

CURRICULUM POLICY INCLUDING PROMOTION OF BRITISH VALUES (303)

The school implements a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for;

Full-time supervised education for pupils, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education

The school offers a broad-based and rigorous curriculum. The National Curriculum forms the basic framework across Foundation Stage to Key Stage 4, but this is delivered in an enriched form where staff feel the student would benefit. Science subjects are taught separately from Year 9. The creative arts subjects are highly valued and taught as discrete subjects from year 7 and the school has an exciting wide-ranging sports programme for students across the age range, encouraging girls to explore the many possibilities for regular exercise.

Regular opportunities are provided for pupils to personalise their own curriculum such as MFL selection in Year 7, the option to drop a subject at the end of Year 8 and a broad range of GCSE option choices with no subject combination restrictions. Pupils may also choose to study twilight courses such as Mandarin and Further Maths.

The range of pupil ability is broader at Sutton High School than in other independent and maintained selective schools. Where appropriate, the curriculum for individual girls is adjusted to meet their needs, for example by providing additional support in English as an Additional Language, reducing the number of courses studied or providing individual learning support. Pupils identified as most able are offered appropriate additional activities as opportunities arise; their names are communicated to Heads of Department so that work may be planned taking their needs into account. Opportunities for differentiation, independent learning and the development of literacy and numeracy are identified in departmental schemes of work.

The delivery of the curriculum aims to promote the development of an enquiring mind, independent learning and the opportunity to develop communication, organisation and team working skills. Opportunities to confront challenges and to develop leadership qualities are also created.

The provision for teaching of PSR (Personal and Social Responsibility) in years 7 to 10 develops girls' sense of belonging, both with Sutton High School and into the local community and wider world. This unique addition to the curriculum allows girls to formulate their own views, discuss and debate, think about current issues and learn to be a valued member of society.

Cross-curricular work and projects encourage pupils to see the connections between learning domains. Enrichment projects spread across the age range and develop a love of learning, where girls are motivated to challenge themselves. These projects include:

- CHIMe (Y7)
- Kaleidoscope (Y7 and Y8)
- Fiercely Independent Project (Y9)
- Reading Weeks (Y10)
- Year 11 Enrichment (Y11)
- Sixth Form Enrichment (Y12 and 13)

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Subject Allocations and Organisation

The Senior School works a weekly timetable of 39 x 40 minutes, with an extended period of 65 minutes on a Wednesday afternoon. The school works for 173 days (35 weeks) and the hours (weekly) are as follows;

Year 7-11 27.1 hours

Year 12 & 13 hours can vary from 19 to 21.5 hours

Key Stage 3

All girls study one modern languages alongside Latin (French, German, Spanish are first taught on rotation from September to December in Year 7, prior to girls selecting their choice to continue from Spring term.

At the end of Year 8, pupils can select one subject (non-core) to drop, moving to private study in that time, which is supervised.

In June of Year 9, pupils move to their option subjects for GCSE and start the course at that point, running alongside the Fiercely Independent Project.

Key Stage 4

All girls are required to take the following core GCSE courses:

- English Language and Literature
- Mathematics
- At least two Science subjects from Biology, Chemistry and Physics

All girls are also required to participate in Core PE, Ethics and Beliefs and PSR.

Girls have a choice of four further GCSE options. Girls will take 9 GCSEs although for some girls 8 GCSEs and a tailored study support programme which provides additional support in English and Maths as well as other study skills will be more appropriate.

Optional Subjects are:

- Latin
- Spanish
- German
- French
- Fast track MFL
- DT
- Computer Science
- Geography
- History
- Religious Studies
- Art
- Drama
- Music
- PE
- Triple Science
- Business

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- Dance
- Psychology

Key Stage 5

In Year 12, students typically study 4 A level subjects until October half term, when they will then reduce to three A levels, and study for the Extended Project Qualification. In Year 13, students typically take 3 A2 qualifications. Please refer to the Sixth Form Prospectus for option subjects. All Sixth Form students also attend weekly sports sessions and have a weekly timetabled period with their tutor, plus participate in an enrichment programme.

Co- Curricular Activities

Please refer to the year-by-year co-curricular timetables.

1. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHC Plan

Throughout the school adaptive teaching is used within lessons to ensure that each pupil is able to access the learning at a level appropriate to their aptitude. Staff use extension materials in order to stretch and challenge able pupils and scaffold tasks to support those who need it. Teacher observation and knowledge of each pupil is the most comprehensive tool in assessing the aptitude of pupils and all staff use assessment for learning strategies in their teaching to ensure that all pupils are assessed and make progress. The use of ICT contributes to the success of these approaches.

Departments use subject material to support teaching which is a) specifically aimed at the age group and b) caters for a wide range of aptitudes – it can be accessed at a range of levels and from a range of angles.

In Years 10-13 departments follow public examination specifications which specify material appropriate for pupils in each year group. All staff take care to ensure that any support materials used are appropriate for the year group they are used with. Staff also use other materials appropriate for the age and aptitudes of pupils e.g. at 6th form level staff use articles from subject specific publications and for more able pupils staff may give them/recommend more academic material to study.

Pupils with an EHC Plan access the same subject matter across the curriculum with differentiation being evidenced by outcome and groupings. There may also be extra comprehension and reading support given and examination support where appropriate. The SENCO regularly communicates with teachers, TAs and pupils to ensure that the subject matter delivered is matched to needs and aptitude.

Students with EAL are given lessons with our EAL Teacher which lead towards appropriate examinations (for example the Cambridge English Qualifications for candidates in Year 11 and Sixth Form). We provide a wide range of resources to support their acquisition of language. As in any other MFL, they develop their listening, speaking, reading and writing skills and there are regular spelling tests to support this. Activities include role-plays and discussions. The EAL department subscribes to “First News” (to be found in library).

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EAL pupils may also give up one or two subjects, usually a humanities subject and/or Latin, in order to give them more curriculum time for the necessary support.

2. Pupils to acquire skills in speaking and listening, literacy and numeracy;

Pupils are given many opportunities to express views and to contribute and to listen to others in lessons and these opportunities are built into departmental schemes of work. In English pupils are given the opportunity to develop their speaking and listening skills including participation in the Key Stage 3 public speaking competition as well as speaking assignments in class. Many other subjects set presentations as assessments. In lessons pupils often listen to audio/visual material and drama is used in many subjects to reinforce learning. All Form groups in Years 7-11 must lead an assembly to the whole school or upper or lower school in each academic year.

Literacy is built in to all subjects through their assessment criteria for written work. Many subjects offer subject specific word bank lists to support literacy.

All subjects aid numeracy in some way. Data analysis is vital to many subjects and in those where numeracy is less prevalent techniques such as timelines, pie charts, graphs and averages are used.

3. Where a pupil has an EHC Plan, education which fulfils its requirements

The school is a selective independent school and entry is determined by 11+ examination. We do not take all pupils with EHC Plans; however, if we have the resources to provide effective learning and support to a pupil with an EHC Plan, we will fulfil our responsibilities. We take each application on its own merit.

Sutton High school has an effective SEND/ALN Policy which ensures that provision is made for pupils with EHC Plans and/or specific learning needs.

This policy has been devised to promote the successful inclusion of pupils with learning difficulties and/or disabilities at Sutton High. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Please see the Additional Learning Needs Policy (312) and the GDST Inclusion Policy for further details.

4. Personal, social and health education (including RSE) which reflects the school's aims and ethos

Girls have weekly 40 minutes lessons with specialist teachers in Years 7 to 11.

Personal and Social Responsibility (PSR) specifically aims to raise awareness of inclusion, specifically in terms of disability, age, race, religion, gender reassignment, sexual orientation, marriage and civil partnership and maternity. PSR lessons:

- Give girls the basic skills, experience, knowledge and attitudes that are required for work and leisure in a rapidly developing society

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- Enable pupils to become progressively responsible for their own personal, social, health and citizenship education through a programme of study that takes into account information gained through Personal and Social Responsibility, other subjects and within their own homes
- Provide a safe and relaxed environment where each individual is respected and each protected characteristic is recognised and included and in which pupils feel free to discuss and explore their ideas, opinions and concerns

Each year group has the opportunity to study a variety of topics which provide opportunities for individual, paired and group work. Discussion is a key component of the PSR lessons, with girls encouraged to express their opinions, and listen to others'. External speakers are invited to speak to pupils as appropriate.

Year 7

- Identity, place in society, mental health.
- Confidence, healthy relationships, puberty and personal hygiene.
- Rights of a child and barriers to those rights.
- Learning styles, revision techniques, organisation, and memory skills.
- Relationship between interests and career goals
- On line careers research and interview a member of staff about their careers and present on the findings.
- First Aid, Burns and flesh wounds, choking and resuscitation (CPR), allergies and reactions. Coping in an emergency.
- Growth Mindset and cultivating grit and resilience. Learning to cope with failure and adversity.

Year 8

- Government and parliament, voting reform, political parties and members of parliament, local councils and budgets.
- Charities, their role in society, fundraising and volunteering. Create a charity project
- Relationships with self, self-esteem, body image and stress. Social pressure, media and social media.
- Being a teenager, positive relationships with parents, peers and sexual relationships. Communicating your feelings effectively and coping with bereavement.
- 'Take your daughter to work day'

Year 9

- Sex and relationships education, contraceptives, STI's, the law on consent, pregnancy and options.
- Growth Mindset and cultivating grit and resilience. Learning to cope with failure and adversity.
- Taking risks and keeping safe. Internet and cyber bullying awareness. Travel and fire safety. Managing money and budgeting.
- The Reconnect Project – A digital awareness initiative
- Dalma Frost - Whole school cross-curricular project.
- Year 9 Options, Fast Tomato online questionnaire, Careers Library, World of Work and transferable skills.
- First aid, hazards and coping in an emergency.

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Year 10

- Emotional and mental health awareness and wellbeing, communication and listening skills, understanding depression, self-injury and asking for help.
- Mindfulness, healthy lifestyles and economic wellbeing.
- Law and order, how laws are made, drugs and alcohol - the law, facts, and attitudes. Radicalisation and the role of the media.
- Equal opportunities, LGBT issues, equality and inequality, fertility and parenthood.
- Writing a CV and covering letter.
- Interview skills.
- Personal investigation and presentation about an injustice in the world.

Year 11

- The European Union – which countries are involved, what does it mean, what powers does the EU have and how does it impact on us here in Sutton.
- The United Nations – the role of the UN and where is it active in the world
- Sexual Health – contraception and STI's
- Conflict and resolution – what are the main causes of conflict on a personal, national and international level and the different strategies which can be employed to resolve conflict
- Year 11 also have a number of sessions joint with the Sixth form covering a variety of topics including HIV.

For Years 7 to 10, the Careers education is delivered through the PSR sessions.

Sixth Form

Sixth Form Enrichment has 5 key strands, all of which include aspects of PSR and which are supplemented by a number of external speakers and visits.

- Autumn Year 12 – Becoming an Independent Learner and Giving Something Back
 - Independent study skills and learning conference
 - Introduction to Volunteering, including scholars community work
 - Speakers on charity work, mental health and social skills for life
 - European Cultural Trip, visits to the British Library and British Museum
- Spring Year 12 – Becoming a Researcher
 - EPQ taught skills
 - UCAS Introduction – including MOOCs and use of unifrog to develop employment competencies
 - Speakers on soft skills, personal presentation, online profiles – building on year 10 sessions
 - Charity week and participation in Lessons from Auschwitz project
- Summer Year 12 – Developing Wider Interests and Becoming a Leader
 - Introspection to Leadership workshop
 - Cultural leadership project
 - Speakers on HIV, politics, human rights and LGBT issues

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- Southampton university visit and further focus on Higher Education applications
- Visit to Parliament
- Autumn Year 13 – Becoming a More Effective Academic Communicator
 - Workshops on academic writing, interviews, presentation skills and networking
 - Spring Term Year 13 – Beyond Sutton High
 - Cooking
 - Safe travel
 - Finances for University
 - Self-defence workshops

5. Appropriate careers guidance for pupils receiving secondary education;

The careers education and guidance at Sutton High aims to enable pupils to;

- Know themselves and how their strengths and weaknesses relate to the world of work.
- Learn about different careers and opportunities.

Specific arrangements made for each year group are as follows:

Year 7

Lessons aimed at developing Self Awareness and Opportunity Awareness

1. Recognising aptitudes and abilities, personal qualities and achievements – style of approach
2. Work or Leisure? Lesson
3. Job Explorer Database (JED)
4. Interviewing staff to find out about different career paths

Year 8

1. Opportunity Awareness –Take Our Daughter to Work Day introduces girls to the world of work; briefing (including interview practice) and debriefing sessions are carried out and PowerPoint presentations given.
2. The Real Game introduced in form groups and supervised by the Head of Careers. This day-long activity allows girls to think realistically about their hopes and dreams and how to achieve them.

Year 9

1. Introduction to the Careers Library by Head of Careers.
2. Use of FAST TOMATO, online interest-based questionnaire designed to increase self-awareness, opportunity awareness. Is customised to include school GCSE options.
3. Interactive session on world of work
4. Options Evening for girls and their parents. Introductory talk by the Headmistress and Head of Careers and the evening ends with girls and parents going round to look at departmental displays and talk to subject staff.
5. Talk by Head of Careers on value of subjects and decision-making models.
6. The Head of Careers and Head of Year 9 hold individual interview sessions with Year 9 students and their parents.
7. The Head of Careers attends Year 9 Parents' Evening to answer individual queries.

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Year 10

1. Careers Day which looks at assessment centre activities including CV's, interviews, team work and profiling.
2. Trip to Oxford including a talk at The Queen's College about Higher Education.
3. CV workshop
4. Year group meeting with Head of Careers, Head of Year 10 and Form Tutors to introduce items covered in Year 11, specifically Morrisby profiling and Work Experience.
5. Individual interviews with Head of Careers and Assistant Head to discuss future plans

Year 11

1. Morrisby Profiling with feedback to girls and parents. Individual interviews held by The Morrisby Organisation to discuss profile and future choices. Individual interviews available when needed with the Head of Careers.
2. Head of Careers meets briefly with each form group to remind the girls about the use of the Careers Library and to give them an idea of the books and software that will prove most useful to them at this stage.
3. Individual 10 minute interview with Head of Careers and Head of Sixth Form and Upper School for each girl to discuss plans for next year.
4. Head of Careers attends Year 11 Parents' Evening to answer individual queries.
5. Preparation for applying for work experience: talk by Head of Careers

Girls and their parents also have individual meetings with the Headmistress to discuss plans for next year and choice of A level subjects.

The school supports two weeks of work experience for each girl. Girls are encouraged to seek their own placements and have access to the school database of contacts in different areas. Preparation work is covered in PSR and a final briefing session is held just before the fortnight begins. All placements are checked by Sutton Education Business Partnership. Staff visit the majority of placements. In a debriefing session the girls do an individual evaluation then discuss their experiences in groups before reporting back to everyone else.

7. Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

Girls are allocated time for voluntary work and PE in Year 12. They also follow a programme to deliver the taught elements of the EPQ and have form time.

Subject specific trips are offered regularly throughout the year as well as pupils having the opportunity to join school wide trips. A Sixth Form trip is organised annually. Past trips include Geneva, CERN and the UN.

Co- Curricular Activities

Please refer to the co-curricular timetable.

Sixth Form students are given many opportunities to develop their leadership skills. For example the Head Girls' team organises charity events, participates in Open Evening, arranges their Leavers' Assembly and other events on Leavers' Day and compiles their year book. They have the opportunity to complete the silver D of E.

All Sixth Form students also do Sport on one afternoon a week and are encouraged to make arrangements for community work during 'free' time during the week.

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Pupil attainment and progress is celebrated every year at the Celebration Event.

Careers advice and guidance for the Sixth Form is delivered as follows;

Year 12

There is a presentation by a member of outreach staff from a university (HE Evening) on Higher Education Development. The Head of Sixth Form and Head of Careers have a UCAS evening to outline the applications procedure. Lessons with girls look at Higher Education resources.

1. UCAS day devoted to applications procedure, including time to practise writing personal statement and information on medicine and Oxbridge.
2. Training on the use of the electronic UCAS application.
3. Open Day visits
4. Individual interviews with Head of Careers and Head of Years 12 and 13 to discuss future plans.
5. Access to GDST Insight Days and admission tests preparation sessions.

Year 13

1. Practice interview with a school contact (e.g. parent or old girl) for those who will get higher education interviews (Oxbridge, medicine, dentistry etc.) from a member of a relevant profession or person from a suitable career background.
2. Opportunity to meet last year's leavers to discuss experiences with applications and find out about university.

8. All pupils to have the opportunity to learn and make progress

The curriculum is open to all pupils of all abilities and each individual has the opportunity to access the full provision offered. Pupil learning and progression is reviewed systematically both within and outside of the classroom.

Whole school assessment is undertaken through MidYIS, Yellis and ALIS testing as well as internal end of year examinations and external qualifications. The data from these assessments is made available to all staff in order to more fully match the pupils' needs with the provision offered and is used to derive subject Bands and Target Grades. They are also used as a tool by heads of department and SLT for self and departmental review and target setting. Over an academic year the school has at least three points of contact with parents about pupil performance and progress, either through Interim Reports, Subject Reports or Parents' Evenings.

Heads of Department monitor pupil progress through the use of termly key assessments which are used to inform reports to parents. This information is also used by Heads of Departments to monitor the quality of Teaching & Learning within their department.

Teacher assessment is demonstrated through the use of Assessment for Learning strategies within lessons and regular setting and marking of practical and written work. All teachers have access to the "Data for Staff" folder in the Shared area which gives comprehensive information about pupil attainment, progress and predicted performance. The SENCO uses Reading Age tests in Years 7 & 8 and offers Reading Support groups to those pupils with needs.

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Heads of Year closely track pupil progress and have an overview of both the academic and pastoral life of the individual. The Sanctions and Rewards system acknowledges that pupils make mistakes and enables them to learn from them and move forward. When serious pastoral concerns arise pupils are able to see the School Counsellor and parents/guardians and outside agencies are involved as necessary.

Staff training is given throughout the year on various aspects of reflective practice. Recent Inset includes Adaptive teaching, AI for teaching and learning, Learning attributes, AfL strategies, Use of Pupil Data, Lesson Observation, Differentiation for Pupils with Learning Difficulties, Supporting Work with Parents and Strategies for teaching EAL students.

9. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Whole School Extra-Curricular Activities

Activity Days create opportunities for girls to work in a variety of contexts, on extended tasks both in school and off site.

At Christmas and in the summer term there are major musical concerts; there is a biennial musical production: an annual Drama production and a series of musical productions, House music and sporting competitions. There is an extensive programme of visits to places such as the Galapagos, Ypres, Italy, and Iceland as well as visits to conferences, the theatre and field trips.

In addition to these whole school extra-curricular opportunities the school encourages and offers many opportunities for pupils to develop leadership skills. Each Form has form representatives who are elected by their peers. The form also has Student Council Representatives. The school has a House System and four Sixth Form pupils are elected as House Captains. The Sixth Form are also able to develop skills to be part of the Student Leadership team.

Most mornings there is an assembly and each form leads an assembly every academic year. Citizenship and international awareness are fostered in many areas of school life from charity fund-raising as well as trips abroad and our curriculum offer. Delivery of RS in years 10 & 11 is through the dedicated Ethics & Beliefs days. Lower school and upper school/sixth form have a weekly assembly and have joint tutorial sessions on a rolling programme which address specific issues pertinent to this age group.

The school has Scholars and Subject Champions who are encouraged to lead and develop their area of expertise. In the Sixth Form the Student Leadership Team lead both peers and whole school issues. The Student Leadership Team chair the Student Councils and the House Captains are responsible for leading House events. Most able pupils are also catered for through work within departments or, where appropriate, the scholar programme.

BRITISH VALUES

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils, and to actively promote the

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fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are promoted through the curriculum, through extra-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

The school's curriculum is designed to:

- ✓ enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- ✓ enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- ✓ encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- ✓ enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- ✓ further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- ✓ encourage respect for other people; and
- ✓ encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England and Wales.

The examples below give a flavour of how the school seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as RS and history, in PSR and in assemblies. The practice is encountered by pupils in the process of electing form captains, house captains and members of the school council. The school also regularly participates in elections, for example for the National Youth Parliament.

The rule of law

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the *ICT Acceptable Use Agreement*. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSR programme and the RS syllabus.

Individual liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety talks, assemblies and PSR lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their

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teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect

Respect is central to the ethos of the school, and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in other subjects such as the Humanities and PSR. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways including extra-curricular activities and trips abroad.

The role of the school in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views and where a personal opinion is expressed, this is grounded in such a way that pupils are clear that it is an opinion and alternative views are possible.

Pupils should not be actively encouraged by teachers or others to support particular political viewpoints and political views should not be expressed, by either teachers or others, for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party
- to procure changes to the laws of this or another country
- to procure the reversal of government policy or of particular decisions of governmental authorities in this or another country.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. Teachers and pupils are expected to respect the rights of others and to respect those with different beliefs, provided that such beliefs are expressed in a respectful and decent way. If any teacher or pupil were to express actively discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.

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