



FRANCIS HOLLAND SCHOOL REGENT'S PARK

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Author	SLT
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Availability of this document:

Copies of this document may be downloaded from our website <http://www.francisholland.org.uk>, Firefly or are available on request from the school office, Francis Holland School, Ivor Place, London NW1 6XR.

Curriculum

The school provides a curriculum for full-time, supervised education for pupils of compulsory school age which complies with statutory requirements (section 8 of the Education Act 1996) although it does not follow all the requirements of the National Curriculum. It provides for students above compulsory school age an appropriate programme of activities which allows scope for their talents and interests and helps prepare them for the opportunities, responsibilities and experiences of adult life. Religious Education is a compulsory part of this education in years 7 – 9 inclusive.

Aims

We aim:

- To offer a curriculum that is balanced, broad-based and academically challenging, with high standards of achievement and that is exciting in its content and delivery;
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- To give pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education, with content and skills appropriate to their ages and aptitude;
- To promote creativity and analytical thinking which encourages initiative, adaptability and independence;
- To promote a life-long love of learning and preparedness for adult life including appropriate careers guidance for pupils receiving secondary education;
- To encourage spiritual, moral, social and cultural development, and respect for the environment;
- To offer personal, social and health education which reflects the school's aims and ethos;
- To make the curriculum accessible and stimulating (as far as is reasonably practicable), including those with physical disabilities and those with mild learning difficulties, so that all pupils have the opportunity to learn and make progress.
- To promote fundamental British values and ensure that courses do not undermine the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

KS3 curriculum

All pupils study Art, Biology, Chemistry, English, French, Geography, History, ICT, Latin, Mathematics, Music, PE, Physics, Religious Studies and PSHE.

In year 7 there are also lessons in Design and Classical Civilisation.

In year 8 there are also lessons in Current Affairs.

In year 9 there is a second Modern Foreign Language (German, Italian or Spanish) and a carousel of Life Skills lessons covering Health and Fitness, Study Skills, First Aid, Financial and Economic Awareness, Careers, Current Affairs and PSHE.

GCSE curriculum

The compulsory core is English Language (IGCSE), English Literature (IGCSE), Mathematics (IGCSE), a Modern Foreign Language (from French, German, Italian or Spanish), and Science Triple Award (Science Dual Award for some pupils; IGCSE from first examinations September 2017).

Three or four additional subjects may be added from:

Art, Classical Civilisation, Computer Science, Geography (IGCSE), Greek, History, Latin, a second Modern Foreign Language (which will be French), Music, Physical Education, Religious Studies.

All students follow non-examined courses in PE and PSHE.

Some students have assigned, supervised study periods.

After GCSEs, students undertake at least one week of work experience.

A Level curriculum

Most girls will take four subjects in the Lower Sixth and three subjects to A2 level in the Upper Sixth, although some take five and four respectively.

The following A-level options are available:

Art, Biology, Chemistry, Classical Civilisation, Critical Thinking (AS only), Economics, English Literature, French, Geography, German, Greek, History, History of Art, Italian, Latin, Mathematics, Further Mathematics, Music (iAL), Philosophy and Ethics (RS), Physics, Politics, Psychology, Spanish, Theatre Studies.

In addition, they follow a common programme of general studies (not examined). The common general programme includes:

Current Affairs, Ethics, Physical Education, Study Skill (Lower Sixth), Higher Education programme, PSHE/Tutor period, Sixth Form lecture programme.

All sixth formers are offered research and study skills to enable them to work on the Extended Project Qualification in addition to their A Levels. Many girls choose to complete the Extended Project in the Upper Sixth.

Subject choices

The school aims to allow girls to follow their chosen options for GCSE or A Level, as the option blocks are designed around their choices. It is rare for any pupil's choices not to be accommodated.

Management of the curriculum

Heads of Department are responsible for the management of the curriculum within their specific area. This includes content, schemes of work, methods of delivery, management of resources and appropriate differentiation etc. Full information is provided in department handbooks.

PSHE curriculum

The PSHE curriculum is drawn up by the PSHE coordinator reflecting the aims of Francis Holland School and aiming to develop the social, moral, spiritual and cultural development of pupils. It draws on the skills of the current staff as well as visiting speakers. A significant proportion of Citizenship is delivered within the main curriculum as well as in Current Affairs and the Upper Fourth Carousel programme. The PSHE curriculum includes economic education.

Careers

The Careers Coordinator oversees the delivery of Careers education. All pupils receive careers education and higher education guidance where appropriate. Pupils are helped to understand how their strengths, weaknesses and interests relate to the world of work; to learn about different careers and opportunities; to obtain individual guidance; to have some work experience; and to gain information about training, education and occupations beyond school. Careers guidance forms part of the PSHE curriculum. A tailored careers course is taught as part of the Year 9 PSHE carousel. External careers advice agencies are employed to assess and

advise the Upper Fifth and Lower Sixth to ensure impartiality and enable students to make informed choices about a broad range of options. Students are also given individual guidance about A level options.

Extra-curricular activities

The extra-curricular programme provides opportunities to enhance and enrich the main curriculum as well as accommodate new interests. This includes opportunities for service in the local and wider community.

Promoting fundamental British Values

The promotion of British values (in accordance with Part 2, schedule 1 of the Education (Independent Schools Standards) (England) (amendment) Regulations 2014) is embedded in the curriculum.

Religious Studies is compulsory in Years 7 to 9. Students study a range of faiths and are taught tolerance and respect for those having different faiths or beliefs. These values are also reinforced in PSHE. Respecting cultural and ethnic diversity is also addressed in the Modern Foreign Languages curriculum. Students learn about the rule of law and democratic process in History lessons as well as PSHE.

Students in Years 8, 9, 12 and 13 have dedicated lessons on current affairs as part of the PSHE curriculum. The sixth form weekly lectures and Ethics and Current Affairs lessons provide additional opportunities to explore British values.

All students in the school have a voice on the student led School Council. The Council is led by the elected Head Girls' Team and each class is represented by elected Form Captains.

Extra-curricular activities, such as the Model United Nations, provide additional opportunities for students to learn about fundamental British values. Debating is a key part of the extra-curricular provision, providing opportunities for students to learn how to argue and defend points of view. Opportunities such as general elections are used to hold mock elections to promote fundamental British values and provide pupils with additional opportunities for discussion and debate.

Whole school assemblies are held three times a week and provide additional opportunities to promote British values.

Review of the curriculum

The curriculum is reviewed periodically by the Senior Leadership Team. The Curriculum Committee considers curriculum issues at its termly meetings.

Learning Needs

The Learning Enhancement department ensures that appropriate provisions are made in order that pupils with specific learning needs, including those with English as an additional language, are able to make progress. This provision includes any reasonable adjustments which need to be made in accordance with the Equality Act 2010 and which may include provision, free of charge, of equipment, assistance or services to aid those with specific learning needs. All staff are required to sign that they have read information on any pupil that they teach who has specific needs. The Learning Enhancement department also ensures that where a pupil has an EHC plan, the education provided fulfils its requirements.

Information about the curriculum

Outlines of the Thirds (year 7) to Upper Fourth (year 9) curriculum are published and sent to parents, and put on the school website at the start of the autumn term. The GCSE curriculum booklet is issued to the Upper Fourth in the spring term, when GCSE option choices are made.

The Sixth Form Prospectus, with full curriculum details, is made available to all in the Upper Fifth (year 11) at the Sixth Form Open Evening in the autumn term. The school website contains extensive information about curriculum content.