



CURRICULUM POLICY (Junior School and Senior School)

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In accordance with the school aims, the LEH curriculum policy promotes the intellectual, spiritual, personal and social growth of all pupils and their wellbeing. Delivered within an academic environment, the curriculum, celebrates achievement, recognises effort and encourages pupils to be resilient and courageous learners.

The curriculum is broad and balanced, and incorporates experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Based largely upon the National Curriculum, the School curriculum programme aims to support and challenge pupils in their learning and offers opportunities for all pupils to acquire a broad range of knowledge and skills, which include speaking and listening; literacy; numeracy; ICT skills. Through imparting a thirst for knowledge and engendering a strong moral code and a sense of responsibility, both to themselves and others, pupils through our full-time supervised education, are effectively prepared for the next stage of their lives and the opportunities and responsibilities as an adult member of British society.

The curriculum aims to:

- inspire a life-long joy in and commitment to learning
- provide a broad, balanced, interesting and engaging curriculum for all pupils
- provide a variety of teaching and learning opportunities to accommodate the needs of all, including those with special needs
- Respond to the needs of the individual, providing an appropriate range of subjects and offering the opportunity to specialise (where appropriate) in areas of strength
- challenge, stimulate and encourage an enquiring mind
- enable pupils to acquire knowledge, understanding and skills
- promote the ability to think critically, rationally and independently
- ensure progression and continuity in teaching and learning
- recognise the value of digital technology, and computing skills to facilitate learning
- foster creativity, self-expression and communication skills
- promote participation in a range of extra-curricular and enrichment activities

- promote an understanding of and commitment to fundamental British values¹ such as democracy, the rule of law, individual liberty, tolerance and respect for other people with particular regard for their protected characteristics under [The Equality Act 2010](#)
- provide an age appropriate programme of personal, social, health and economic education which reflects the aims and ethos of our school
- promote and encourage healthy attitudes and habits towards positive mental health and wellbeing
- Support pupils in their progress through each transitional stage equipping all pupils to make informed choices about a broad range of learning opportunities and career options.
- Promote respect for different beliefs and tolerance of all races, religions and cultures through a diverse curriculum content and approaches to teaching and learning. Encourage social awareness, helping pupils to understand the world in which they live and the interdependence of individuals, groups and nations.

Curriculum planning and organisation

Junior school:

Long-term plans identify topics covered termly in each year group.

Medium-term plans are overseen by Junior School subject coordinators and monitored by the Director of Studies (Junior School). The learning objectives for each area of study are clearly set out together with planned activities, assessment opportunities, SEN, EAL and HPP information and relevant resources for teaching and learning. These medium-term plans are working documents for teachers and form the basis of their weekly planning and are accessible on the Junior School Staff Team.

Senior school:

Schemes of work are found in the individual Department Handbooks which each Head of Department puts in their Department team. Each Departmental handbook also contains information about subject specific guidelines and policies. Handbooks are overseen by Heads of Department and monitored by the Director of Teaching & Innovation (Senior School).

Details on careers education, information, advice and guidance is set out in Appendix 4.

¹ More detail on the School's policy of expression of political views is set out in Appendix 1 to this Policy.

Areas of experience for pupils:

Junior School:

Linguistic:

- English Programme of Study (F1-U2)
- English Key Skills sessions for each class - short focused weekly sessions (F1-U2)
- Book study sessions F1-U2
- Presentation skills in the curriculum e.g. topic studies, School Council, PSHE debates
- All pupils study at least 1 MFL (French in F1-U2) and 2 in U2 (French and Spanish)
- Philosophy (F1-U2)

Mathematical:

- Mathematics KS2 Programme of Study (F1-U2)
- Mathematics Key Skills sessions for each class - short focused weekly sessions (F1-U2)
- Data handling and measuring opportunities in Science, Geography and History
- Coding in Computer studies
- Primary Maths Challenge (U2)

Scientific

- Science Programme of Study (F1-U2)
- Cross-curricular links with Geography and DT topics (e.g. water cycle)
- Science Week workshops and visiting speakers
- Outdoor learning - school nature areas and trips

Technological:

- Computing Programme of Study (F1-U2)
- Art and Design Technology Programme of Study (F1-U2)
- Cross-curricular links with Science (e.g. forces)
- Music Technology extra-curricular club (F1-U2)

Human and social:

- Geography, History, RS and PSHE Programme of Study (F1-U2)
- PSHE (f1-U2)

Physical:

- PE (including swimming) Programme of Study (F1-U2)
- PE Extra-curricular programme (F1-U2)
- PSHE
- Outdoor play and use of school grounds in the curriculum

Aesthetic and creative:

- Art Programme of Study (F1-U2)
- Drama Programme of Study (F1-U2)
- Music Programme of Study (F1-U2)
- Music and Drama extra-curricular programme
- U1 and U2 Production Weeks
- Individual instrumental and speech and drama lessons (F1-U2)
- Musical theatre
- Assemblies

Senior School:

Linguistic:

- All pupils study English until the end of Upper 5 (Year 11)
- All pupils study two modern languages from 3rds (Year 7) to the end of Upper 4 (Year 9).
- As part of the 'Q' rotation pupils in 3rds study Critical Thinking
- Latin is compulsory from 3rds (Year 7) to the end of Lower 4 (Year 8), with all pupils choosing between Latin and Classics in Upper 4.
- All pupils are required to study one MFL at GCSE. Some linguistically minded pupils may take three or four language-based GCSEs from French, German, Spanish, Latin or Ancient Greek
- At A Level all of the above Modern Foreign and Classical languages are offered as well as English Literature.
- Mandarin is an option in Upper 4 (First offered September 2020)

Mathematical:

- All pupils study Mathematics until the end of Upper 5. Mathematics is banded/setted from Lower 4 through to the end of GCSE.
- Codebreaking forms one of the rotations in Q in 3rds.
- Some more able pupils may also enter the Free Standing Maths Qualification (FSMQ) in UV.
- A Levels in Mathematics (leading to one or two A Levels) and Economics are offered.

Scientific:

- 3rds and Lower 4 follow a Combined Science course developing the fundamental skills of scientific thought and analysis.
- In Upper 4 separate sciences (Biology, Chemistry and Physics) are taught to pupils in one double lesson per science per week
- Pupils choose to do two or three Science GCSEs. The combinations offered are Combined Science or three separate Sciences: Biology, Chemistry and Physics. This ensures that all pupils have a balanced Science curriculum. As well as the three separate sciences, Psychology is also offered at Advanced Level.
- Computer Science GCSE and A level, Psychology A level and PE GCSE also contribute to the scientific subjects taught.

Technological:

- Computing is compulsory in 3rds, Lower 4 and Upper 4 where pupils develop basic skills in programming and Computer Science theory.
- Food, Textiles and Product Design are compulsory in 3rds and Lower 4, with all three becoming an optional subject in Upper 4. GCSEs in Computer Science, Product Design, Product Design (Textiles) and Food preparation and nutrition are all offered
- Product Design and Computer Science are available as an A Level option.

Human and social:

- Geography, History and RS are compulsory in 3rds, Lower 4 and Upper 4
- It is suggested strongly that all pupils take at least one of these three humanities at GCSE
- At A Level Geography, History, History of Art, Philosophy, Government & Politics and Economics are offered.

Physical:

- PE is compulsory in 3rds to Upper 4.

- All Year groups up to and including U5 have a double period of Games every week where a mixture of competitive sports and health & fitness activities take place.
- In L6 all pupils are expected to attend the Games lessons unless there is a clash with an academic subject. U6 can also attend these Games lessons if they are free on a voluntary basis.
- PE GCSE is offered

Aesthetic and creative:

- Art, Drama and Music are all studied in 3rds, Lower 4, with all three offered as an option in Upper 4.
- Pupils would expect to study two texts per term in English. English Language is taught through the studying of texts.
- All pupils study English Language & English Literature at GCSE
- At GCSE pupils may study Music, Drama or Art.
- At A level, students may study English Literature, Music, Art, History of Art or Drama & Theatre Studies

Full curriculum models can be found in Appendices 2 & 3

Pupils with Statements of SEND/High Performing Pupils

All pupils have equal access to the curriculum, including those with special educational needs (including any pupils with an EHC plan), those for whom English is an additional language and those who are identified as High Performers².

Where there is a pupil with a learning difficulty or disability of any kind, the school will make every effort to address the pupil's needs and help them to achieve the best outcome possible, whether this is personally, academically or socially and within the bounds of the reasonable adjustments that can be made for them. This will be overseen and coordinated by the Learning Support Co-ordinator.

The Learning Support Co-ordinator will also oversee and co-ordinate the provision for any pupil with an Educational Health and Care Plan, to ensure that the education provided fulfils its requirements. This includes providing subject matter appropriate to the ages and aptitudes of these pupils, as for others³.

PSHE

Personal, Social, Health & Relationships Education offers encourages self-awareness and self-reliance. It allows pupils the opportunity to express their personal opinions and feelings, whilst encouraging them to value and respect the opinions and feelings of others. Becoming better informed citizens and promoting Fundamental British Values wherever possible can equip them to take a more responsible role in society.

Junior School:

Each class has PSHE timetabled at the same time to provide the opportunity to invite in visiting speakers or work collaboratively between classes and year groups. All year groups follow the Jigsaw PSHE/Health and Well-being scheme of work which provides a mindful approach to lessons. L2 undertake Mindfulness lessons each autumn term and use the Mindmoose app during Mindful Monday and Wellbeing Wednesday form times. PSHE themes are introduced each week

² Arrangements for HPP Pupils can be found in the Junior and Senior HPP Policies

³ Further information can be found in the Junior LDD & SEN Policy

in assemblies and weekly Kindness Awards are linked to the specific theme e.g. Helping others in our community.

Senior School:

Weekly PSHE sessions in 3rd Form to Upper 5 take place which encourage self-awareness and self-reliance⁴. The pupils are also offered a range of activities which develop their understanding and ability to deal with their own developing mind and body, supporting their own wellbeing and health. Specialist speakers are brought in where necessary to deliver specific sessions. In addition, in UV there is a bi-weekly enrichment session covering topics on the theory of knowledge and our place in the world.

Dot B (mindfulness) is also part of the Q rotation in 3rds.

In the 6th form PSHE is delivered through the morning form time and Careers lessons. There are also Enrichment lessons which offer 5 week rotations in a wide range of subjects.

Related Policies:

- Learning and Teaching
- Equal Opportunities

Junior:

- Assessment, Recording and Reporting
- Wellbeing
- Homework
- Policy to Promote Good Behaviour
- LDD (Including SEN)
- High Performing Provision Policy

Senior:

- Assessment and Reporting
- Wellbeing
- Individual Examination Entries
- Policy to Promote Good Behaviour
- LDD (Including SEN)
- High Performing Provision Policy

⁴ Morning Form Time is also used for this purpose

APPENDIX 1: POLICY ON THE EXPRESSION OF POLITICAL VIEWS

1. Introduction

- 1.1. Through both its curricular and extra-curricular provision, the School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 1.2. In accordance with the School's Statement of Ethos and Aims, the School seeks to:
 - encourage self-confidence, self-esteem, adaptability and independence of thought, and to support the pupils' personal, moral and spiritual development;
 - encourage respect and consideration for others;
 - enable the pupils to appreciate and understand the world in which we live, its diversity, resources, needs and opportunities, and to encourage them to contribute to the School and the wider community.

2. Rationale

- 2.1. In striving to fulfil these aims, the School recognises that it has a key responsibility to support and encourage the expression and discussion of political, religious, cultural and related beliefs and ideas, in a manner that is appropriate to the school setting. This entails respect for all persons, and involves the encouragement of rational and rigorous discussion and debate in an open-minded and generous spirit. Consequently, and in accordance with the PREVENT duty, pupils are taught to challenge discriminatory or extremist views as a matter of routine.
- 2.2. The School provides a safe place to discuss sensitive issues while avoiding political indoctrination. This does not preclude pupils from being exposed to political views or from discussing political issues in School, but pupils should not be actively encouraged to support particular political viewpoints by teachers or others.
- 2.3. Part 2 of the Teachers' Standards, on personal and professional conduct, specifies that teachers must ensure that their "personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law."

3. Policy

- 3.1. To accord with these points of rationale, the School precludes the promotion of partisan political views in the teaching of any subject or through any activity in the School. Furthermore, it seeks to ensure that pupils are offered a balanced presentation of opposing views where political issues are brought to their attention:
 - while they are in attendance at the School;
 - while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School; or
 - in the promotion at the School, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere.

3.2. This is achieved through:

- curriculum lessons;
- assemblies;
- visiting speakers from a range of backgrounds;
- the PSHE programme;
- promotion of Public Speaking opportunities for pupils;
- promotion of engagement with current affairs, e.g. through the provision of newspapers in the libraries.

3.3. Whilst encouraging the presentation of different viewpoints and beliefs, the School does not necessarily endorse those which may be expressed by staff, pupils, or visitors.

3.4. In order to ensure that visiting speakers are suitable, there is a policy to assess visiting speakers as set out in the Safeguarding (Child Protection) Policy.

4. Definitions

Staff and visiting speakers should note the definitions of the following key terms:

Partisan - in a case relating to the alleged promotion of partisan political views in maintained schools, the best synonym for "partisan" is "one-sided".

Political views - views expressed for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party; or
- to procure changes to the laws of this or another country; or
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

APPENDIX 2: JUNIOR SCHOOL CURRICULUM MODEL

	Y3 (F1)	Y4 (U1)	Y5 (L2)	Y6 (U2)
Key Skills	✓	✓	✓	✓
English	✓	✓	✓	✓
Maths	✓	✓	✓	✓
Science	✓	✓	✓	✓
**Computing	✓	✓	✓	✓
**Art/DT	✓	✓	✓	✓
Drama	✓	✓	✓	✓
French	✓	✓	✓	✓
Geography	✓	✓	✓	✓
History	✓	✓	✓	✓
Games	✓	✓	✓	✓
Gym	✓	✓	✓	✓
**Music	✓	✓	✓	✓
PSHE	✓	✓	✓	✓
RS and Philosophy	✓	✓	✓	✓
Spanish				✓
Swimming	✓	✓	✓	✓

All single lessons are 40 minutes (Key Skills sessions are 20 minutes)

**In L1 and U2, pupils are split into three smaller groups of approximately 16.

APPENDIX 3: CURRICULUM MODEL SENIOR SCHOOL

III - UPPER 4

All pupils follow the same foundation courses for the first two years of the Senior School.

In Upper 4 some subjects become optional before making GCSE choices.

SUBJECTS	III	LOWER 4	UPPER 4	GCSE (Options)
Science	✓	✓		✓
Art	✓	✓	✓*	✓
Biology			✓	✓
Chemistry			✓	✓
Computing/Computer Science	✓	✓	✓	✓
Drama	✓	✓	✓*	✓
English	✓	✓	✓	✓
Food Preparation & Nutrition	✓	✓	✓*	✓
French ⁵	✓	✓	✓	✓
German	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Classics			✓*	
Classical Greek				✓
History	✓	✓	✓	✓
Latin	✓	✓	✓*	✓
Mandarin			✓*	✓
Mathematics	✓	✓	✓	✓
Music	✓	✓	✓*	✓
P.E.	✓	✓	✓	✓
PSHE	✓	✓	✓	✓
Q /Enrichment	✓	✓		✓
Physics			✓	✓
Product Design	✓	✓	✓*	✓
Religious Studies	✓	✓	✓	✓
Spanish	✓	✓	✓	✓
Textiles	✓	✓	✓*	✓

Food & Textiles are taught on a carousel basis in 3rds and Lower 4.

Q comprises of a carousel of Dot B, Critical thinking, Code-breaking & Problem Solving in 3rds. In Lower 4 Q consists of a group and independent project.

* In Upper 4 Art, Drama, Music, Food Preparation, Product Design, Textiles and Mandarin are offered as optional subjects, with pupils choosing three of these⁶. Pupils also choose between Latin and Classics.

⁵ In 3rds-L4 pupils study two out of the three MFLs. In U4 they can take up Mandarin as an additional MFL or replace one of their MFLs

⁶ Pupils can only do a maximum of two out of Food Preparation, Product Design & Textiles.

LOWER 5 - UPPER 5

Choices of GCSE courses are made during the Upper 4th year, in the middle of the Spring Term.

Most pupils take 10 GCSE subjects. All pupils take GCSE English, English Literature and Mathematics. A further 7 subjects (which must include Science, an MFL and a Humanity) are chosen from a very accommodating blocking scheme.

Classical Greek is available as ab initio GCSE courses in the Lower 5.

Details of all GCSE courses are in the GCSE courses booklet which is available on the iLP and [parent portal](#) and which is given to all Upper 4 in the Autumn term.

Non-examination courses continue in P.S.H.E. and PE.

LOWER 6 - UPPER 6

Students in the Sixth Form generally take start four A Level subjects though students often will drop a subject rather than taking it through to the full A level.

Students are regularly prepared for Oxbridge entrance and other University tests.

All Students take compulsory courses in Careers Education and Life Skills, as well as various five-week courses for Enrichment in LVI and UVI and EPQ taught skills in the first term of LVI.

A Level and other Sixth Form examination courses

(# New subjects introduced into the curriculum)

SUBJECTS

Art	Geography	Music
Biology	Government & Politics #	Physics
Chemistry	History	Product Design
Classical Greek	History of Art #	PE (LVI only)
Computer Science	Latin	Psychology #
Economics #	Mathematics	Philosophy #
English Literature	Further Mathematics (only taken in conjunction with Mathematics)	Spanish
French		Theatre Studies and Drama
German		

Details of all these courses are in the Sixth Form Prospectus which is available on the iLP and the parent portal and copies of which are issued to all the Lower 5th and applicants to the Sixth Form.

APPENDIX 4: Careers Education, Information, Advice and Guidance

Aims and objectives

As is central to the LEH school ethos, our students are encouraged to seek out challenge, develop resilience, and acquire the skills they need to succeed throughout their lives. The Careers Department supports this aim by supporting every student to develop the key skills and abilities which will enable them to realise their full potential and tackle the challenges of 21st century work and life. We aim to ensure that our students have access to accurate and comprehensive careers related information and impartial advice, so that they may make better and more informed decisions about their future career choices.

This is achieved by helping students to develop an understanding of their individual strengths and limitations, including their skills, personal qualities, attitudes and values. Students are encouraged to develop knowledge and understanding of the opportunities that are open to them, both in school and in the world of work, including trends in employment and higher education and training; and to handle careers information effectively. Students are also supported to make considered choices in relation to courses of study at school and in higher education, making clear the implications of choice on career aspirations, and relating students' personal development to this process.

Student entitlement

All students from year 7-13 are entitled:

- to receive impartial careers advice and guidance from the careers team at any stage
- to receive comprehensive information on the full range of education and training options available at each transition stage
- to have access to a range of providers and learn about the opportunities they offer through careers and higher education events, talks and careers lessons
- to obtain support and guidance in making applications for the full range of academic courses and apprenticeships.

Year-by-Year overview

Thirds (Year 7): During the PSHE programme students are introduced to the resources available in the Careers Room to raise aspirations and are given an opportunity to research different careers using Launchpad software with access to current labour market information (LMI).

Lower Fourth (Year 8): During PSHE lessons students challenge gender stereotyping in the world of work and use the Launchpad software to research careers of interest using current LMI. A whole year-group talk on a wide range of careers areas is included as part of the PSHE programme.

Upper Fourth: (Year 9) Students are introduced to GCSE choices in PSHE lessons via a series of subject talks and a Fifth Form Forum. In the Autumn Term, there is a parent and student information evening on GCSE choices. Students are offered guidance and support via a follow-up interview with a member of the careers team in small friendship groups.

Lower Fifth (Year 10): During PSHE lessons there is an opportunity to carry out a careers research project using Kudos software using current LMI. Students are introduced to our "Meaningful Connections" program, where they are encouraged to build their network of

contacts to gain a valuable insight into the working environment. A whole year group talk on work place experience is also included as part of the PSHE program.

Upper Fifth (Year 11): PSHE sessions focus on post-16 options with a series of subject talks and an A level Forum. Students complete the online Morrisby Profiling followed up by a 1:1 interview with a member of the careers team to help them choose their Year 12 options. Students undertake Workplace shadowing over the Summer holiday in order to have meaningful encounters with employers and further experience of the workplace.

Lower Sixth (Year 12): Weekly careers sessions teaching a wide variety of skills. Unifrog is launched in December and the process of choosing universities/ degree apprenticeships /Oxbridge / American universities is focused on in the weekly sessions. In addition, a 1:1 interview is provided with a member of the careers team in the Spring Term using Unifrog in conjunction with the Morrisby 18+ tool.

Upper Sixth (Year 13): Personalised help with the UCAS process via Form Tutors and the Careers team. Weekly sessions continue to focus on personal statements, UCAS Apply, interview practice, student finance and the next stage. A large number of guest speakers are included in the provision.

In addition:

- The Careers Room is extensively resourced and open daily for a drop in service. A member of the careers team is on duty at lunchtime to offer impartial advice and support.
- ACT training courses are provided for pupils applying to American universities via an external provider at Hampton School and a member of the careers team specialises in American university applications. Talks by American university specialists are provided.
- Girls applying for Medicine, Dentistry and Veterinary courses attend a weekly society, where they are given support through the application process, BMAT and UCAT preparation and a mock interview evening. The pupils are also advised to attend the KAPLAN preparation course.
- UCAS Evening in February introduces Year 12 pupils and parents to the university application process.
- The annual Careers' Evening is held in February with 60-70 delegates across a range of professions. Year 11 -13 students and parents attend.
- There is a Higher Education Fair at LEH in March. Year 11 and 12 students attend, as do the vast majority of the country's leading universities, allowing for meaningful encounters with a wide range of higher education providers.

Monitoring and Evaluation

The provision of careers education from Years 7-13 is monitored and thoroughly evaluated at weekly departmental team meetings. Feedback on PSHE sessions from Year 7-11 is obtained and reviewed by the Head of PSHE which is then discussed by the careers team. Feedback on the content of the Sixth Form programme is obtained via a questionnaire from the students at the end of each half term and is reviewed and discussed at departmental meetings. Feedback on the Careers' Evening and external events is obtained via the iLP and the parent Careers Development Group.

External partners

LEH is a partnership school of Royal Holloway University, and RHU attends events and provides year-group talks across various age ranges three times a year. RHU also runs a workshop on personal statements. A delegate from Glasgow University gives a talk each year to Year 12 pupils on the Scottish University system.

LEH enjoys very close contact with its extensive alumnae network and these well-established links offer students the opportunity for mentoring and to seek out work experience and internships before they proceed to Higher Education. Past pupils from employers such as KPMG, Google, the charity sector, Law and Medicine offer talks at the weekly Sixth Form careers sessions, come in for lunchtime talks whilst at university and beyond, as well as supporting the annual Careers' Evening.

This policy statement also includes the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.