



Curriculum Policy (Senior School only)

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1. POLICY STATEMENT

Woodbridge School seeks to promote the high standards of academic progress for all pupils, ensuring all pupils have access to a broad and balanced programme, so that the talents and interests of each pupil are recognised and brought to fulfilment.

The curriculum is designed to prepare pupils for the rigours of the modern world by building their ability to learn and to providing them with key knowledge for the next stages of their life.

Subject matter is appropriate for the ages and aptitude of the pupils, including those pupils with special educational needs and those for whom English is an additional language, allowing them to acquire skills in speaking and listening, literacy and numeracy. The curriculum provides access opportunities for all pupils and ensures differentiation and progression for all.

The School reinforces its aims and ethos through the Personal, Social, Health, Careers and Economic Education (PSHCEE) programme which encourages respect for all, regardless of their ability, gender, race, religious affiliation and sexual orientation. Relationships and Sex education and Health (often called RSHE) is covered within the PSHCEE programme. Themes are further developed through the tutorial support network.

Accurate, impartial and up-to-date careers guidance is available to all pupils to enable pupils to make the best choices about their future beyond Woodbridge School.

2. LOWER SCHOOL (Years 7-9)

The core curriculum in the Lower School sees pupils study the core subjects of English, mathematics, science, PE, PSHCEE, as well as a wide range of languages, humanities, creative and technical subjects.

Pupils are typically set in only mathematics in year 7, with other subjects taught in mixed ability groups. There is setting in other subjects, where appropriate, as the child progresses through the school. Scholars (and others who are the most able) in Year 7 and 8 follow a tailored, knowledge-rich programme, run by the Head of Scholars. This takes place during curriculum time.

The curriculum in Year 9 continues to be broad and balanced, but pupils have the opportunity to focus a little more on either languages, or creative and technical subjects.

3. MIDDLE SCHOOL (Years 10-11)

GCSEs are introduced in Year 10 to allow pupils to pursue their own interests in greater depth. The core curriculum at this stage comprises of English, Mathematics, either Combined or Triple science, Physical education and PSHCEE.

There is an expectation that pupils will study at least one language and one humanities subject as part of their core GCSE pathway, from a total of five optional subjects for dual scientists and four optional subjects for dual scientists. Typical options are chosen from:

- Art
- Business
- Computing
- Design (graphics or 3D)
- Drama
- French
- Geography
- History
- Latin
- Mandarin
- Music
- Physical education
- Religious studies
- Spanish

Most pupils study ten subjects for GCSE (English providing two of these via English language and English literature).

Additional mathematics (FMSQ) is normally offered to high achieving pupils in mathematics in Year 11, and further off-timetable subjects such as Japanese, statistics and Greek may be offered where appropriate. Year 11 pupils join the Sixth Form for games sessions.

4. SIXTH FORM (Years 12-13)

Our Sixth Form curriculum offers a wide variety of subjects for pupils to study, allowing them to be well prepared to apply for university courses. Typically, pupils will study three A levels from:

Biology	Fine Art	Physical education
Business	French	Physics
Chemistry	Further mathematics	Psychology
Classical civilisation	Geography	Religious studies
Computing	History	Sociology
Design	Latin	Spanish
Economics	Mathematics	Theatre studies
English literature	Music	

Some pupils will choose four A levels. Pupils studying Further mathematics will typically take two other A Levels.

Pupils in Year 12 study a course of study skills in preparation for the Extended Project Qualification (EPQ). Those who continue to study the EPQ complete this during Year 13; others follow a programme of enrichment lessons. Specialist Oxbridge and extension teaching is also provided where suitable, including for potential medics and veterinarians.

A Sixth Form education encompasses not just the academic but also physical, moral and social development too. As a result, all pupils continue to receive PSHCEE lessons. Senior Games allows for a wide range of leisure and physical fitness activities to be pursued.

5. PSHCEE

Our Personal, Social, Health, Citizenship and Economic education programme recognises the importance of the emotional and moral development of our pupils in their overall development. The programme also encompasses RSHE and covers a wide range of topics including sex and relationships education, drugs awareness, substance abuse, healthy living, economic and personal finance education and throughout is aimed at producing well-rounded pupils who are prepared for the opportunities, responsibilities and experiences of life in a global society.

6. CO-CURRICULAR

In addition to the set curriculum all pupils are encouraged to take part in an extremely varied programme of extra-curricular activities during lunchtimes, after school and at weekends. These include Drama, Music, Sport, Dance, Duke of Edinburgh, organised team games, Science Clubs, academic clinics, language support and cultural or fieldwork excursions.

Pupils in Years 9-13 take part in the Seckford Scheme on a Friday afternoon. This provides a wide range of opportunities such as the CCF (Combined Cadet Force – Army, Navy and Royal Air Force), Sports Leaders, community outreach, school magazine, golf, sailing, equestrian and Duke of Edinburgh.

7. EQUALITY, DIVERSITY AND INCLUSION

The School staff is committed to the principle that all pupils must have equal access to the curriculum, regardless of any protected characteristics as defined in The Equality Act 2010. The protected characteristics are defined as:

- Age
- Gender
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race and ethnic origin, including colour
- Religion or belief
- Sexual orientation

8. FURTHER INFORMATION

The curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Further information is provided in the More Able and Talented policy, the Special Educational Needs and Disabilities policy, the RHSE policy, the English as an Additional Language policy and the PSHCEE policy.

The curriculum does 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. For details, please see PSHCEE policy.

9. COMPLIANCE AND MONITORING ARRANGEMENTS

This effectiveness of the implementation of this policy will be subject to a thorough review process including consideration at the Education Committee on an annual basis. This will ensure that practice across the Senior School is in line with this policy alongside current guidance and legislation.