Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

ST CATHERINE'S SCHOOL BRAMLEY

SENIOR SCHOOL CURRICULUM POLICY

'Believe… Achieve… Succeed'

Policy Holder	Dr Elodie Nevin
Date Approved	September 2026
Approval	Academic Committee
Date for next review	August 2027

This policy will be reviewed annually or sooner if there are statutory revisions.

The Policy

The Charitable Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining, in the United Kingdom or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

Rationale and Purpose

This policy provides a coherent, consistent and inclusive framework for curriculum provision at St Catherine's School. It ensures that all pupils experience an ambitious, broad and balanced education that supports academic achievement, personal development and preparation for life beyond school.

The policy will be reviewed annually or sooner should statutory requirements or educational best practice necessitate amendment.

The Senior School curriculum encompasses all formal academic study together with the wider opportunities that enhance learning beyond the classroom, including enrichment activities, leadership opportunities, educational visits, service, careers education and co-curricular provision.

Curriculum Intent

At St Catherine's School, the curriculum is designed to provide a challenging, broad and ambitious education that enables every pupil to develop academically, personally, spiritually and socially.

Our curriculum seeks to:

- provide deep subject knowledge and intellectual challenge
- foster curiosity, creativity and a lifelong love of learning
- develop confidence, resilience and independence
- prepare pupils for higher education, employment and adult life
- promote leadership, responsibility and service to others
- cultivate respect for diversity and understanding of different perspectives
- reflect our Christian foundation while embracing the beliefs and backgrounds of all members of our community
- enable every pupil to fulfil her potential and achieve success both within and beyond the classroom

Curriculum Aims

We aim:

- to provide an exceptional all-round education which prepares pupils for happy, fulfilling and successful lives
- to create a safe, supportive and healthy environment in which pupil wellbeing is paramount
- to provide excellent teaching, modern facilities and a wide range of co-curricular opportunities
- to encourage a love of learning and the ability to think critically, creatively and independently
- to foster pupils' personal, spiritual, moral, social, cultural and physical development alongside their academic progress
- to encourage respect, compassion and courtesy towards others
- to nurture teamwork and collaboration within our diverse community
- to encourage pupils to embrace the inclusive spirit of St Catherine's School throughout their lives
- to develop confidence and self-belief so that every pupil can realise her unique talents and abilities
- to promote understanding of Christian values within a culture that values and respects all faiths and beliefs
- to develop leadership skills and a sense of responsibility towards others
- to foster strong partnerships between school and home

We believe that a rich co-curricular programme further develops the knowledge, skills and attributes that enhance performance in the taught curriculum. Pupils are encouraged not only to participate in activities but also to lead and create new opportunities for others.

Curriculum Principles

To fulfil these aims, every pupil is entitled to a curriculum characterised by the following principles.

1. Relevance

The curriculum is designed to meet the needs of pupils at different stages of their educational journey. Learning experiences take account of pupils' age, prior knowledge, aptitudes, interests and individual needs, enabling them to contribute confidently within school and wider society.

2. Breadth and Balance

We provide a broad and balanced curriculum that promotes:

- the development of knowledge
- the understanding of concepts
- the acquisition of skills
- the application of learning in a variety of contexts
- independent thinking
- reasoned judgement based on evidence

The curriculum offers experiences in the following areas: aesthetic and creative; human and social; linguistic and literary; mathematical and numerical; moral and spiritual; physical; scientific; technological.

3. Inclusion

Inclusion is central to our curriculum and teaching and the school is committed to ensuring that all pupils can access and benefit from the curriculum regardless of their background, needs or protected characteristics.

Appropriate support, reasonable adjustments and targeted interventions are provided for pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL) needs or other barriers to learning. These may include adaptive teaching approaches, specialist support and curriculum modifications where appropriate.

The curriculum promotes Fundamental British Values through subject teaching and wider educational experiences. It actively promotes equality, diversity and inclusion and encourages respect for age, disability, sex, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity, marriage and civil partnership. Through curriculum content, assemblies, pastoral programmes and wider school life, pupils are encouraged to understand and value diversity within modern British society and the global community.

4. Coherence

Curriculum planning promotes meaningful connections between subjects and areas of learning. Pupils are encouraged to identify links across disciplines, transfer knowledge and skills between contexts and develop a holistic understanding of learning. Departments collaborate where appropriate to strengthen cross-curricular opportunities and reinforce key concepts.

5. Continuity and Progression

The curriculum is carefully sequenced to ensure progression in knowledge, understanding and skills. Departments maintain schemes of work that build systematically upon previous learning and prepare pupils effectively for subsequent stages of education. Curriculum planning supports smooth transition between year groups, key stages and post-16 pathways.

6. Adaptive Teaching

Teaching is responsive to pupils' differing starting points, strengths and needs. Appropriate challenge, support, scaffolding and extension opportunities enable all pupils to access the curriculum and make strong progress. Targeted academic support and intervention opportunities are provided where appropriate, while highly able pupils are encouraged through enrichment and extension activities.

7. Choice and Personalisation

As pupils progress through the school, increasing opportunities are provided for curriculum choice and specialisation.

Curriculum Overview

1. **Key Stage 3:**

In U3 (Year 7): pupils experience a broad, enriching programme of study comprising English, Maths, three sciences, the languages (French, Spanish and Latin), six creative arts (Art, DT, Textiles, Music, Drama and Food & Nutrition), RS, History, Geography and Physical Education.

In U4 (Year 9): pupils choose three creative arts to continue throughout the year from: Art, Design Technology, Food and Nutrition, Music, Drama and Textiles.

Throughout Key Stage 3, the Futures programme aims to prepare students for future life by covering business & entrepreneurship, PSHE, AI and technology. An additional lecture programme in U4 (Year 9) includes opportunities to learn about careers from our Head of Careers, visiting speakers, parents and alumnae.

2. **Key Stage 4:**

In L5 (Year 10): Pupils choose three GCSE option subjects from the range available. Comprehensive guidance is provided to ensure that choices reflect interests, abilities and future aspirations. All pupils, except those choosing RS as an option, are expected to sit the RS Short Course GCSE at the end of their L5 year.

In U5 (Year 11): most pupils sit 9.5 GCSEs, including the RS Short Course. Top set groups in Maths are given the choice of completing the Further Maths IGCSE additionally. The School enables students with other home languages to sit the appropriate language GCSE as well.

3. **Sixth Form**

Pupils normally study three A Level subjects. A fourth A Level may be studied in exceptional circumstances when approved by the Deputy Head (Academic) and the Head or when Further Mathematics is selected.

The Sixth Form curriculum is enriched by the Extended Project Qualification which is taught at the start of the L6 and open to all students interested in completing it. Additionally, the Futures programme continues to comprise education in areas ranging from PSHE to AI and Careers.

In rare circumstances, it is not advisable for a student to follow the full curricular provision. Any decision to drop a subject is taken in consultation with parents, the Inclusive Learning Team, our Health staff, tutors, the Deputy Head (Academic) and the pupil herself. Whereas student's SEND or EAL profile, mental health or personal circumstances mean that tailoring her curriculum is in her best interests, alternative supervision and educational provision is put in place. This may include in-house Maths literacy or Maths tutoring.

The Future Programme

The School's programme of personal development in preparation for the later life encompasses: Futures-Life, Futures – Entrepreneurs, Futures – Society and Ideas, Futures – Careers and Futures – Sixth. This is a comprehensive, varied and bespoke programme for all year groups promoting:

- physical and mental wellbeing
- relationships and health education
- leadership and service
- careers education and guidance
- financial awareness
- entrepreneurial skills
- digital citizenship and online safety
- spiritual, moral, social and cultural responsibility and development
- preparation for adult life

These aspects are delivered through taught lessons as well as tutor sessions, assemblies, enrichment activities, visiting speakers, leadership opportunities, careers provision and co-curricular experiences.

Digital Learning

Technology is used purposefully to enhance learning, creativity, collaboration and independent study. In lessons, in tutor periods, assemblies and in the Futures programme, pupils are taught to use digital technologies safely, responsibly and critically, developing the digital literacy skills required for future study, employment and participation in society. All pupils use school-approved devices in lessons; these are managed by the School.

Curricular Enrichment

The curriculum extends beyond the classroom through a wide range of opportunities including:

- clubs and societies
- music and drama

- sport
- educational visits
- competitions
- leadership programmes
- charitable and service activities
- pupil-led initiatives

These experiences support the development of confidence, resilience, collaboration, leadership and independence.

Curriculum Monitoring and Evaluation

The effectiveness of the curriculum is regularly reviewed through:

- departmental self-evaluation
- lesson observations and learning walks
- scrutiny of pupils' work
- assessment and examination outcomes
- pupil voice activities
- university and destination data
- reviewing participation in co-curricular activities
- reporting to the Academic Committee

Curriculum review ensures that provision remains ambitious, relevant and responsive to pupil needs and educational developments.

Roles and Responsibilities

The Governors and Academic Committee are responsible for monitoring the effectiveness and breadth of the curriculum; ensuring statutory and regulatory compliance and questioning reports on curriculum development and outcomes.

The Head has overall responsibility for ensuring curriculum compliance and strategic development.

The Deputy Head (Academic) is responsible for curriculum implementation; curriculum review and evaluation; ensuring consistency and quality across departments.

Heads of Department are responsible for maintaining schemes of work; ensuring high standards of teaching and learning; monitoring pupil progress and achievement; and reviewing and developing curriculum provision.

All teaching staff are responsible for delivering the curriculum effectively and inclusively; assessing pupil progress in line with school policy; contributing to curriculum review and development; promoting high expectations and pupil engagement.

Availability of Information

Details of curriculum provision, including subject information and examination courses, are made available to current and prospective parents through the school website, departmental information and published curriculum materials. Curriculum allocation and subject pathways are outlined in the curriculum diagrams and option booklets.