

Habs

HABERDASHERS'
BOYS' SCHOOL

Curriculum Policy

Policy Type	Statutory
Regulation	ISSR: Part 1, 2 (1) and (2)(2)
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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

- 2.— (1) The standard in this paragraph is met if—
- (a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - (b) the written policy, plans and schemes of work—
 - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- (2) For the purposes of paragraph (2)(1)(a), the matters are—
- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - (b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - (c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
 - (d) personal, social, health and economic education which—
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
 - (e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;
 - (f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - (g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - (h) that all pupils have the opportunity to learn and make progress; and
 - (i) effective preparation of

1.3 Supporting Documents

The following related information is referred to in this policy:

Equality Act 2010
Able, Gifted and Talented Policy
Individual Needs Policy
PSHCEE Policy (and associated Handbook and Schemes of Work)

This policy should also be read in conjunction with Individual Departmental Handbooks.

1.4 Terminology

Head, where not explicitly defined, means the Head of The Haberdashers' Boys' School.

Parents includes one or both parents, a legal guardian, or education guardian.

School means The Haberdashers' Boys' School.

Student or **Students** means any student or students in the School at any age.

2 Design of the School Curriculum

The Curriculum at the School, and the Schemes of Work which derive from it, take into account the ages, aptitudes and needs of all Students, including those Students with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Curriculum at the School, and the Schemes of Work which derive from it, give Students until the end of Key Stage 4, experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Furthermore, the curriculum designed by the School ensures that all Students acquire speaking, listening, literacy and numeracy skills.

The Curriculum, Schemes of Work, and lessons at 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 by:

- Enabling Students to develop their self-knowledge, self-esteem and self-confidence
- Enabling Students to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging Students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local area and to society more widely
- Enabling Students to acquire a broad general knowledge of and respect for public institutions and services in England
- Developing further tolerance and harmony between different cultural traditions by enabling Students to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

3 Sixth Form

3.1 Curriculum for Year 12 and Year 13

Students usually must have gained at least a grade 7 at GCSE in the subject or a related subject, in order to study the subject at A Level.

Students usually choose three advanced level subjects to study in the Sixth Form. Some Students opt for Further Maths in addition to Maths as a fourth subject and a few students opt for four different subjects. Each subject is normally allocated six periods per week in L6 and 7 periods in U6,, although may be fewer if the set size is small.

A minimum of 5 Students at A level is usually required for a course to be offered. Any subject which does not attract 5 L6 Students may be withdrawn.

In addition, all Students have three periods per week of non-examined Enrichment and Enhancement, And L6 Students also complete their Aske Project, and extend research project.

As with all year groups, Students are freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games (wide choice in the 6th Form).

On entering the Sixth Form, Students are invited to select their own combination of advanced level subjects rather than being required to accept one of a set of compulsory groupings. The timetable thus has to accommodate as many permutations as possible from the subjects available, though not all combinations can always be met.

All subjects actively develop speaking, listening, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

Minority subjects will sometimes be jointly taught or co-taught at both Schools, timetable, staffing and option choice permitting.

Typical subjects on offer include: Art, Biology, Chemistry, Computer Science, Design Engineering, Economics, English Literature, English Language, French, Further Mathematics, Geography, German, Greek (Ancient), History, Latin, Mathematics, Music, Philosophy, Physics, Politics, Psychology**, Russian, Spanish, Sports Science*, Theatre Studies, Theology.

*Jointly taught at the Boys' and Girls' School

**Co-taught at the Girls' School

3.2 Curriculum Plan for Year 12 and Year 13

See Appendix A – KS5 – Sixth Form (Year 12 and Year 13) Curriculum Plan for 2021-22.

L6

3-4 A-Levels	6 periods each subject
E&E	3 periods (2 terms only)
Games	One afternoon off curriculum
SCS/CCF	1 period
Private Study	4 periods

U6

3-4 A - Levels	7 periods each subject
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E&E	3 periods (2 terms only)
Games	One afternoon off curriculum
SCS/OL/CCF	optional
Private Study	9 periods

4 Year 10 and Year 11

4.1 Curriculum for Year 10 and 11

All Students study English (leading to IGCSEs in both English Language and English Literature), Mathematics, at least two sciences, one humanity, and one modern language. This core curriculum provides both breadth and balance for every Student.

Two further subjects may be added to this core leading to ten GCSEs in total. The full range of subjects is shown below:

- English, English Literature
- Mathematics
- Biology, Chemistry, Physics
- Geography, History, Theology & Philosophy
- Arabic, French, German, Latin, Latin with Classical Greek, Spanish, Russian
- Art (Fine Art or Graphic Communication), Design Technology, Graphics, Drama, Computer Science, ICT, Music, Sports Science.

All subjects are only usually offered providing a minimum of 10 Students choose to take the subject. If numbers wishing to study each subject are less, then the School may not run the course.

All subjects actively develop speaking, listening, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

The thirty-five periods in the week are completed by PSHCEE and PE. Each year group is freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games. In addition, Year 10 and Year 11 are able to opt for CCF, Outdoor Leadership or School Community Service on a Friday afternoon.

4.2 Curriculum Plan for Year 10 and 11

See Appendix B – KS4 – Year 10 and Year 11 - Curriculum Plan for 2021-22.

5 Year 9

5.1 Curriculum for Year 9

The subjects studied remain largely the same as in Year 7 and Year 8, though the number of periods differs slightly.

On entry to Year 9, Students choose two subjects (in creative and technical subjects) from Art, (Fine Art or Graphic Communications) and Design Technology (Resistant Materials and Graphics), Drama, ICT, and Music.

Students continue with the study of the two Modern Foreign Languages that they chose at the end of Year 7. Alternatively, a Student may choose to begin studying Arabic. For 13+ joining Students they must choose two languages from; Arabic, Latin, French, German, Spanish, Beginners' Spanish (If numbers permit).

As with Year 7 and Year 8, the year group is freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games.

All subjects actively develop speaking, listening, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

5.2 Curriculum Plan for Year 9

See Appendix C – KS3 – Year 7, Year 8 and Year 9 - Curriculum Plan for 2021-22.

6 Year 7 and Year 8

6.1 Curriculum for Year 7 and Year 8

The main subjects are English, History, Geography, Mathematics, Physics, Chemistry, Biology, Music, Theology and Philosophy (Religious Studies), Art, Computing, Design Technology, Physical Education and Games.

Students spend half a year studying, on a carousel, French, German, Latin and Spanish before choosing two of these for Year 8.

Students are taught in un-streamed groups of approximately twenty-five for almost all the week. In Year 8, Students are broadly streamed based on ability in Mathematics and Modern Foreign Languages.

Each year group is freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games (with main sports being rugby, hockey and cricket).

All subjects actively develop speaking, listening, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

6.2 Curriculum Plan for Year 7 and 8

See Appendix C – KS3 – Year 7, Year 8 and Year 9 - Curriculum Plan for 2021-22.

7 Pre-Preparatory and Preparatory School Curriculum

The School aims to be the leading academic independent preparatory and pre-preparatory day school for boys, offering a world-class education rooted in character-forming values and guaranteeing, in an inspired learning environment, the highest possible academic and personal achievement for young men set to be global leaders in their chosen field. Haberdashers Boys' Preparatory and Pre-Preparatory School commit to create and implement a curriculum that:

- Ensures independent, bright young men fulfil their maximum academic and personal potential
- Creates individual learning opportunities that guarantees each Student makes maximum progress
- Embeds and actively promotes the School's character-forming values
- Motivates Students to take responsibility for their learning
- Makes the best possible use of the opportunities provided by a first-class learning environment and campus to transform teaching and learning
- Ensures Students gain both a local and global vision and perspective
- Encompasses the breadth of experience that ensures holistic development
- Imbeds SMSC education throughout the School
- Ensures outstanding pedagogy and classroom practice are the basis for every lesson.

7.1 Design of the School's Prep and Pre-Prep Schools' Curriculum

The Curriculum at the School's Prep and Pre-Prep Schools, and the Schemes of Learning which derive from it, take into account the ages, aptitudes and needs of all Students, including those Students with an EHC plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Curriculum at the School's Prep and Pre-Prep Schools, and the Schemes of Learning which derive from it, give Students until the end of Key Stage 2, experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Furthermore, the curriculum designed by the School's Prep and Pre-Prep Schools ensures that all Students acquire speaking, listening, literacy and numeracy skills.

The Curriculum, Schemes of Learning, and lessons at the School's Prep and Pre-Prep Schools 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 by:

- Enabling Students to develop their self-knowledge, self-esteem and self-confidence
- Enabling Students to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging Students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local area and to society more widely
- Enabling Students to acquire a broad general knowledge of and respect for public institutions and services in England
- Developing further tolerance and harmony between different cultural traditions by enabling Students to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

Prep School Teaching Structure (minutes per week)

Year	3	4	5	6
English	270	270	270	270
Maths	270	270	270	270
Science	90	135	135	135
Humanities			135	
History	90	90		90

Geography	90	90		90
T&P	45	45	45	45
IT	45	45	45	45
PSCHEE	45	45	45	45
Languages			45	90
Music	45	45	45	45
Music Instrumental	45		45	
Singing	45	45		
Games	90	90	90	90
PE	45	45	45	45
Swimming	45	45	45	45
Art	0	67.5	67.5	67.5
DT	0	67.5	67.5	67.5
Forest School	90	90	90	90
Art/DT/FA/Or	90			
Library	45			
Habs+			45	
Golden Time	45	45		
Drama	45	45	45	45

Each subject co-ordinator or head of subject uses their own subject handbook to plan the overview for each year group. A list of topics for each term is produced as a long-term plan and made available to all staff and is also sent to Parents. From the termly plans, detailed schemes of learning are produced to give a weekly breakdown of how the topics will be taught and what resources are available. These plans are actively monitored and updated in year group and subject specific meetings. Both long term planning and Schemes of Learning for all year groups are available in the central resource area.

7.2 Year 5 and Year 6

All core subjects are taught by subject specialists, some of whom are also Form Teachers. Different teachers, who have a particular interest in a specific subject, may also teach foundation subjects. French, Latin and Arabic, Italian or Russian are taught by staff from the Modern Languages Department of the Senior School or linguists in the Prep.

All Year 5 Students participate in the Music Department's Instrumental Music Scheme and, having selected the instrument of their choice, are taught in small groups by visiting music staff. Many Students continue with their instrument after Year 5 and are invited to join the School Orchestra.

The Year 5 students take part in our Habs+ course, which begins with a very specific topic, which then expands in a topic or theme with broader implications, studied over a whole term. There is an element of choice for the students and at the end of the term they deliver a presentation, take part in a debate or create a website.

Year 5 and Year 6 Students also enjoy an outdoor education provided by the School's Forest School teacher or by instructors who have been contracted in. They spend their time learning about the outdoors and acquiring skills linked with Forest School and the rest of the curriculum. Cross-curricular

activities are encouraged throughout the School with subjects combining to exciting experiences for the Students.

7.3 Year 3 and Year 4

All core subjects are taught by the Form Teacher. Whilst the School does not have formal literacy or numeracy hours, Mathematics and English are often timetabled in double lessons which, as far as possible, take place in the morning. Some practical Science lessons take place in the laboratory. Art, Music, sport and Drama are taken by subject specialists, who deliver these subjects throughout the School. In addition, Music for all classes takes place in a purpose-built facility on the Senior School campus.

We believe lessons should be not only challenging, but fun, purposeful and exciting. Students in Year 3 enjoy studying a new oracy course and learning First Aid too.

Year 3 and Year 4 Students also enjoy an outdoor education provided by the School's Forest School teacher or by instructors who have been contracted in. They spend their time learning about the outdoors and acquiring skills linked with Forest School and the rest of the curriculum.

In both phases the focus is to stimulate:

- **Ambition:** we have high expectations of our students and ourselves, as teachers and as a school.
- **Curiosity:** students should be inspired to have an enquiring mind, a joy for learning, underpinned by rigorous skills in analysis, creative problem solving, excellent communication skills – written and oral. For us as teachers, it means love of subject, curious disposition, dedication to our own learning and professional growth.
- **Courage:** embrace opportunity and challenge, step outside your comfort zone, take risks, when you fall you pick yourself up, belief in effort and hard work. This can be directly applied to us as well.
- **Community:** we have small year groups, so each pupil feels that people know them well, as an individual; students need to feel safe to take risks and embrace challenge; we believe in service (close and historical links with Haberdashers'), being generous of one's time and effort. For us, it means being a community of learners and close and open collaboration and communication with parents (see also Tooled Up).

7.4 Year 1 and Year 2

Pre-Prep School Teaching Structure (minutes per week)

Year	1	2
English	235	235
Maths	235	235
Science	45	45
Humanities	45	45
History		
Geography		
T&P	45	45
IT	45	45

PSCHEE	45	45
Languages		
Music	45	45
Music Instrumental		
Singing	30	30
Games	45	45
PE	30	30
Swimming	45	45
Art	45	45
DT	45	45
Forest School		
Art/DT/FA/Or		
Game/FS	120	120
Assemblies	45	45
Library		
Habs+		
Golden Time	30	30
Drama	30	30

Notes:

- Humanities alternate between history and geography per half term
- Boys have Forest School or Games on alternate weeks
- Art & Design is one lesson in Y1, it is over a whole afternoon. We combine the two over a double and activities are mixed.
- Travel to and from Elstree site take about 30mins each way
- Y2 have IT and library lesson at the Elstree site
- Swimming starts for Y1 after October half term up to that point they have extra art and design

All core subjects are taught by the Form Teacher. As well as whole class teaching, the Pre-Prep work individually and in small groups to develop all the necessary skills and knowledge required for a smooth and natural progression into the Preparatory School at the age of seven. The Key Stage I Curriculum includes the core subjects of English, Mathematics and Science as well as weekly lessons in PSHCE, Geography, History, Art, Music, Drama, Theology and Philosophy, Computing, Physical Education, Swimming and Games. Progression is developed through practical tasks and written work appropriate to the topic.

Year 1 and Year 2 Students also enjoy an outdoor education provided by the School's Forest School teacher. They spend their time learning about the outdoors and acquiring skills linked with Forest School and the rest of the curriculum.

8 Prep and Pre-Prep School Co-Curricular Provision

Sports play a major role in the Curriculum. There are regular fixtures in Rugby, Football and Cricket which are taught in the Autumn, Spring and Summer Terms respectively. Occasional fixtures are arranged in Swimming, Hockey and Basketball. The Preparatory School participates in a Summer Athletics League and has a keenly supported Cross Country Running Club.

As part of the School's ongoing commitment to whole student development a number of residential trips take place and Year 3 camp overnight in the School grounds. Students in Year 4 enjoy a weekend residential trip to Aylmerton in Norfolk, participating in exciting activities Year 5 spend 4 nights away in the New Forest, learning about forest life and trekking. Year 6 attend a residential field study trip for 5 days on the Isle of Wight doing adventurous activities which are mainly water based.

There is a wide range of co-curricular activities, which add significant value to the overall learning experience. Activities may be tailored to specific year groups or might be open to anyone in the School e.g. the orchestra. We believe that these activities help Students develop a sense of team spirit, an interest in new experiences and skills that will benefit them throughout their lives.

We run a co-curricular timetable with over 60 different clubs delivered by external providers and staff. Each member of staff runs two clubs per week and the timetable is sent to the boys on One note and they make their choices through SOCS, affording independence and freedom of choice. The majority of clubs take place at lunchtime with a few before and after school.

9 Transfer of Students between Schools and Year Groups

Transfer from the Pre-Prep to the Prep School is assured. This transfer is facilitated by a Year 3 information evening for Parents prior to their child's entry and three Buddy Days, one for each class. On these days, new Year 3 Students are paired up with one of the Year 6 Students who give them a tour of the School and swap details so that they can maintain contact during the summer holidays. Pre-Prep Students are also taught by some Prep School staff and have Games, Swimming, Library sessions and Computing based at the Prep School.

Transfer from the Prep School to the Senior School is gained through sustained progress throughout the Prep School. Again, this transfer is facilitated by an information morning for Parents and tours of the Senior School for Students early on in Year 6. Also, use is made of a variety of teachers from the Senior School.

At the end of each academic year time is set aside for the transfer of Students. Form teachers are given time to pass on records and discuss with next year's teachers the Students that they will be teaching. Also, Students meet their next year's form teacher and visit their new classroom before the end of the summer term. In addition, each year group have a curriculum evening before the end of the first half of the Autumn Term.

10 Provision for Individual Needs

All Students are screened in a number of ways on entry to the School. Every Student completes a MidYIS baseline test, the results of which are used to identify patterns and anomalies within a

Student's profile. In the Prep and Pre-Prep every Student completes the LUCID screening for dyslexia and InCAS testing is used throughout.

Teaching staff, pastoral staff, and Parents are encouraged to discuss concerns and developing issues as they arise with the Head of Academic Support (SENCO). On occasions when learning difficulties are raised, further screening is conducted by the Individual Needs Department.

Please see further details of screening and access arrangements for SEN Students in the School's policy on individual needs.

Each Academic Department has a delegated member of staff responsible for Academic Support. In some instances, this will be the Head of Department. These members of staff meet termly, chaired by the Head of Academic Support. This designated member of staff is able to provide guidance to departmental staff as to the best ways to support Students with individual learning needs. Most academic departments run 'workshops' or help centres of some description which are designed to provide every Student with additional support outside of the classroom. There is also Student led tutorial groups established and run by the Student council to provide a further forum for support to every Student.

Please see further details of support for Students with SEN in the School's policy on individual needs.

11 English as an Additional Language

In order to cope with the high academic and social demands of the School, Students must be fluent English speakers. Exceptionally, literacy support is available to Students with English as an additional language, and where the increasing demands of the curriculum offer linguistic challenges. At varying levels, Students who do not have English as their first language are offered support outside of timetabled lessons.

If concerns are raised by a subject teacher regarding a Student's level of understanding in oral or written English, a referral can be made to the Individual Needs department. The Head of Academic Support will, initially, liaise with the Student's English teacher in advising on support strategies. These can then be communicated to other subject teachers. Departments can offer tailored subject specific support through the Academic Departmental Learning Support Co-ordinator and/or departmental clinics.

Progress will be monitored via the School's progress and reporting systems. In exceptional circumstances, the School may recommend that some Students, whose first language at home is not English, seek private individual tuition in English as an additional language.

12 Prep School Identification and Assessment

In Year 3 all the Students will undergo:

- An ICT dyslexia screening test (Lucid RAPID) specific to that age group. Any Students presenting with a moderate/high risk result will be monitored and placed on list C. These Students will be re-screened in Year 4

- Helen Arkell spelling test. Any Students whose result falls below their chronological age will be placed on list C and if Parents require School action only, then they will be transferred to list B.

Students who record an at 'high risk' result following screening and a low spelling score will have a 'record of concern' form initiated, evidence collated, and the Parents will be consulted regarding further action.

Students with learning difficulties may also be identified by concerns raised by the staff, or Parents; by results from School examinations/tests or annual INCAS tests conducted in February for each year group.

If Students present with difficulties which hinder learning:

- Referral in the first instance should be made to the form tutor
- Form tutors should complete a record of concern form (RoC)
- Form tutors then collate any necessary and relevant evidence
- IN co-ordinator to be informed and given paperwork
- The IN teacher will observe and informally assess
- Consultation between Parents, Form tutor, AS co-coordinator and IN teacher to discuss further action (e.g. formal assessments, external agency/AS teacher support).

13 Personal Social Health Citizenship and Economic (PSHCEE) Education (including Careers)

Please see the PSHCEE department handbook for further details on provision and schemes of work.

Please see the Careers and University Applications handbook for details on provision and schemes of work.

14 PSHCEE and Careers

14.1 KS5 (Sixth Form) PSHCEE and Careers

PSHCEE education continues in the Sixth Form during a weekly tutor period. Core themes studied in KS4 are further developed, with particular emphasis on personal health, diversity awareness, fundamental British values and decision-making skills. The curriculum focuses on the skills that Students will require for successful university application, as well as the life skills and knowledge that will be needed to live independently upon leaving School. External speakers and section assemblies support the tutor time delivery.

Support for Students and Parents regarding university applications is given in the form of several Parents' evenings and higher education events. These involve external speakers giving guidance for every subject and the process to access university places. Each member of the University Applications Department specialises in advising applications to a group of courses. This provides the Students with an enhanced level of knowledge and support when applying to university.

14.2 KS4 PSHCEE and Careers

Year 10 Students complete a timetabled specialist-delivered PSHCEE course consisting of six modules:

- Introduction to Understanding Mental Health
- Personal Development
- Sex and Relationships Education
- Politics
- Personal Finance
- Careers and preparing for life after School.

This is supported by additional lessons during a weekly tutor period. All Year 10 Students are issued with a PSHCEE workbook to use in conjunction with these lessons. This covers all five core themes within the PSHCEE curriculum, as well as fundamental British Values and a cultural component, which aims to enhance Students understanding of local and global culture.

Year 11 Students study a similar carousel of subjects during a weekly tutor period, with many of the ideas studied in Year 10 being further developed as Students mature.

The on-going work by the Careers Department is supported by all Students completing the Morrisby Vocational Guidance test at the end of Year 10. This then supports the Students, Parents, the Careers Department, and tutors in choosing a career path and relevant subjects for the Sixth Form.

14.3 KS3 PSHCEE and Careers

Year 7 to Year 9 study PSHCEE during a weekly tutor period. All KS3 Students are issued with a PSHCEE workbook. This covers all five core themes within the PSHCEE curriculum, as well as fundamental British Values and a cultural component, which aims to enhance Students understanding of local and global creative and sporting culture. Careers education is delivered through the Key Skills programme.

Year 7 to Year 9 also attend a six-week, specialist-delivered, timetabled PSHCEE course as part of their Key Skills lessons. This covers the following topics:

- Year 7 – Values Education
- Year 8 – The Penn Resilience Programme
- Year 9 – Drug and Alcohol Education.

14.4 Prep School and Pre-Prep School PSHCEE

In the Prep and Pre-Prep School Students have one 45 min session per week. We provide PSHCEE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. This is called Jigsaw and runs from Year 1 to Year 6. In addition, PSHCEE topics are covered within other subject areas by specialist staff. A considerable amount of the PSHCEE is delivered in other subjects across the curriculum, these include Science, Geography, ICT and Religious Studies lessons. There are additional whole-School events such as School Council, assemblies and charity events, which contribute to the PSHCEE curriculum. Year 3 to Year 6 Students all attend residential courses with a personal-development focus.

Jigsaw covers all areas of PSHCEE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, School and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

PSHCEE Education is taught within a safe and supportive learning environment, where Students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Appendix A – KS5 – Sixth Form (Year 12 and Year 13) Curriculum Plan for 2021-22

Subject	Lower 6th		Upper 6th	
	Wk A	Wk B	Wk A	Wk B
Block A	6	6	7	7
Block B*	6	6	7	7
Block C	6	6	7	7
Block D	6	6	7	7
Private study	4	4		
Games – co-curricular afternoon	3	3	3	3
Enhancement	1	1	1	1
Enrichment	2	2	2	2
CCF/SCS	1	1	1	1
TOTAL	35	35	35	35

*Co-teaching/joint-teaching block

Setting Policy in KS5

- i) Setting is possible in the L6 and U6 classes.
- ii) It is predominantly performed in Maths and Sciences.
- iii) Students are set within each option block and only if there are a number of sets within a block.
- iv) Where there is only one set within the block this is mixed ability.
- v) Some Heads of Department prefer mixed ability sets. Therefore, the set number does not necessarily indicate a more able class.
- vi) An attempt is made to retain sets between the L6 and U6, however, if numbers change, some sets may be unviable and may close and therefore the sets are altered in other subjects.

Principles - Setting is predominantly based upon ability. However, there will always be an element of mixed ability within each class. Setting is often used to make the top sets larger and allow smaller classes in the bottom sets if possible. A maximum of 16 per class, means that sets may be very similar in size.

Appendix B – KS4 – Year 10 and Year 11 – Curriculum Plan for 2021-22

KS4 – Year 10 and Year 11 - Curriculum Plan for 2020-21

Subject	Year 10		Year 11	
	Wk A	Wk B	Wk A	Wk B
English	4	4	4	4
Maths	3	4	4	3
Science 1	4	3	3	3
Science 2	3	4	3	3
Modern Foreign Language (French, German, Spanish, Arabic)	3	3	3	4
Humanity (Geography, History or Theology)	3	3	4	3
Option 1	3	3	3	4
Option 2	3	3	4	3
Option 3	3	3	3	4
All Students must study 1 humanity, 2 sciences, and 1 modern language				
Options 1,2 or 3 can include a 3rd Science, 1 or 2 additional Humanities subjects, a 2nd Modern Language, Latin, Greek, Russian or a Creative (Art, Computing, Drama, Design and Technology, ICT, Music, Sports Science)				
PE and Swimming	1	0		
Games – co-curricular afternoon	3	3	3	3
PSHCEE / Careers	1	1		
CCF/SCS	1	1	1	1
TOTAL	35	35	35	35

Setting Policy in KS4

- i) Year 10 - There is Whole Year setting in Maths. Many of these sets are parallel sets and therefore are of equal ability. The Students normally will remain in the sets they were in in Year 9, although refined by the results of the Year 9 end of year examination.
- ii) Year 10 - There is partial setting in English. The blocks are dependent upon their Mathematics sets. The English sets are then loosely set on ability within these blocks.
- iii) Year 10 - There is some setting within the Option Blocks. Modern Languages set according to ability, with the top set completing the Accelerated (IOL) course. Within each block there is setting within Science where sets will permit.
- iv) Year 10 - Humanities and creatives are taught as mixed ability classes.
- v) Year 11 - All sets, where possible, continue from Year 10 into Year 11, with the exception of Maths and Science.

Principles - Setting is predominantly based upon ability. However, there will always be an element of mixed ability within each class. Setting is often used to make the top sets larger and allow smaller classes in the bottom sets if possible.

There is a strong emphasis on Students being able to move regularly and freely between sets based on performance throughout the year and at the end of year. This is in line with the principles of developing a Growth Mind-set.

Appendix C – KS3 – Year 7, Year 8 and Year 9 – Curriculum Plan for 2021-22

KS3 – Year 7, Year 8 and Year 9 - Curriculum Plan for 2020-21

Subject	Year 7		Year 8		Year 9		
	Wk A	Wk B	Wk A	Wk B	Wk A	Wk B	
English	4	4	4	4	4	4	
Maths	5	4	4	4	4	4	
Language 1	3	2	3	2	3	2	
Language 2	3	2	2	3	2	3	
Geography	2	2	2	2	2	2	
History	2	2	2	2	2	2	
Theology and Philosophy	2	2	2	2	2	2	
Biology	2	2	2	2	3	2	
Chemistry	2	2	2	2	2	3	
Physics	2	2	2	2	3	2	
Computing	2	1	1	1			
Technology	0	2	2	1			
Art	2	0	1	2			
Music	1	2	1	1			
Key Skills	1	1	1	1		1	IT Skills, Career Skills, Study Skills, Literacy Skills, Performance Skills, PSHCEE
Creative option 1					2	2	Art-Fine Art, Art-Graphics, Drama, ICT (Computing), Music, Design and Technology
Creative option 1					2	2	
PE and Swimming	1	1	1	1	1	1	
Games – co-curricular afternoon	3	3	3	3	3	3	
CCF/SCS							
TOTAL	35	35	35	35	35	35	

Setting Policy in KS3

Curriculum Policy

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- i) Year 7 - There is no setting/streaming. Students are taught in their mixed form groups.
- ii) Year 8 - There is Whole Year setting in Maths. Many of these sets are parallel sets and therefore are of equal ability.

