils are encouraged to participate in dance and music. By the end of the Reception year, pupils are enthusiastic and confident learners who are ready for the more structured environment of Year 1.

Key Stage 1 (Pre-Prep): Years 1- 2, ages 5-7 and Key Stage 2 (Prep): Years 3- 6, ages 7-11

Our School's motto, *I too will something make and joy in the making*, underlies the Pre-Prep and Prep curriculum from Year 1 to Year 6. Key Stage 1 pupils are mostly taught by their Class Teachers, with Music, Art, Design, ICT and Religious Studies taught by subject specialists. As pupils move through the school, subject specialists are increasingly introduced so that by Year 6, pupils are taught in each subject by a subject specialist. The curriculum is broad and balanced, and, beyond core subjects, includes important opportunities for Music, Art, Drama and Sport.

Pupils have opportunities for links with the local community, for example giving concerts to residents of local care homes and sharing poetry workshops with them. The School has links with local primary schools, and hosts inter-school activities at various points in the school year.

The extra-curricular programme for Pre-Prep and Prep offers opportunities from Tag Rugby to Junior Orchestra, Modern Dance to Calligraphy and Gardening to LAMDA.

Key Stage 3: Years 7- 9, ages 11-14

Approximately half the pupils in Year 7 come from the Prep School and half from local maintained and independent schools. At the start of Year 7 baseline MidYIS data (see *Examinations and Assessments*) is collected, and this data, in conjunction with half-termly tracking data, enables us to monitor pupil progress.

Year groups number 30-40 pupils, and girls are taught in classes mostly of no more than 16 pupils. In Mathematics, Sciences, English and French, pupils are set mostly according to ability. Pupils also follow courses in Geography, History, Religion and Philosophy, Drama, Music, ICT, Food Technology, Art, Design and Textiles, Physical Education, PSHE and Citizenship. Latin is introduced in Year 7 and Spanish in Year 8. Pupils in Years 8 and 9 are invited to choose both subjects, one or neither, with Language Skills being the course offered as an alternative. GCSE studies begin in Year 9, and this year gives scope for certain components of GCSE courses to be completed early, including several assessments which can count as final assessments.

Key Stage 4: Years 10-11, ages 14-16

In Years 10 and 11 most pupils study 10 or 11 or GCSE subjects:

- English
- English Literature

French or Spanish
Mathematics
Religious Studies
Science and Additional Science (or separate sciences: Biology, Chemistry and Physics)

In addition pupils usually study three options from the following subjects:

Art and Design (Fine Art)
Computer Science
Drama
Food and Nutrition
Geography
History
Latin
Music
Physical Education
Spanish

All pupils have timetabled lessons in sport during the week as well as a programme of PSHEE that includes preparation for Sixth Form and university choices. GCSE Religious Studies is examined in Year 10, and some pupils are offered the opportunity to sit a short course in this subject if this is appropriate to their needs and circumstances.

Details of the specifications for each subject offered are set out in the handbook, *Introduction to GCSE Courses*.

Sixth Form: Years 12-13, ages 16-18

Members of Sixth Form value the combination of challenge and support given to them in their studies and the opportunity to be part of the wider community in which they are able to undertake leadership roles. For each girl, Sixth Form brings a time to discover new talents, stretch herself intellectually, find her own voice and take responsibility for herself, her future and the community around her. The aims of Sixth Form are

- to encourage the development of the passion for learning and enquiry
- to provide a setting in which each individual is respected and valued
- to help each individual recognise her responsibilities and develop her leadership skills within the School community and the wider community
- to secure the foundations for academic and personal success at tertiary level and beyond

Girls appreciate the support, advice and guidance of Sixth Form Tutors, and Tutors meet regularly with girls to discuss their work and the co-ordination of their studies. The Sixth Form curriculum offers GCE AS/A Level courses and occasionally BTEC or other recognised courses. At any one time about twenty options are available. The Extended Project Qualification (EPQ) is an additional course that most pupils complete during Year 12 (see the *Sixth Form Handbook* for further information).

In addition there is a non-examination programme which includes components on university and careers preparation, life skills, and critical thinking and PSHEE. Specific guidance and advice on higher education and UCAS applications is given from the second term of Year 12 onwards in preparation for applications to be submitted during the first term of Year 13. The Head of Sixth Form and year tutors meet regularly with members of Sixth Form to guide career options and university choices. Further guidance is available through the Future Smart Careers programme.

On one morning each week Sixth Form have the opportunity to participate in a range of sporting activities, and the fitness suite is available to them at other times during the week. In addition to sports, PSHEE and their academic programme, pupils follow a General Religious Education programme which includes debates on ethics and discussion of moral issues.

Provision of AS/A Level Minority Subjects

Occasionally there is request for provision of an AS/A Level subject that is not normally a part of the school's A Level curriculum offer. Most commonly the request is for a language.

Usually the subject will be provided under extra tuition arrangements, teaching costs being charged to the parent as a fee additional to the main fee. Occasionally the cost will be included in the main fee if the School recognises exceptional circumstances.

Staffing allocations are made in accordance with the particular needs and circumstances of the pupils concerned, using the following scale as a guide:

- 4.5 hours a week for classes of three or more pupils
- 4.0 hours a week for classes of two pupils
- 2.0 – 3.5 hours a week for classes of individual pupils

Two hours' individual tuition a week is usually sufficient for a pupil already proficient in a language who wishes to continue study of the language to AS/A Level. Individual provision under the Extra Tuition arrangements can vary in length, however, according to pupil and teacher requirements and parental acceptance of the attendant costs.

4 Regulatory Requirements

Curriculum Plan

Timetabling is based on a 12 x 30-minute period day, giving a 30-hour week, with a maximum of six hours' teaching each day, Monday to Friday, though most pupils will have 11 lessons a day. The subjects studied at the different key stages and their time allowance are given below:

Year Group													
R	1	2	3	4	5	6	7	8	9	10	11	12	13
Maths 10	Maths 10	Maths 10	Maths 11	Maths 11	Maths 10	Maths 10	Maths 7	Maths 7	Maths 7	Maths 7	Maths 8	EPQ 2	EPQ 2
English 10	English 6	English 6	English 6	English 6	English 8	PE 2	PE 2						
Reading 5	Reading 5	Reading 4	Reading 4	Reading 4	Reading 3	Reading 3	Biology 2	Biology 2	Biology 2	Biology 4	Biology 4	RE 2	RE 2
Science 2	Science 2	Science 4	Science 5	Science 5	Science 5	Science 6	Chem 2	Chem 2	Chem 2	Chem 4	Chem 4	PSHEE 2	PSHEE 2
Comp 2	Physics 2	Physics 2	Physics 2	Physics 4	Physics 4	Choice of up to 5 options,							
RE 5	Comp 2	Comp 2	Comp 2	RE 4	RE 2								
Topic 4	Topic 4	History 2	History 2	History 2	History 2	History 2	RE 5	RE 4	RE 4	French 5	French 5		
French 1	French 1	Geog 2	Geog 2	Geog 2	Geog 2	Geog 2	History 4	History 4	History 4	PSHEE 1	PSHEE 1		

PSHEE 1	PSHEE 1	French 1	French 2	French 2	French 2	French 2	Geog 2	Geog 2	Geog 2	PE 5	PE 4	9 periods on each subject: Fine Art Biology Business Classical Civilisation Computer Science Chemistry Drama and Theatre Studies Economics English Literature Further Maths Graphic Communication Leiths Food and Wine (7 periods) French Geography Government and Politics History Mathematics Physics Psychology Religious Studies Spanish Textiles
Art 2	Art 2	PSHEE 1	French 5	French 5	French 5	Choice of up to 3 options, 5 periods on each subject: Fine Art Computer Science Drama Geography History Food and Nutrition Latin Music PE Spanish						
Music 2	Drama 2	Art 2	Art 2	Art 2	Art 2	Art 2	Latin 2	Latin 2	Latin 2			
PE 4	Music 2	Drama 2	Tech 2	Tech 2	Food 2	Food 2	PSHEE 1	Spanish 2	Spanish 2			
Forest School 2	PE 4	Music 2	Drama 2	Drama 2	Drama 2	Drama 2	Art 2	PSHEE 1	PSHEE 1			
		PE 4	Music 2	Music 2	Music 2	Music 2	Food 2	Food/Art Carousel 3	Food/Art Carousel 3			
			PE 4	PE 4	PE 5	PE 5	Drama 2	Drama 2	Drama 2			
							Music 2	Music 2	Music 2			
							PE 5	PE 5	PE 5			

Personal, Social, Health and Economic Education (PSHEE)

A fully resourced programme covering all required aspects of personal, social and health education is in place, with a teacher in charge of the subject and coordinating its delivery. PSHEE reflects our whole School aims and ethos in which we acknowledge the value of the individual whose talents and interests are to be fostered and valued, with regard for the protected characteristics - age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race (including ethnic or national origin, nationality or colour), religion or belief, sex or sexual orientation - as set out in the Equality Act 2010. Aspects of PSHEE are included across the curriculum and in other planned learning opportunities.

Religious Education

An average of 10% teaching time is allocated for Religious Education from Reception onwards. GCSE Religious Studies is included as a core subject within the GCSE curriculum and as an optional subject at A Level, alongside a weekly one-hour allocated to Religion and Philosophy for Years 12 and 13. Each day begins with assembly or form prayers, and these occasions provide further opportunity for the development of religious awareness and understanding.

Physical Education

For pupils between the ages of 5 and 16 there is provision of least 2 hours (and usually 2½ hours) for Physical Education each week. This provision exceeds the minimum recommendation to schools that 85% pupils take part in a minimum of two hours PE within and beyond the school curriculum each week. Team practices, fixtures, GCSE PE and house matches take this provision further above the required minimum.

Computing

Computing is taught as a separate subject from all pupils from Reception to Year 9. From Year 10 it is available in both GCSE and GCE options. In addition there are computing and coding clubs for both prep school and senior school pupils.

Monitoring

Responsibility for the effective implementation of the policy lies with the Headmistress, Director of Studies assisted by the Deputy Head and other members of the Senior Leadership Team. Heads of Department, Housemistresses and individual subject teachers also have key roles to play. The policy is supported by the schemes of work developed by individual departments and maintained in departmental handbooks. Subject overviews, outlining the expected progress through the curriculum over the year in each subject and for each year group, are available to parents via the parent portal.

Book scrutiny and lesson observations both by Heads of Department and the Senior Leadership Team form an important part of monitoring the delivery of the curriculum, together with the literacy and numeracy objectives previously mentioned. Book scrutinies and lesson observations take place regularly throughout the year, with additional monitoring included as needed. Information is fed back to Heads of Department to inform their support of colleagues in their ongoing development of good practice.

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