

Section 5.1 Curriculum Policy

St Saviour's and St Olave's curriculum is designed to encourage and promote enthusiasm for learning, to stretch and challenge every learner, to encourage students to take responsibility for their own learning, and to give every student a rich and varied knowledge and skills base on which they can build and achieve their God given potential.

Aims and Objectives

The curriculum is structured to give every student access to the academic and cultural experiences all young people are entitled to. It will aim to broaden and deepen knowledge for students of all abilities and interests. Provision of a rich curriculum will meet and exceed the requirements of the National Curriculum, and offer routes to a range of valued qualifications at the end of Key Stages Four and Five, allowing students to progress on to Higher Education and Vocational routes, such as degree level apprenticeships. Accessing the historical and cultural environment around our school to enrich this provision will enhance student's appreciation of their own and others' cultural context and values.

Key Stage Three

At Key Stage Three all students follow a curriculum which includes English, Mathematics, Science, Humanities, Religious Studies, Languages, Creative Arts and Technology Subjects. These are studied for three years and fulfil our intention to provide every young person with a breadth of knowledge and skills which enable them to develop and grow in confidence in a broad spectrum of ways. This is a discrete curriculum which prepares students well for further study in all areas, as well as standing alone as a worthwhile experience for students who choose not to take the subject further. Some subjects use setting for their teaching groups, although the majority of subjects are taught in mixed ability form groups.

Key Stage Four

At Key Stage Four students select from three option blocks subjects which, along with a core of English, Mathematics, Science, Religious Studies and Physical Education, they study for two years. This course of study leads to assessment and qualifications by public examinations. Students are guided through a free option choice structure covering a wide range of subjects designed to cater for all the students' needs, allowing pathways both for the most able and those who may be less academic. The English Baccalaureate suite of qualifications is available to **all** students; it is clearly explained to all students and their parents but it is compulsory for none. Excellent guidance ensures that students make a well-informed decision about their subject selection for GCSE. Most core subjects teaching groups are set by ability; most option subjects are taught in mixed ability groups.

Sixth Form

St Saviour's & St Olave's is an 11-19 school and the expectation is that students stay on into our Sixth Form. A full offer of external guidance ensures that students are well informed and supported with their options post 16. Our Sixth Form offers an exceptional range of subjects for a small institution, and these include; Art and Design, Biology, Chemistry, Design Technology, Drama, Economics, English Language, English Literature, French, Geography, German, History, Mathematics and Further Mathematics, Media Studies, Music, Performing Arts, Physics, Photography, Psychology, Sociology, Spanish, Religious Education/Philosophy and Ethics, and Travel and Tourism. Subject study is supported by a comprehensive programme of opportunities for physical activity, well being activity, study support and preparation for life beyond school.

Currently the students are predominantly following a programme of four AS courses in Year 12; they then continue with three A levels in Year 13. After much discussion and consultation it has been agreed that from September 2020 all sixth form students will study three A level courses for two years.

PSHCE

Personal, Social, Health, Citizenship and Economic education is primarily (but not exclusively) delivered across four 'drop down days' in each academic year. The programme has been carefully planned to be age appropriate and cumulative so that as girls move through the school they are challenged and supported to enhance their understanding of how to live fulfilled and happy lives. The topics covered include all physical and mental health, managing personal finance, participating fully in society and British values. The structure of 'drop down days' allows for greater opportunities to put this learning into context, to study in depth, and to make use of a wide range of visiting experts to support the delivery of these vital topics.

Themed weeks

An aspect of the curriculum or a topical issue provides the focus for a week and is addressed directly or indirectly across all curriculum areas in a nominated week. This supports the development of the students' understanding of cross-curricular relevance, can be used to demonstrate the lifelong value of a skill in different contexts, or to support our faith school values - that we are all made in the image of God, of equal value and worth, and all of us are accepted for the individuals we are. These weeks can vary from year to year according to priorities determined by the school community. They include: Risk week, Numeracy week, Literacy week, Black History Month week, LGBT+ week, Mental Health awareness week, Activity week, World of Work week, and Science week. The rationale for each of these weeks is given in Appendix 1.

Work related learning

Work related learning takes place throughout years 7-13 in age appropriate ways. Careers and jobs are referenced where appropriate in lessons; business management is explored in Year 8 in 'world of work' week, software such as unifrog is used by the students to explore personal ambitions, and all the girls receive external guidance on career related issues. Using our exceptional range of partners we offer a range of high quality visits and experiences in work places. A lead staff member ensures that the Gatsby criteria are met.

Extra-curricular

An exceptional range of extra-curricular opportunities supports the girls' development academically, physically and spiritually. They can access additional qualifications in home languages, sign language, Japanese, or astronomy, they can learn a musical instrument and take ABRSM qualifications, and they can pursue creative arts or sports – either for fun or to a highly competitive level.

Timetable Structure and Homework

There are six teaching periods per day, each fifty minutes in duration, across a one week timetable. A seventh period is available Tuesday to Thursday for KS5. At KS3 and KS4 these are sometimes arranged as double periods.

At KS3 a homework timetable is published and this is recorded in the students' diaries, to ensure that homework tasks are set in a structured way in order to develop independent learning on a regular basis. In KS4 the curriculum is reinforced by structured homework and coursework related tasks which are set as appropriate. Students are expected and supported to manage the deadlines, so a formal homework timetable is not set. A programme of intervention and additional support runs outside of lesson time to support further the development of independent study skills and to encourage the students to take responsibility for their own learning.

Section 4.1 Curriculum Policy (Appendix 1)

Each year at St Saviour's and St Olave's a number of weeks will be identified, which will be focused on a particular theme and this will run through every curriculum and extra-curricular area. The dates will be published in the school calendar and the respective theme will be highlighted in assemblies and worship during that week. The themes will be discussed and agreed by SLT and the school chaplain. Themes arise from national, international and local priorities. Listed below are some of the themed weeks from recent years with a brief outline of the purpose of the week:

Black History

One week during October is dedicated as part of the national Black History Month. Black history forms part of all of our history and all of our learning, so is discussed in all subjects throughout the year whenever appropriate and relevant. This specific week enables us to discuss the discrimination which has taken place historically and the ongoing issues of prejudice and discrimination which continue to occur around the world and more locally. Central to this week is the intention both to educate the girls about and to celebrate groups and individuals in black history, particularly in the UK, whose achievements have not been adequately acknowledged or recorded. During this week every collective act of worship and every subject area explores an aspect of this theme.

Disability awareness

Our school is a diverse community and we aim to be as inclusive as possible. Some in our school and many in the wider community live with health conditions which are either debilitating or life limiting, or with other physical limitations. The aim of this week is to raise awareness, especially of disabilities which are not visible, to improve the students' understanding of and empathy for others. It also aims to acknowledge and celebrate the contribution and achievement of groups of people too often overlooked, and to inspire all in our community to appreciate how barriers can be overcome.

LGBT+

There is emerging research which indicates that young people who either question their sexuality or identify as LGBT+ are likely to find school more challenging than their peers, and are more likely to experience mental health issues. The research also shows that homophobic language is less likely to be challenged than other forms of bullying. During February, national LGBT+ awareness month, a week is focused on educating the girls about the discrimination faced by the LGBT+ community. The intention is to ensure that every student in school feels safe, respected, valued and included. Celebrations of the achievements and contributions of the LGBT+ community are particularly highlighted during this week.

Numeracy week

Numeracy is a skill essential for living a secure and fulfilled life. Managing money and debt, having confidence in carrying out calculations, understanding weights and measurements are just a few of the skills which run across many subject areas and are essential in life. This week aims to challenge the perception that maths is a boys' subject, to eliminate the phrase 'I'm not any good at maths' and to answer the question of 'when will I ever use maths in real life?'

Risk week

Research shows that women and girls are much less likely to step outside their comfort zones in terms of learning and careers, and that this can be a factor in their underachievement academically and professionally. Risk week doesn't set out to analyse why this happens, but its aim is to encourage all members of our school community to try to something new and/or different. Opportunities will be presented in lessons and in extra-

curricular activities which encourage the girls to try to learn something new, to do something for the first time, or to do something in an unfamiliar way.

Science week

This week aims to develop an understanding that science is a way of thinking and questioning rather than a body of facts and knowledge to learn. A scientist looks at the world and asks why, how and what if? Science develops logical thinking and can help us develop skills to investigate and pursue any line of enquiry. The week is also designed to highlight career opportunities in scientific fields where women are traditionally under-represented, and to promote the achievements of female scientists.

Themes are reviewed regularly for both intention, relevance and impact. Suggestions are welcomed from all stakeholders. If the rationale is in keeping with our vision and values and there is clear educational merit, a new theme will certainly be considered. One recent suggestion currently under consideration is 'climate change week'.