



# St George's College

WEYBRIDGE

## CURRICULUM POLICY

### Aims

The school aims to:

- Enable our students to become the best version of themselves via an education that aspires to perfectly balance the academic, co-curricular, sporting, PSHE/RSE and Catholic elements that make up a St George's Education.
- Educate holistically, so that our extra-curricular education works alongside and in partnership with our academic programme to develop a range of attributes such as resilience and grit, effective preparation for life in modern Britain.
- Ensure that students develop essential literacy and numeracy skills.
- Give students experience in, and contribute effectively to, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative development, and make provision for acquisition of skills of speaking and listening.
- Promote high standards and expectations in teaching and learning.
- Actively promote fundamental British values.

The school's curriculum follows statutory requirements. It is balanced and broadly based, and promotes the spiritual, moral, cultural and social development of our students and helps to prepare them for the opportunities, responsibilities and experiences of adult life in modern Britain.

### Religious Education

Religious Education is compulsory at all stages. A programme of general Religious Studies is offered to Years 7 – 9; 12-13, as well as GCSE Religious Studies (compulsory for all) and A level Religious Studies being available. The students develop awareness of other faiths and values; whilst also deepening their understanding of the Catholic Religion. Collective reflection takes place every day in Tutor time and once a week through Chapel and Year Group assemblies. It is compulsory for all students from Year 7 – 13. In line with our admissions policy, students are not permitted to be withdrawn from assembly or collective reflection.

### PSHE

#### PSHE Vision Statement

PSHE will enable our students to become the very best version of themselves, whilst at the College and beyond. An integral part of their learning, PSHE provides our students with the knowledge and

skills to live safe, happy and healthy lives, and equips them to navigate through life's opportunities and challenges with confidence.

### **Importance of PSHE**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. The subject gives every student an equal opportunity to develop the skills and knowledge they need to thrive now and in the future. This includes helping them to deal with critical issues they face every day such as friendships, emotional wellbeing and change, as well as giving them a solid foundation to navigate through the various opportunities and challenges that lie ahead. This in turn achieves a 'virtuous circle', whereby students with better health and wellbeing can achieve better academically, and enjoy greater success.

It is now a statutory requirement to teach most of the PSHE curriculum from KS3 – KS4, and this is often referred to as RSHE (Relationships and Sex Health Education). PSHE education also covers economic wellbeing, careers, enterprise education, and personal safety. Though not yet statutory, these are vital parts of our school's PSHE curriculum.

### **Delivery of PSHE**

PSHE lies at the heart of our school community, both across and beyond all areas of the curriculum. This means that PSHE goes beyond the allocated curriculum time and is embedded into the school day in such a way that children are constantly developing and furthering their progression in this vast area of learning.

As of September this year, all students across the College are timetabled to receive one 45-50 minute PSHE lesson a week. PSHE lessons are facilitated by 12 members of teaching staff who collaborate in a new PSHE department. These teachers are existing members of staff who deliver their core subject (i.e. Geography) in addition to PSHE. The programme, for all year groups, is overseen by the Head of PSHE. At certain times throughout the year, external speakers are invited in to host student presentations and parent webinars. This helps to complement the teaching of our PSHE programme.

Schemes of work align to the statutory requirements and PSHE curriculum, and are organised, monitored and evaluated throughout each academic year. Teaching methods are mixed, ranging from group work, role-play, question and answer sessions, to visiting speakers and class discussion. Every student has a PSHE book (or a folder for Sixth Form students) and lessons are designed to assess students' understanding and overall progress through a range of formative and summative assessment strategies.

The PSHE curriculum is focused around three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

These themes are embedded into the whole-school delivery as a spiral curriculum, and each year group will explore different aspects of these themes in an age-appropriate context. Whilst the programme of study is not prescriptive and there is overlap between the themes, a general breakdown of the academic year will see each theme given a half-termly 'slot', although more focus is towards the 'Health and Wellbeing' and 'Relationships' topics to meet statutory requirements and ensure the content is most relevant to our own school context.

## **Relationships and Sex Education**

Relationships and Sex Education (RSE) is defined as learning about physical, moral, emotional, and spiritual development of growing up, relationships, safe sex, sexual orientation, and sexual health. This includes learning about positive relationships including understanding the importance of marriage for family life, stable and loving relationships on and offline, and respect, love, and care for others.

Our RSE program is designed to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

As a Catholic School, we recognise that some of the issues involved in RSE require us to make clear the teachings of the Catholic Church concerning morality as part of the education process. As a Catholic Christian school, we affirm that our RSE policy and programme should be presented in the context of Gospel values and Catholic teachings on the value of the human person; the growth toward personal identity and freedom; the development of sexuality; and the importance of marriage. We recognise that in modern society many different types of family units and relationships exist and will discuss these in lessons openly and without prejudice.

### **Right to Withdraw**

Parents are informed that they may withdraw their child from Sex Education within the RSE curriculum. This does not include lessons in Biology that are part of the National Curriculum and parents may only withdraw their children up until the age of 16.

Parents are informed when Sex Education lessons are coming and offered the chance to withdraw at these times. Any queries or concerns should, in the first instance be addressed to the Head of PSHE. No reasons need to be given by parents wishing to withdraw their child, but a written application will be necessary. If and when a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of RSE education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that pupils should not be excused.

Parents considering withdrawal should give thought to the fact that a child's ignorance or misinformation of such matters could expose them to embarrassment, distress and possible exploitation. It is likely that they will receive the information second-hand from their friends outside the classroom.

## **Study Skills**

**Outline:** The study skills programme is an incremental programme which provides students with a broad range of study skills throughout KS3/4. The study skills programme is separated into thematic

modules which run across the three terms. Introducing, developing and consolidating skills in IT, literacy, communication, revision and personal organisation.

Module 1 – Personal effectiveness

Module 2 - Information Skills

Module 3 - Digital Literacy

Module 4 – Communication Skills

**Structure:** The study skills programme will be delivered in tutor time every Tuesday week B. All lesson plans and resources will be easily accessible with no additional preparation required. In addition, Third Year students receive a discrete 50 minute Study Skills lesson once per fortnight, taught by a specific team of staff from a variety of subjects.

The SOW has been carefully planned to sit alongside the students' academic journey and the sessions focusing on well-being complement work done in PSHE. The themes are organised such to enable the whole school to focus on specific areas for study skills learning. This allows both departments and individual teachers to build upon the study skills within their own teaching – ensuring that it has real value in our curriculum.

**Purpose:** Study skills are lifelong, transferable skills and when mastered can lead to increased levels of engagement for the student and better exam results.

Students who use study skills effectively are likely to be more successful and feel more confident about their ability to learn.

Teaching study skills is a way to help students take ownership of their learning, both now and in the future.

## **The SGC High Performance Programme**

The College delivers a High-Performance Programme to students in the 2nd, 3rd and 5th form. Students attend one lesson per fortnight, in the Mental Performance Zone, based in the Activity Centre. The programme consists of 7 key high-performance skills which help students to get the most out of whatever level of ability they have, in academic, artistic, sporting or other performance areas. The application of these skills will help them to be the 'best that they can be' more often!

Each of the 7 high performance skills are contained within an interactive module on the school system. Within each skill there are several tools which help students to perform better at that skill. Each module is roughly 45 minutes long although the individual tools are 5 – 10 minutes each. Each tool is linked to the many varied practical situations that students come across every day at College and beyond the school gates. They are delivered through role play, pair and group work and a lot of student participation.

Students complete a self-assessment sheet to establish their current score on the various performance skills. They will then focus on the tools and techniques provided to improve upon their areas of weakness. The modules are continuously updated to ensure the programme remains varied and topical.

By the end of the course students should have acquired their own personalized 'toolkit' which will help them to perform better in every potential performance situation whether inside or outside the classroom.

## Careers Education

Students at St George's College are entitled to careers education and guidance that is impartial and independent. It is integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers working alongside the teaching and pastoral staff.

All academic departments fulfil a vital careers role in educating and informing the students with regards to career opportunities in their area. Students are given departmental assistance with university applications in general and particular support is given to students making applications to highly competitive courses and those requiring them to sit admissions tests or attend interviews. The A Level Subject Fair and Academic Choice Options processes also integrate careers lectures, guidance and online resources such as Unifrog support to ensure Heads of Department and Heads of Year connect students to the "Why" in picking up the subjects. Each Department nominates a staff member to be their Careers Ambassador to ensure that careers provision is well looked after across the school curriculum.

The College provides a wide range of more than 150 stimulating clubs and activities which complement the curriculum and provide students with opportunities beyond the classroom. Many of the activities are subject related, such as Science Club and History Club where the aim is to stimulate interest in and ignite curiosity for the subject. These activities may well encourage students to take the subject further in this school and perhaps beyond, using the knowledge gained in the activity as the basis for a career at some stage in the future. Others such as Young Reporters, Student Podcast, Young Enterprise and Medics Society have a more tangible focus on the students' future beyond school. At St George's we also provide the students with some exposure to charitable work through our Kennedy Club, SVP Society, Service Week, Water Aid and Fair Trade all of which involve them working in the interests of individuals less fortunate than themselves.

All staff contribute to the careers education and guidance programme through their roles as tutors and subject teachers. The College has a Careers Administrator who oversee the day-to-day organisation of the department. They work closely with Heads of Departments, Heads of Years and the PSHE Co-ordinator.

The programme promotes equality of opportunity, inclusion and anti-racism alongside fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**First and Second Years:** The First and Second Year groups cover life skills in their PSHE topics such as Health and Wellbeing, Relationships, On-line Safety and Study Skills. All students have access to the resources on the Career Pages of Firefly should they wish to explore an interest or discussion point.

**Student Journey for students from Third Year to Upper Sixth:** Our careers provision is organised by Tinker Tailor (<http://www.tinktail.co.uk/>). Tinker Tailor is a personal development and career-mentoring consultancy for young people between the ages of 16-25. Their programme focuses on students in the Third Year right through to the end of the Upper Sixth. Modules from the Personal Development and Careers Programme are delivered to the Third Year through to the Upper Sixth

Year groups. Tinker Tailor works in partnership with the College to help students connect with their true talents, explore their career opportunities and ensure a smooth transition from education to employment.

## **PE and Games**

The curriculum promotes a healthy lifestyle and provides a wide breadth of activities in both Games and PE lessons. Within PE, the emphasis is on planning, performing and evaluating an activity. Activities tend to be co-educational within PE. All students in Years 7 – 11 have at least one PE lesson and all students in Years 7-13 have two double Games periods per fortnight. All are expected to take part in the school's Physical Education and Games programme. Students can only be excused for medical reasons, for which a letter from a parent will suffice, or for other reasons agreed by the school.

The Sport Department offers GCSE and A level Physical Education which are both popular choices.

Health issues are also explored through the PSHE programme as well as in particular areas of the curriculum – predominantly: Biology and Food & Nutrition.

## **Extra-Curricular Activities**

The range of extra-curricular activities available at St Georges continues to grow. We now offer about 180 activities outside the classroom all of which aim to enrich and enhance the education of the St George's student. Each activity is run by members of staff whose interest, knowledge and experience have been the catalyst for generating so many successful clubs and societies.

In the 1st, 2nd and 3rd Years, students are expected to take part in at least 2 activities. One of these can be the major sport for that term but the other should be selected from the wide range of activities on offer for each age group. Many of these take place at lunchtime while others are offered before and after school.

A large proportion of the activities are subject related, such as Classics Club, Philosophy Shop, Foods from Around the World, European Film Club and Art Club where the aim is to stimulate interest in and ignite curiosity for the subject. These activities may well encourage students to take the subject further in this school and perhaps beyond, using the knowledge gained in the activity as the basis for a career at some stage in the future. Others such as Lego Robotics, Digital Photography, Japanese Club, Architecture and Greenpower Formula 24 have a more tangible focus on the students' future beyond school where careers in graphics, linguistics, coding and engineering may be of interest to the students.

At St George's we also provide the students with some exposure to the notion of charitable work through our SVP Societies and our visits to Parklands care home, all of which involve them in interaction with individuals less fortunate than themselves and through our Fair Trade counter.

For the 4th, 5th and 6th Form a full range of activities including DofE is also offered and these students are encouraged to participate as much as possible in them. Where appropriate, students become involved in running activities and this gives them vital experience for the future. This is currently the case with Kennedy Club.

The Local Community has links with the School through the Parklands, SVP and Kennedy Clubs. We have visiting Fencing, Judo, Self-Defence and Dance teachers from the local community. Our State School Liaison Officer is developing links with local maintained schools.

After school registers are taken and teachers are expected to chase up absentees the following day through tutors. We manage all activities through SOCS, which will allow us to monitor activity participation more closely and allow parents/students easy access to signing up to clubs.

## **Equal Opportunities**

Promoting equal opportunities is fundamental to the aims and ethos of St George's College. We welcome applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our students for today's world. We concentrate on educating the individual, to provide a comfortable and welcoming atmosphere where each individual feels valued and can flourish. We are committed to equal treatment for all students in line with the Equalities Act and Fundamental British Values. As a Catholic School, all of our students are seen as perfect (and equal) in the eyes of God and valued as such. We keep a record of discriminatory incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student. Our staff undertake regular consultation activities with our students e.g. through safety questionnaires, participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times. We ask that our students and their families are at ease with, and responsive to the Catholic Christian Josephite nature of the school and that they feel comfortable in supporting it. For further details on this, please see the Admissions Policy.

The College is committed to equal treatment for all, regardless of an individual's race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they are developing.

We also welcome applications from students with special needs and disabilities, and refer parents to our policy covering Special Education Needs (SEN), learning difficulties, and disability.

Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be found on our website or obtained from the Bursar's office.

## **Learning Support**

The SENCO will work with the Admissions Office, pastoral team, parents and feeder schools to identify future students who have Additional Learning Needs (ALN) or Special Educational Needs and/or Disability (SEND) prior to entry. Full disclosure is requested from parents if their child has been professionally assessed regarding ALN/SEND OR has received any special provision at their current or any past schools, for example support classes, adapted materials or technology. The parent of a prospective student should declare the ALN/SEND on the online Registration Form; this

will trigger a more detailed questionnaire being sent, which must be filled in and returned to the Learning Support Department, along with all supporting documentation. All First and Third Year Students take a Lucid Assessment to help identify potential learning needs as early as possible. Through the College's 'best endeavours' this enables the College to identify if a child's ALN/SEND can be provided for.

The Learning Support Department aims to assist those students in the College who have ALN or SEND in achieving their potential. ALN are met through a graduated response. High quality teaching, appropriately differentiated for individual students, is seen as the first step in responding to possible ALN and SEND (wave 1).

The Learning Support Department has provision for students with ALN/SEND. Students with diagnoses of sensory impairment, dyslexia, dyspraxia, autistic spectrum and ADHD are currently supported within St. George's College, largely within the classroom. The department liaises with external agencies to provide additional expertise to students.

Learning Support lessons are offered to students who need additional or different support (wave 2). Students will be assessed as to their individual needs and how they can best be supported. Students are actively involved in the decision-making process of where to target support. Targets are created together which reflect the individual needs of the student. Support is monitored and reviewed via the College's grade cards.

## **Subjects Offered**

### **General Aspects**

Through the linguistic opportunities available to students, they develop their communication skills through speaking, listening, reading and writing. English Language/Literature are compulsory throughout Years 7-11; with additional opportunities to study French, Spanish, German and Latin.

Mathematics is compulsory throughout Years 7-11. In this area of the curriculum, students are taught to think logically and express themselves clearly. A variety of methodology including practical activities, explorations and discussions are employed to deliver Mathematical concepts across the curriculum.

Sciences are compulsory throughout Years 7-11, through which students learn about nature, materials and forces. The methodology is varied including experimental work, exploration, discussions, observations and role play.

Computing is taught as a discrete subject in Years 7 and 8 and an option from Year 9 onwards and as an A-level option for Years 12 and 13. ICT is embedded into schemes of work across the curriculum. Technology is further delivered through Food & Nutrition and Design Technology throughout Years 7-9; with both subjects becoming options from Year 9 onwards. Product Design is offered at A level, but Food & Nutrition is not. Students work with a variety of materials and tools to make high quality products. They evaluate their work and the process through which the products have been made.

History and Geography are also compulsory in Years 7-9 and optional in Years 10 through to 13. Students learn about people and their interaction with the environment, in the past and present. In Sixth Form the humanities and social sciences are bolstered by Politics, Psychology, Economics and Business Studies.

Aesthetic and creative elements of the curriculum are fostered through a variety of subjects, but most specifically through Music, Literature, Art, Drama – all of which are available to the students throughout the school. Students’ personal, imaginative and creative faculties are developed significantly in these areas.

A programme of Study Skills operates once every fortnight during Tutor Time for all year groups. The programme covers four basic modules: Module 1 – Personal effectiveness; Module 2 - Information Skills; Module 3 - Digital Literacy; Module 4 – Communication Skills. It is delivered via Group Tutors. An external company: ‘Elevate’ delivers workshops to the Year 11 and 13 students once a year, focussing on revision skills.

## **Specific**

**Years 7 & 8:** In Years 7 and 8 the following subjects are compulsory:

English, Mathematics, General Science, Latin, Religious Studies, History, Geography, Art, Drama, Music, Technology: Food, Resistant Materials, Computing, PE, Games, PSHE. Students are given the option of studying two languages from: French, German or Spanish upon entry. Students then select two languages to study from: French, German, Spanish, Latin – which they study in Years 8 and 9.

**Year 9:** In Year 9, the following subjects are compulsory:

English, Mathematics, Biology, Chemistry, Physics, Religious Studies, History, Geography, PE, Games, PSHE. Students select three subjects from: Art, Drama, Music, Technology: Food, DT, Computer Science. They also opt for two languages from: French/German/Spanish/Latin. Students begin their IGCSE course in English Language.

## **Key Stage 4**

Students are expected to take ten GCSEs, however exceptions are made for students with statements, students with SEND/ALN, students with exceptional commitments out of school e.g. National Sportsmen/women and those who are significantly struggling academically.

At Key Stage 4, the compulsory GCSE subjects are: English (IGCSE), Literature (IGCSE), Mathematics (IGCSE), Religious Studies, Double Award Science (IGCSE). Students then choose four options from: French (IGCSE), German (IGCSE), Spanish (IGCSE), Latin, Triple Science (IGCSE), History (IGCSE), Geography, Drama, Music, Art, Computer Science, Design and Technology, Food and Nutrition and PE. Further Maths is also offered to the most able Mathematicians: AQA Certificate Level 2 Further Mathematics.

Compulsory non-examined subjects are: PSHE (2 lessons per fortnight), PE (1 lesson per fortnight in Yr 10; 2 lessons per fortnight in Year 11), Games (one afternoon per week). The High Performance Programme is also offered – 1 lesson per fortnight in Year 11.

- Students are expected to opt for at least one Foreign Language (including Latin) however exceptions are made for those with SEND/ALN statements, upon request from students and parents and/or upon the advice of our SENCO.
- Students not able to select four options, will follow a Support Option in place of a GCSE. The Support Option offers literacy and numeracy support.
- Our most able Mathematicians, take Further Mathematics GCSE at the end of Year 11.

## Key Stage 5

Students are anticipated to remain at St. George's College for the Sixth Form. Any students for whom we feel our Sixth Form curriculum might be too demanding, based on their performance throughout Key Stage 4, are notified at the end of Year 10, so that they may make alternative arrangements. The following curriculum description is currently operating.

### A Level

Students select three main subjects + the EPQ or four main subjects in the L6th. Non-examined compulsory courses are: PSHE, Games, General RS and a compulsory lecture programme for 4 lessons a fortnight. There are Competitive Universities and Medics programmes which commence in the L6th. Within Games, there is the option of Performing Arts – which incorporates Drama/Music/Dance.

Option subjects, delivered in 14 periods per fortnight, available are:

Art	Further Mathematics	History	Computing
Biology	French	Geography	Music
Chemistry	German	Politics	Theatre Studies
Physics	Spanish	Business	Physical Education
English Literature	Latin	Economics	Psychology
Mathematics		Religious Studies	Product Design

We recommend that students must have at least a 6 grade at GCSE to take a subject at A Level. Any student who achieves below a 6, will only be permitted to take a subject, at the discretion of the Head of Department. There are other particular stipulations for certain subjects indicated in our options booklet for Year 11 students.

### Competitive University Applications

A significant number of students apply to, and are successful in securing, places at competitive universities and courses. The Head of Sixth Form coordinates a programme of talks and seminars open to all aspirational students starting in the Spring Term of L6th. This is complemented by subject specific enrichment sessions in the summer of L6th and Autumn of U6th which include preparation for entrance exams and interviews. Old Georgians who are studying at relevant institutions or on particular courses return to address our 5th Years and L6th during the Christmas term. They are invited to form links with Old Georgians at that time.

### Homework

Homework is regarded as an important element of the student's overall educational experience at the College. The main benefits of homework are that it:

- develops one's ability to work independently and achieve positive learning habits;

- consolidates work covered in class and extend it by application of principles;
- encourages research and increase knowledge;
- develops organisational skills;
- maximises the use of time available;
- gives parents an opportunity to involve themselves in their sons'/daughters' academic work and to gain an insight into their study habits and progress.

Homework is set, differentiated by either task or outcome, in accordance with the homework timetables published by the Deputy Head, Academic at the beginning of the academic year.

In agreement with the parents and students, modifications to homework procedures and requirements, will be made for students with disabilities, some of which will have been diagnosed in the form of an Educational Psychologist's Report submitted to the College. Such modifications, dependent upon the recommendations of Assessment, could include:

- The volume and nature of the task involved;
- The manner and time of submission.

More detail on this is to be found in our Special Educational needs and Disabilities Policy.

Homework is set and recorded on Microsoft Teams and shared with Parents via My School Portal.

## **Monitoring and Evaluation**

Heads of Departments monitor and evaluate the quality of teaching and learning throughout the year. The monitoring takes place in the form of discussions, work sampling, lesson observations, formal reviews and target setting. The Deputy Head, Academic oversees the whole process, meeting, along with the Headmistress, each Head of Department in the Christmas Term to review the public exam results and set specific examination/value added targets for the year ahead. Departmental reviews take place every year with SLT.

Work scrutiny takes place within departments throughout the year, and also by SLT as part of the full review. In addition to this, there are end of year questionnaires for samples of students in each year group, in which students are invited to give their opinions about the teaching and learning experience they have had throughout the year. The results of all work scrutinies and questionnaires are shared with each Head of Department and amongst all their staff.

## **Related Policies**

- Teaching and Learning Policy
- Marking Policy
- Spelling Policy
- Homework Policy
- SEND/ALN/EAL Policy

This policy is monitored by the Deputy Head, Academic, who reports its implementation to the Headmistress on a regular basis. It is reviewed annually in the Autumn.

This policy should be displayed in:

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