

CURRICULUM POLICY

Updated August 2022

PRINCIPLES

- i) All pupils follow a curriculum which is characterised by breadth, balance, relevance, differentiation and progression:

Breadth ensures that pupils come into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic/ creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole.

Relevance takes account of pupils' previous learning and their readiness for new experience.

Differentiation allows for differences between pupils and implies a need for variation in teaching approaches and classroom organisation.

Progression ensures that learning is continual and builds upon previous experience and achievement.

- ii) The curriculum should enable all pupils:

- To have a basis from which to make informed and realistic choices and decisions at all stages
- To have an informed perspective about the role of the individual in the community, society and the world of work
- To have an appreciation of the spiritual dimension of human existence
- To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- To show personal values based on honesty and trust, tolerance, understanding, caring and respect for others, which allow the establishment of effective personal and social relationships
- To experience a variety of teaching and learning strategies that will stimulate intellectual development.

- iii) The curriculum should ensure that the following protected characteristics (section 4 of the Equality Act 2010) are at its core:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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JUNIOR SCHOOL – EYFS, KEY STAGES 1 AND 2

For details of the curriculum in these years, please refer to the **Junior School Handbook**.

KEY STAGE 3 – YEARS 7 – 9

The core subject requirements of the National Curriculum are followed, but a broader range of subjects is included. A smooth transition from KS2 is facilitated by links with feeder primary and prep schools, as well as with our own Prep School.

Personal, Social and Health Education is an essential part of the education of all pupils. It is, by its very nature, developmental, and is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour. This team comprises of teachers from different disciplines, with additional support from the Head of PSHE, the School Nurse and outside professionals. PSHE is part of the Shrewsbury High School Period X programme. Period X incorporates all aspects of the statutory RSE guidance as well as a comprehensive enrichment programme.

Breadth and balance are ensured through a compulsory course which offers a variety of learning experiences:

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| • Development of personal and social skills | All subjects, especially PSHE, Period X |
| • Spiritual and moral dimension | All subjects; assembly |
| • Creative and aesthetic Humanities | Art, Design, Drama, English, Music, |
| • Linguistic and literary | English, French, MFL |
| • Mathematical | Mathematics, Physics, Business |
| • Physical and recreational | PE, extra-curricular activities, |
| • Scientific | Sciences |
| • Technological | Computer Science, DT and Food |

Each year group is usually divided into three forms, with some subjects being set by ability.

KEY STAGE 4 - YEARS 10 – 11

At Key Stage 4, students have access to all aspects of the National Curriculum, through GCSE syllabuses. Both breadth and balance are ensured by the compulsory core: English Lang and Lit., Mathematics, Science, a Modern Language, PE and a carousel of PHSE and Careers. Although this is a named subject on the curriculum, its content is covered through all aspects of school life.

Nine GCSE subjects are usually taken, and each year's option subjects are allotted in the timetable, according to student choices.

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The variety of learning experiences available is, therefore, a combination of compulsory and optional elements:

	Compulsory	Optional
Creative and aesthetic	English	Art, Geography, History, RS, Music, Drama
Linguistic and literary	English and English Literature	German, Latin, Spanish, French, Business, DT and Food
Mathematical	Mathematics	
Physical & recreational	PE	Extra-curricular, PE
Scientific	Sciences	
Personal/social skills	All esp. PSHE, Careers, Period X	
Spiritual/moral	All + Assembly	

The GCSE curriculum gives opportunities for students to:

- Be proactive in their choice of subjects to study
- Recognise their preferred methods of learning
- Maximise potential by extending or refining their range of skills
- Know when to work independently and when to seek support
- Learn the basic elements of time management
- Work collaboratively making use of the strengths of each member of the group
- Use self assessment to review their capabilities and set realistic targets.
- Extend their knowledge of the world through work experience

THE SIXTH FORM – YEARS 12 AND 13

Most girls in Year 12 will study 3 A levels, with some studying 4 A levels, dependent on results at GCSE. There will also be a complement of co-curricular courses for Year 12, which will include: Young Enterprise; Model United Nations; Business for Languages; Drama in Education; Duke of Edinburgh Gold Award; Sports Leadership Award; CREST.

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A LEVEL SUBJECTS OFFERED:

Art; Photography; English; French; German; Latin; Classical Civilisation; History; Geography; Religious Studies; Business Studies (BTEC), Economics; Mathematics; Further Mathematics, Biology; Chemistry; Physical Education; Physics; Psychology; Spanish; Theatre Studies; ICT; and Textiles.

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EXTENDED PROJECT

There is an opportunity for all students in Year 12 to attain the AQA Extended Project qualification, details of which may be found in the Sixth Form Subject Guide.

The Sixth Form curriculum gives opportunities for students to:

- Be proactive in choosing their programmes of study
- Develop independent learning skills, developed through a programme of specialist seminars, personal tutoring and our optional Critical Thinking course
- Manage their time effectively between taught and study periods.
- Take responsibility for their use of resources
- Be accurate in self-assessment and able to respond positively to praise or criticism
- Recognise their current strengths and future potential in choosing further education or training
- Recognise the importance of learning as a lifetime activity
- Extend their intellectual horizons through programmes such as the AQA Extended Project
- Access our Careers Programme and the GDST Minerva Network, which enables students to network with GDST alumnae and develop the skills necessary to take their place in a complex and rapidly changing world