

## **F8 POLICY ON SCHOOL CURRICULUM**

The King's Learning Statement notes that the chief aim of the school curriculum is to develop life-long learners who are resilient, resourceful, responsible and reflective. It has been designed to help our students face the learning challenges of the 21<sup>st</sup> century with confidence.

The detailed curriculum in operation at any one time is published annually in the Curriculum Document in the April preceding the start of the relevant academic year.

### **THE JUNIOR DIVISION (Age 3-11)**

The aim of the curriculum in the Junior Division is to give all pupils a sound grounding in the basic skills of literacy and numeracy, developing at the same time a thorough general knowledge and assorted skills required to gain an appreciation of other subject areas. The curriculum also aims to inculcate interest and skills in the creative and expressive arts. The PE and Games programmes aim to encourage the development of physical fitness.

Children in the Infant Department (age 3-7), which includes the Early Years Foundation Stage, are given a thorough grounding in basic skills which will serve as a secure foundation for life. The curriculum is broad and balanced with particular emphases at different ages.

From the ages of 7 to 11 all pupils study English, Mathematics, Science, French, History, Geography, Religious Studies, Art, Design and Technology, Music, ICT, PSHE, Physical Education (including swimming) and Games. The course is based on the requirements of the National Curriculum and pupils' progress is monitored by end of year nationally standardized assessments.

Pupils are in general taught in form groups which are arranged according to age. Children are put into sets for English in Years 5 and 6 and for Mathematics in Years 3, 4, 5 and 6.

### **THE GIRLS' & BOYS' DIVISIONS (Age 11-16)**

These follow a common curriculum with slight organisational differences to allow for differences in numbers. Girls and boys are taught in separate classes on different sites. The curriculum is designed to match fully the requirements of the National Curriculum while, at the same time, providing further opportunities such as the study of separate sciences and a second foreign language.

#### Years 7, 8 and 9

The aim of the curriculum in these years is to give pupils a sound basis on which to build success at GCSE, together with a sound basic education in those subjects which they will not eventually study to GCSE. At the same time it aims to encourage the development of physical fitness and skills in competitive sport through the PE and Games programme.

Pupils follow a broadly based curriculum in Mathematics, English, Science, History, Geography, Religion and Philosophy, PSHE (Personal, Social and Health Education),

Physical Education, ICT and Games throughout the first three years of their time in these Divisions.

Pupils are placed in mixed ability forms on arrival in the first year of the appropriate 11-16 Division. Teaching is predominantly in these form groups in the first three years with some setting in English, Mathematics and French after the first year.

In addition, common courses are pursued during the first two years in French, Latin, ICT, Design and Technology, Art and Design, Music, and Drama. German and Spanish is added in Year 8 after Taster courses in Year 7.

For the second and third years, pupils choose two modern languages from French, German and Spanish. All continue with Latin. Pupils who are consistently struggling with modern languages may, after discussion with relevant teachers, opt to take a Study Skills programme instead of their second language. The Study Skills programme has been specially designed to assist them with organizational and work skills together with extra English and support in their remaining chosen modern language.

In Year 9, pupils may elect to drop Latin, although pupils who are strong linguists have the opportunity to continue with both their modern languages plus Latin in a specially designed programme. In Year 9 all pupils choose two creative subjects from Technology, Art and Design, Music, and Drama.

#### Years 10 and 11

All pupils study Mathematics, English, English Literature, Science (*leading either to two or three GCSEs each within a co-ordinated frame work*), a modern foreign language (*Spanish, French or German*) and two or three other subjects chosen from a second modern foreign language (*Spanish, French or German depending on demand*), Latin, History, Geography, Religion and Philosophy, Art and Design, Design and Technology, Music, Drama and Physical Education. The teaching groups are arranged according to ability in the Sciences, Mathematics, English and French, and where patterns of pupil choice permit in other subject areas such as Latin.

In addition, all pupils pursue an activities programme involving some time spent on various competitive sports and also some non-competitive recreational activities involving physical exercise. All pupils spend some time on other enrichment courses in ICT (leading to the International Driver's License) and PSHE.

#### **THE SIXTH FORM**

During Year 12 pupils prepare for four AS-level subjects freely chosen from Mathematics, Further Mathematics, Physics, Chemistry, Biology, Geology, English Literature, English Language, Geography, History, Government and Politics, French, German, Spanish, Latin, Classical Civilisation, Economics, Business Studies, Theatre Arts, Religious Studies (Philosophy and Ethics), Art, Music, Computer Studies, Technology, Sport and Physical Education, Psychology, Philosophy and Information Technology. Students are principally set, not according to ability, but according to their subject choices. During Year 13 most students take three of these subjects on to A2-level but some continue with all four. Those who take three subjects to A2 level take a course in some aspect of Extended Studies.

All students pursue a course of sporting and/or recreational activities throughout the Sixth Form which include playing in a school sports team, playing individual or group recreational sport, helping with a local special needs school, participating in a community action programme, helping with the school enrichment programme for younger pupils or developing skills in art, drama or music.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION**

PSHE at the King's School aims to develop within the pupils an ability to formulate and discuss their own viewpoints on a range of topical issues. Pupils will think about their own place in society within an individual, national and global context. The course will also develop a wide range of personal skills which should help to prepare them for adult life. Activities will focus on understanding and utilising the various backgrounds and experiences of the pupils to gain a broad perspective of moral, spiritual and social concerns.

### **Careers Guidance**

Careers Guidance at King's School is directly focused on the fundamental school objective "to prepare pupils for the challenges of Higher Education and the world of work". In addition, as part of the process of widening pupil's awareness of opportunities in Higher Education and the world of work, the Careers Department works to foster independent thought, co-operative learning and develop interpersonal relationships amongst the students. Specifically, the Department ensures that each student benefits from expert advice in both Careers Education Guidance and the identification/selection of Higher Education opportunities from qualified Careers Advisers. *(last amended 09)*