



## Curriculum Policy (Senior School only)

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<b>Other related policies and documents:</b>	More Able and Talented policy; the Special Educational Needs and Disabilities policy; the RHSE policy; the English as an Additional Language policy; the PSHCE policy.

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## **1. POLICY STATEMENT**

Woodbridge School seeks to promote 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 provide 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 and Economic education (PSHE) 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 PSHE programme. Themes are further developed through the tutorial support network, including a programme for Citizenship.

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, PSHE, as well as a wide range of languages, humanities, creative and technical subjects.

Pupils are typically set in mathematics and languages in Years 7 and 8, 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, 8, 9, 12 follow a tailored, knowledge-rich programme, run by the Head of Scholars (the 'FitzGerald' programme). This takes place during curriculum time.

The curriculum in Year 9 continues to be broad and balanced, whilst giving pupils the opportunity to focus a little more on either languages, or creative and technical subjects. These include Latin, Spanish, French, Mandarin, Art, Drama, DT, Computing, Music and Sports Science. The addition of two language enrichment courses, Français en Plus and Espanol Extra offer pupils the opportunity to enrich and deepen their understanding of the languages and culture, with many joining a trip to France or Spain towards the end of the year.

## **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 English, mathematics, either combined or triple science, physical education and PSHE.

There is an expectation that pupils will study a ‘balanced diet’ of subject choices, with one from each of the groups of languages, humanities, and creative and technical subjects, as part of their core GCSE pathway. There is a total of five optional subjects for dual scientists and four optional subjects for separate scientists. Typical options are chosen from:

- Art
- Business
- Computing
- Design (3D)
- Drama
- French
- Geography
- History
- Latin
- Mandarin
- Music
- Physical Education (“Academic PE”)
- Philosophy, Religion and Ethics (PRE)
- Spanish

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

Further mathematics is typically offered to high achieving pupils in mathematics in Year 11, and further off-timetable subjects such as Japanese, Statistics and Ancient Greek may be offered where appropriate. Year 11 pupils join the Sixth Form for games sessions. Pupils for whom English is an additional language may study an appropriate alternative to English language and literature, such as English as a second language.

#### **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	Philosophy, Religion and Ethics
Computing	History	Design
Latin	Spanish	
Economics	Mathematics	Drama and Theatre
English literature	Music	

Some pupils will choose four A levels. Pupils studying Further Mathematics will normally take two other A levels to complement the two A levels in Further Mathematics.

Pupils in Year 12 choose to take either Core Mathematics (an enabling course for pupils not studying mathematics at A level), the Extended Project Qualification (EPQ), or a programme of Sixth Form 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 PSHE lessons. Senior Games allows for a wide range of leisure and physical fitness activities to be pursued.

## **5. PSHE and Citizenship**

Our Personal, Social, Health 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. These aims are furthered by way of a programme for Citizenship education, taught through tutor time sessions.

## **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, Model United Nations, 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, Royal Navy and Royal Air Force), Sports Leaders, charity and community, climbing, woodworking, illustration and content, swimming, ceramics, Classical Greek, chess.

## **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 PSHE 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 the PSHE 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.