

**Date: June 2019**  
**Review Date: June 2020**  
**Responsibility: SMT (AH)**



## **CURRICULUM POLICY**

### **1. Aims**

The Schools' curriculum follows statutory requirements and takes account of the requirements of the National Curriculum.

It is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life in British society.

The Schools provide full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. As a part of this education, pupils:

- are expected to acquire skills in speaking and listening, literacy and numeracy;
- will experience personal, social and health education reflecting the Schools' aims and ethos;
- will receive appropriate careers guidance.

The Schools provide appropriate programmes of activity for pupils who are above or below the compulsory school age.

The Schools set out to:

- ensure that all pupils have the opportunity to learn and make progress and achieve their academic potential
- ensure that pupils develop essential literacy and numeracy skills
- provide pupils with a full and rounded entitlement to learning
- foster pupils' creativity and develop essential skills, including learning skills
- promote a healthy lifestyle
- inspire in pupils a commitment to learning which will last a lifetime
- promote excellence for all within learning and teaching by delivering lessons which have clear aims and purposes, which cater appropriately for the needs of all pupils and which allow for the full participation of all pupils
- deliver a quality PSHEE programme throughout all year groups which supports pupils' spiritual, moral, cultural, mental, and physical development and prepares them for life's opportunities and responsibilities
- provide information, advice and guidance to help pupils make informed decisions on learning, training and the world of work.

Dame Allan's Schools is an Anglican foundation. Religious education is multi-faith and provided for all pupils with an option to study GCSE and A Level courses in Religious Studies and Philosophy in Years 10-13. Parents/carers have the right to withdraw their children from religious education.

## **2. Equal Opportunities**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. In accordance with the statutory requirements the Schools aim to make the curriculum accessible to all pupils as far as is reasonably practicable. The Schools' accessibility policy outlines this commitment and is available to parents/carers on request.

## **3. Differentiation**

A variety of differing teaching and learning methods and materials are used across the curriculum to suit pupils' different needs.

## **4. Subjects offered throughout the Schools**

### **The Foundation Stage (EYFS)**

The curriculum for the Foundation Stage underpins all the future learning of the pupils at our school.

Its aims are:

- To recognise the characteristic learning behaviours and stages of development of young children. This will be reflected in the learning activities and experiences planned in Nursery and Reception and in the approaches to teaching and learning.
- To enable children to feel secure, valued and confident. They will develop a sense of achievement through learning which is pleasurable and a rewarding experience.
- To develop children's self-esteem and confidence. Staff will encourage children to respect and be tolerant of others. We will promote good self-discipline and develop a positive attitude to learning.
- To acknowledge parents'/carers' fundamental role in their children's education and to develop a partnership based on shared understanding, mutual respect and dialogue.
- To focus on the all-round development of young children. The Early Years curriculum will cover the seven areas of learning as identified in the Foundation Stage and ensure continuity and progression towards the Early Learning goals.
- To monitor each child through the Foundation Stage so as to ensure that they are making progress. Any particular difficulties in areas of learning will be identified and addressed. Appropriate support will be provided.
- To ensure that all children will have access to a broad and balanced curriculum regardless of background, race, gender, physical or cognitive ability.

### The Junior School Curriculum

Period allocations per subject:

Key stage 1	Year 1	Year 2
English (incl Library time)	12	12
Maths	10	10
Science	2	2
French	1	1
Geography/History	2	2
Art/Design Technology	3	3
RS	1	1
Drama	1	1
Dance	1	1
Music	1	1
Games	2	2
PE	1	1
Swimming	2	2
PSHEE & Citizenship	1	1
Computing	2	2
Outdoor Education	2	2
Assembly	1	1

Total	45	45
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Key Stage 2	Year 3	Year 4	Year 5	Year 6
English (inc Library time)	11	11	11	11
Maths*	10	10	10	10
Science	3	3	4	4
French (Year 3,4,6) and Spanish (Year 5)	1	1	1	1
Geography	2	2	2	2
History	2	2	2	2
Art/Design Technology (inc Food Tech Yr 5/6) **	2	2	2	2
RS	2	2	1	1
Drama	1	1	1	1
Dance	1	1	1	1
Music	1	1	1	1
Games	2	2	2	2
PE	1	1	1	1
Swimming (Outdoor Education in Summer term)	2	2	2	2
PSHEE & Citizenship	1	1	1	1
Computing	2	2	2	2
Assembly	1	1	1	1
Total	45	45	45	45

\*Maths is set in Years 5 and 6

\*\*DT and Food Tech are taught at the Senior School in Year 5

DT, Food Tech, Art, Music and French are taught at the Senior School in Year 6

### The Junior School Outdoor Learning Environment

We have adopted a 'forest school' innovative educational approach to outdoor play and learning in a woodland environment. The philosophy is to encourage and inspire individuals of any age through positive outdoor experiences over an extended period of time and enhance learning in other areas of the curriculum.

In addition to the principles of the indoor environment we ensure that we:

- Make good use of outdoor space so that children are able to learn by working on a larger, more active scale than is possible indoors
- Plan carefully to provide a positive context for learning and teaching
- Encourage increased independence in physical activities
- Plan activities that offer appropriate physical challenges

- Introduce the language of movement to children, alongside their actions
- Give children plenty of time to explore, experiment and refine movements and actions unhurriedly
- Support other areas of learning through physical activity
- Ensure that space is safe to use and that outdoor clothing is safe and sensible.

### The Senior School Curriculum

Subject	KS3	KS4	KS5
English Language	*	*	*
English Literature	*	*	*
Mathematics	*	*	*
Further Maths		*	*
Biology	*	*(a)	*
Chemistry	*	*(a)	*
Physics	*	*(a)	*
French	*	*	*
German	*(b)	*	*
Spanish	*(b)	*	*
Latin	*(b)	*	
History	*	*	*
Geography	*	*	*
RS	*	*	*
Art	*	*	*
Dance	*(c)	*	*
Drama/Theatre Studies	*	*	*
Music	*	*	*
Computing	*	*	*
<u>Technology</u>			
Product Design	*	*	*
Food	*	*	
Games/PE	*	*(d)	*
PSHE	*	*	*(e)
Business			*
Economics			*
Government and Politics			*
Psychology			*

- (a) Students will either sit two or three GCSEs in Science depending on their option choices.
- (b) In Years 8 & 9 pupils opt for a second foreign language to study alongside French.
- (c) At Key stage 3 Dance forms part of the PE curriculum.
- (d) These are not examined publicly at GCSE; PE is offered as an A Level subject at Key Stage 5.
- (e) At KS5 PSHE is delivered as part of the Enrichment programme. The Enrichment Programme aims to prepare students for the opportunities, responsibilities and experiences of adult life.

#### Option System:

Very occasionally, and only in extreme circumstances, a pupil may be allowed to drop a subject so that he/she may consolidate his/her learning and progress across the curriculum.

Decisions about the above will only be made after discussion with the pupil and parent and in consultation with the Vice Principal (Academic) and pastoral staff.

#### Entry to the sixth form:

All students follow A Level courses, with the vast majority of students following 3 A Level courses. Unless there are exceptional circumstances such as interrupted preparation for the GCSE examinations, all entrants to the sixth form should have a minimum of 5 GCSE passes at Grade 5 or above and a total of 45 points from their top eight GCSE examinations. In order to ensure a sound base from which to start an A Level course, we require a minimum of a Grade 6 in the subject selected for study, but strongly recommend a Grade 7 if studying sciences, maths or languages. Exceptions to this rule may be allowed at the discretion of the Head of Sixth Form in consultation with the Head of Department.

Year 12 students also opt for a super-curricular option to enhance their learning and create extra breadth of study. Current super-curricular options include EPQ, Social Enterprise, Sports Leaders, Mandarin and Digital Futures.

### **5. Homework**

The Schools expect homework to be set as appropriate. Guidance on homework is in the separate Homework policy.

### **6. Special Educational Needs / Learning Difficulties / EAL**

The Schools have a special educational needs policy and a policy for students for whom English is an additional language. The Schools will determine the appropriate courses for pupils with Special Educational Needs in consultation with the parents/carers.

### **7. Sex Education**

The Schools provide sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life.

A full statement of the Schools' sex education policy is available to parents/carers. It has been drawn up in consultation with staff and takes into account the views and support of outside agencies. It has regard for the government's guidance in Sex and Relationship Education Guidance (0116/2000).

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/carers may withdraw their children from any other part of the sex education provided without giving reasons.

### **8. Collective Worship**

All pupils are expected to take part in collective worship unless reasons of conscience dictate otherwise. The Schools have a programme of collective worship involving some whole-school assemblies and sectional assemblies as well as Anglican services.

### **9. Political Education**

The promotion of partisan political views in the teaching of any subject in the Schools is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

### **10. Careers Guidance & Work Experience**

Work Experience is built in to the careers programmes, with all Year 11 students encouraged to take up an appropriate work experience placement. An Option Choice booklet is available and talks are arranged for Year 9 students and their parents/carers in preparation for GCSE option choices.

Careers education is delivered throughout the Senior Schools as part of the PSHE programme. The Head of Careers co-ordinates this programme, and full details are included in the departmental handbook.

The Junior School pupils are included in National Careers Week attending workshops and Year 6 children introduced to JED (Job Explorer Database).

### **11. PE and Games**

All pupils are expected to take part in the Schools' Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the Schools. In Years 12&13 community service is an option to Games. Private study is available to Year 13 students in the summer term only.

### **12. Extra-Curricular Activities**

The Schools have a wide and varied programme of cultural and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in aspects of the programme.

### **13. Concerns and Complaints**

The Schools have a Complaints Procedure in place, which is available on the Schools' website and may be obtained from the Principal.

### **14. Monitoring and Review**

This policy will be monitored by the Senior Management Team.

The Principal will report to the governing body's Education Committee on the progress of the policy and will recommend any changes.