



Sponsor	DHA
Issue Date	Sep 2022
Next Review Date	Sep 2023
Governors' Review Committee	Education

CURRICULUM POLICY

This policy which applies to the whole school, inclusive of boarding, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Scope: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school. All new employees and volunteers are required to state that they have read, understood and will abide by this policy and its procedural documents and confirm this by signing the *Policies Register*.

Legal Status: Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Related Documents: This policy draws in parts upon the following guidance documents and other Woldingham policies.

[Independent School Standards \(currently in force\)](#)

[National Curriculum](#)

[National curriculum in England: mathematics programmes of study \(currently in force\)](#)

[National curriculum in England: English programmes of study \(currently in force\)](#)

[Guidance about teaching personal, social, health and economic \(PSHE\) education \(currently in force\)](#)

[Relationships, Sex and Health Education \(RSE\) \(currently in force\)](#)

[Promoting fundamental British values through SMSC \(currently in force\)](#)

[Research review series: religious education \(currently in force\)](#)

[Teaching about Mental Wellbeing \(currently in force\)](#)

[DfE Careers guidance and access for education and training providers \(currently in force\)](#)

Monitoring and Review: These arrangements are subject to continuous monitoring, refinement, and audit b
Review

- The Deputy Head Academic, Heads of Department, Head of Sixth Form and other academic Heads of Year conduct annual evaluation and review of all enrichment provision. This process is supported by a strong awareness of both the latest developments and ideas in educational provision and the actual experiences and needs of students of all abilities.

Review

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Signed:

Reviewed: June 2022

Next Review: June 2023

Signed:

Dr James Whitehead
Head

Mr Robert Parkinson

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INTRODUCTION

The curriculum at Woldingham embraces the principles of Sacred Heart Education - particularly faith, respect for scholarship and intellectual values, and personal growth. The School enjoys very good public examination results at GCSE/IGCSE and A Level, and all stakeholders expect excellent "value added." Our curriculum and schemes of work do not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Faith and the development of the individual

- Students are given every opportunity to grow morally, emotionally and socially through a curriculum that nurtures awareness, inquiry, debate, and embraces the ethos of Sacred Heart
- Personal, social, health, and economic education reflects Woldingham's aims and ethos and encourages respect for other people, paying particular regard to protected characteristics set out in the 2010 Act; a. Age b. Disability c. Gender reassignment d. Marriage and civil partnership e. Pregnancy and maternity f. Race g. Religion or belief. h. Sex i. Sexual orientation

Breadth

- Breadth in individual development: a curriculum that enables all students to develop the key elements of learning - knowledge, skills, conceptual understanding and disciplined habits – and the areas of learning experience.
- Breadth of disciplines: at Key Stages 3 and 4, options are arranged so that all students receive education in all of the following fields: aesthetic/creative and/or human and social, linguistic and literary, mathematical, technical, moral, physical, scientific and spiritual
- Students acquire vital skills in literacy, numeracy, speaking, listening, research, presentation and empathy by way of schemes of work that deliver the curriculum in a variety of imaginative and inclusive ways (e.g. group work, debates)

Balance

- Balance of options in Key Stages 3 and 4 ensures that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole; students experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; acquire speaking, listening, literacy and numeracy skills
- Balance (particularly with regard to PSHEE and core skills) is maintained through enrichment provision in Sixth Form.
- Woldingham's Thrive programme (which combines character education and study skills) seeks to nurture and support a balanced and healthy approach to work and to the inevitable stresses and strains of modern life. Central to the programme is the recognition that healthy attitudes are good in themselves and also play a key role in a successful working life.

Coherence

- Coherence embraces the different elements and areas of learning so that these do not appear as unconnected but as contributing to overall progress and achievement

Ambition

- The purpose of Ambition is to ensure that the curriculum challenges students and pushes them to achieve as much as they can; students must excel and teachers must be ambitious for their students to acquire the knowledge and skills to make progress over time

Relevance

- A relevant curriculum that reflects the previous learning of the students, caters for their individual aspirations and follows National Curriculum guidelines on the provision of personal, social and health education. The curriculum and schemes of work promote fundamental British values; preparing students for the opportunities, responsibilities and experiences of life beyond school as good citizens within British society. Students are prepared for engagement with public institutions and society at both national and local level; and for civic responsibilities and contact with a wide range of members of society in England.

Differentiation

- A differentiated curriculum in which a combination of teaching skills, resources, schemes of work, and setting and banding recognise and cater for differences in students' abilities, skills, age, aptitudes and needs
- Additional support is provided, where necessary, for all students on the EAL and Learning Enhancement register (Special Educational Needs) and those from disadvantaged backgrounds (as required). The Head of Learning Enhancement (SENCO)

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and Head of EAL guide departments in catering for the needs of relevant students. All staff are expected to follow recommendations laid down in IEPs by the Learning Enhancement Department.

- Students are provided with opportunities to stretch and challenge themselves within and beyond the curriculum and there is a dedicated programme for the most able/those of exceptional ability
- Teachers know their students and plan their lessons accordingly. There is an effective system to track students' progress in place
- Classroom teaching is delivered in a way that ensures good behaviour – it fosters self-motivation and students are encouraged to learn and think for themselves

Enrichment

- All provision for students which centres on learning skills and/or character education (life skills) forms part of our "Thrive" programme. The aim of this programme is to ensure that (i) learning skills and broader character education (life skills) are discussed and developed in a connected fashion and (ii) the provision of learning skills and character education is not treated as a "box ticking" exercise.
- All Year 7 students receive help with study skills through additional timetabled sessions, which are designed and led by the Head of Marden. All year groups receive periodic talks and workshops on study skills, which are led either by their Head of Year or by the Deputy Head Academic. These activities form part of the annual Thrive calendar. The School also runs an annual "Thrive Day" in October, in which all staff and students participate and various talks and workshops are delivered by a combination of Woldingham staff and visiting speakers/coaches.
- Numerous well-planned and well thought-out opportunities for growth outside the class room are offered (through departments, whole school initiatives and societies) in the form of trips, guest speakers and special activities.
- Sixth Form students are offered opportunities for academic enrichment which take account of their abilities, help nurture the skills needed for life beyond school, and keep abreast of the latest positive developments in educational provision.
- School provides excellent provision of careers education and guidance at all levels. This is presented in an impartial manner that allows for informed choices across a broad range of career options, encouraging students to fulfil their potential

PROCEDURES

Planning

- Changes to the curriculum are planned annually, in relation to the ethos laid down in this policy.
- Where appropriate, changes to the curriculum are discussed collectively with Heads of Department or the whole staff body.
- Proposals for change are welcomed from all members of staff and will be reviewed by the SLT in relation to the ethos laid down in this policy.

Options and timetabling

- The School operates a sensible, well-advertised calendar for the collection of students' option choices.
- Students and parents are supported in their choices by a combination of timely parent teacher meetings, talks from the School Leadership Team, careers advice and advice from tutors and Heads of Year
- The timetable is planned according to a rigorous annual calendar which links to the options calendar. Timetabling is undertaken with the aim of maximising student choices and providing students with the fortnightly spread of lessons that is most conducive to successful learning.

Differentiation

- Students are assigned to sets and bands through a rigorous process which takes account of a broad spread of sensibly weighted data.
- Every effort is made to provide students who are less able in a particular area (Mathematics, Science or Humanities) with smaller class sizes.
- *As far as logistically possible*, Heads of Department ensure that individual teachers are taking particular sets or bands according to their strengths and experience.

CURRICULUM SYNOPSIS (2022-2023)

Years 7-9: (Units - periods of 55 minutes - per fortnight ¹)			
	Year 7	Year 8	Year 9
English	6	6	6
Mathematics	6	6	8
Theology	4	4	4
Science ²	6	9	9
PE	6	6	6
French ³	4	4	5
German	4	4	5
Spanish	4	4	5
Latin ⁴	3	3	3 or 5
Geography	3	3	3
History	3	3	3
Computing	2	2	3
Art ⁵	2	2	3
Drama	2	2	3
DT	2	2	3
Music	3	2	3
Health Education	2	0	0
Thrive (PSHEE)	2	2	2

Years 10-11

The following subjects are taken by all girls to GCSE level:

- English Language*
- English Literature*
- Mathematics
- Theology

Students are also expected to study a Foreign Language and either Double or Triple Award Science to GCSE/IGCSE level.

Modern Foreign Languages*

Students must choose **ONE** foreign language (not their native tongue) from the following:

German
French
Spanish
Latin

*Some students who have English as an additional language may be exempt

Science

All students start Year 10 studying three sciences. After the Year 10 examination in the summer term they are advised to either take Double or Triple Award.

GCSE Options

Art		Geography		Spanish	
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¹ There are a total of 60 available periods in a fortnight. Years 7-9 have no frees unless they have dropped a language due to Special Educational/EAL needs.

² In Year 7 a general science programme is studied and students have one science teacher. From Year 8 science is taught as three individual subjects (Biology, Chemistry and Physics) with different teachers

³ In Year 7 students chose 2 of French or Spanish or German by October half-term, following a carousel of modern foreign language lessons in the first half of autumn term. Students requiring on-timetable Learning Enhancement support in Years 7-8 will only study one modern foreign language.

⁴ Latin becomes a language options in Year 9. Prior to this Latin is compulsory for most students (unless particular individual circumstances make it impractical).

⁵ In Year 9 students have to choose 5 options, at least one of which must be a language, from: French, Spanish, German, Latin, Art, Drama, Computing, DT or Music (the majority of students will choose two languages, however, some students will study Latin as a 3rd language, while others will choose an extra 'creative' option and only study one language).

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Computer Science		History		
Design Technology		Latin		
Drama		Music		
French		Physical Education		

Years 10-11 (Units - periods of 55 minutes - per fortnight)		
	Year 10	Year 11
English	7	8
Mathematics	8	8
Theology	6	5
Science	15	15
Triple Science	15	18
PE	4	4
Options 1, 2 and 3 (inc. MFL)	6	5
THRIVE (PSHEE)	2	2

GCSE Options Guidance

The Deputy Head Academic speaks to all Year 9 girls regarding GCSE options in the autumn before the Year 9 parent-teacher meeting. The DHA, Head of Year and tutors are on hand to give girls and their parents GCSE options advice throughout the autumn term of Year 9.

In Year 9 girls are guided to maintain breadth whilst starting to make academic choices in accordance with their emerging strengths and enthusiasms. All girls are required to maintain a minimum of one language to GCSE, unless their academic profile suggests that this will be genuinely counterproductive. Girls are also encouraged to maintain one of History and Geography and at least one “creative” subject to GCSE.

The Sixth Form Curriculum

Most girls study three A Levels and one course from our additional curriculum, but there is also the opportunity to study four A Levels.

The minimum entry requirement for Sixth Form is an average of 5.5 points at GCSE⁶ across 9/10 subjects with a minimum of 8 GCSEs, however, the school can waive this requirement according to the individual circumstances and best interests of a particular student.

Most Sixth Form subjects are allocated 11 periods a fortnight. Sometimes fewer lessons will be offered if the cohort for a course is only one or two students.

Options are chosen from the list below:

Art		English Literature		Physics
Art History		French		Politics
Art Textiles		Geography		Psychology
Biology		German		Theology
Business		History		Spanish
Chemistry		Latin		Drama and Theatre Studies
Classical Civilisation		Mathematics		Physical Education
Computer Science		Further Mathematics		
Design & Technology		Media		
Economics		Music		

The Sixth Form Additional Curriculum

Any students studying three A Levels (which will be the majority) have to take one course from our additional curriculum menu. This includes the following:

- (i) EPQ
- (ii) Core Maths

⁶ A* being 8 points, A 7, B 6, C 5 and so on.

- (iii) MOOCs (Massive Online Open Courses)
- (iv) Sports leadership (Level 3)
- (v) Level 3 Business Qualification

Sixth Form Enrichment

Extensive Higher Education and careers advice is provided by specialist staff. This includes the programme of careers lessons, which runs from January to June of Lower Sixth.

All Sixth Formers are expected to continue with 2 periods a fortnight of PE until Easter of Upper Sixth.

As part of our commitment to preparing students for life after Woldingham, we introduced the Sophia programme to the Sixth Form from September 2021. Sophia (meaning 'wisdom' in Greek) is a new, innovative and thought-provoking curriculum that covers areas as diverse as: culture, society, ecology and philosophy.

Other components of the programme include practical service in the local community, such as in primary schools and care homes, visits from external speakers, and a Philosothon (an event to promote philosophical enquiry and rigour, bringing groups of students together around stimulus material which allows the group to move beyond discussion towards critical inquiry).

As with other year groups, Sixth Formers are also offered Speech and Drama lessons, Life Drawing classes and extra Music lessons according to their options and interests.

We also run a Cultural Society, debating groups and various other academic societies such as the Greenwell Society (Social Sciences and History).

EDUCATION NEEDS AND DISABILITY (SEND)

Where a student has a Special Education Needs the Special Educational Needs Co-ordinator (SENCO) must ensure that the specific education and learning needs of the individual are understood and appropriate steps taken to accommodate them and ensure that teachers are aware and have adapted their lessons for the individual, or ILPs have been devised. Students with an EHCP will be carefully considered and accommodated as will all students with SEN issues so that they have complete access to the curriculum through high quality teaching that is differentiated and personalised. The School is committed to meeting the individual needs of students with SEN at every part of the curriculum, especially in preparing them for adulthood.

PERSONAL SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE), SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC) AND RELATIONSHIPS AND SEX EDUCATION (RSE)

Please also refer to our *PSHEE* and *RSE policies*.

At Woldingham, Thrive (Personal, Social and Health and Economic Education) is seen as an integral part of the curriculum allowing necessary preparation for students to take a full and active part in adult society in the future. The curriculum aims to promote the moral, social, cultural, mental and physical development of the students as well as preparing learners for the opportunities, responsibilities and experiences of adult life in British Society. Thus Woldingham recognises the profound importance of formally teaching, integrating and embedding SMSC and PSHEE, (including RSE) into the curriculum. **Health Education** is given particular prominence, which tackles both physiological and mental health. The PSHEE programme covers all statutory aspects of under the Children and Social Work Act 2017. This includes Relationships and Sex Education (RSE) at Key Stages 3 and 4 (this is in line with the current statutory guidance), and Health Education in secondary schools.

- Woldingham uses the recommended PSHEE Association Programme of Study setting out learning opportunities for key stage 3 to 5, based on three core themes:
 - Core theme 1: Health and Wellbeing
 - Core theme 2: Relationships
 - Core theme 3: Living in the wider world

This is used as a framework for our Thrive (PSHEE) programme.

PSHEE is provided through discrete lessons as well as through opportunities provided by the National Curriculum subjects, assemblies, the Thrive tutorial programme, guidance and support systems including Careers, special projects and other events that enrich students' experiences. We aim for our students to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable students to develop an understanding of public services and institutions and to take their place in modern democratic British society. Woldingham is also committed to students' personal development and ensuring that they become more resilient to setbacks and adopt coping

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mechanisms and a positive, growth mindset. PSHEE reflects Woldingham's aims and ethos and encourages respect for other people, paying particular regard to protected characteristics. These are listed in section 4 of the Equality Act 2010 as follows: a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or belief h. sex i. sexual orientation. RSE is delivered through the PSHEE programme and other curriculum subjects.

Whilst SMSC is integral to all aspects of our curriculum, PSHEE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We provide a safe space in which our students can discuss and understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments or views. Any discriminatory or extremist opinions or behaviours are challenged as a matter of routine. Woldingham builds resilience to radicalisation of its students by promoting fundamental British values.