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**Curriculum**

Senior Deputy Head/ Deputy  
Head Academic / Head of Junior  
School

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Safeguarding and Child Protection  
Policy

Online Safety

<b>Revision History</b>	
This section should be completed by the reviewer each time this policy is reviewed	
<b>Changes made</b> [brief description of edits]	<b>Date</b> [Term and Year]
Updates made to reflect recent changes to the FHS RP curriculum including in introduction of Drama in Years 8 & 9, changes to the MFL provision at KS3, the new carousels in KS3 and KS4 and enhancements to the Careers provision	Autumn Term 2021
Amendments to Curriculum in the Senior School (pupils aged 11-18, Years 7-13), KS3 Curriculum and Appendices	Autumn Term, 2023
Reference to safeguarding and child protection and Online Safety policies added	March 2024

**Availability of this document:**

Copies of this document are available at [francisholland.org.uk/policies/](http://francisholland.org.uk/policies/) or on request from the school office, Francis Holland School (Regent's Park, Ivor Place, London NW1 6XR or Francis Holland School (Sloane Square), 39 Graham Terrace, London SW1W 8JF.

**Application of this document:**

This policy applies to all FHS Trust School, and to the EYFS as well as junior and senior schools. Where there are differences in procedures between the schools this has been clearly highlighted in the appendices.

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## **Curriculum Policy**

The Trust 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). It provides for pupils above compulsory school age an appropriate programme of activities which allows scope for their talents and interests to develop and helps prepare them for the opportunities, responsibilities and experiences of adult life. This ensures pupils' present and future well-being and is framed within the Trust's emphasis upon developing a safeguarding culture.

## **Curriculum Aims for the Senior and Junior School (Pupils aged 4 – 18, Years R – 13)**

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, speaking, listening and numeracy with content and skills appropriate to their ages and aptitude;
- To promote creativity and analytical thinking and problem solving 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 Trust's aims and ethos and is responsive to the pastoral and safeguarding context;
- To maintain a preventative education by reinforcing PSHE and RSE themes through the whole curriculum;
- To make the curriculum accessible and stimulating (as far as is reasonably practicable), including for those with physical disabilities and for 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.

## **Curriculum in the Senior School (Pupils aged 11-18, Years 7-13)**

### **KS3 Curriculum**

All pupils study Art, Biology, Chemistry, English, a Modern Foreign Language, Geography, History, ICT/Computing, Latin, Mathematics, Music, PE, Physics, Religious Studies and PSHE.

### **Careers**

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.

## **Co-curricular activities**

The co-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 the Fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (in accordance with Part 2, schedule 1 of the Education (Independent Schools Standards (England) (amendment) Regulations 2014) is embedded in the curriculum and referenced in departmental handbooks and/or schemes of work.

Respecting cultural and ethnic diversity is also addressed in the Modern Foreign Languages curriculum.

All pupils in the Trust have a voice on the pupil- led School Council. The Council is led by the elected Head Pupil's Team and each class is represented by elected Form Captains.

Debating is a key part of the co-curricular provision, providing opportunities for pupils 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.

Regular assemblies are held at least twice a week and provide additional opportunities to promote British values.

### **Review of the curriculum**

The Senior School curriculum is reviewed periodically by the Senior Leadership Team.

### **Learning Needs**

Provisions include 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.

## Appendix: Curriculum Policy at Regent's Park

This policy should be read in conjunction with the school's Accessibility Plan.

Religious Education is a compulsory part of this education in years 7 – 9 inclusive.

### KS3 Curriculum

- In year 7 there are also lessons in Drama. Pupils study coding within their Computing lessons alongside learning how to effectively use Office 365. Pupils have lessons on careers, study skills, oracy, digital safety and Healthy Lifestyle in a carousel which compliments the the PSHE curriculum. A free choice of two Modern Foreign Languages (from French, German, Italian and Spanish) is offered from year 7.
- In year 8 there is a second Modern Foreign Language (German, Italian or Spanish), Drama and also a Life Skills Carousel which covers Current Affairs, Careers, Research Skills, Financial Wellbeing and Philosophy.
- In year 9 there is Drama and a choice of classics options (Latin, Greek with Latin or Classical Civilisation) and a carousel of Life Skills lessons covering Study Skills, First Aid, Financial and Economic Awareness, Careers, Citizenship, Research Skills and PSHE.

### GCSE curriculum

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

Three additional subjects may be added from the following, one of which must be a humanity (History, Geography, Classical Civilisation or Religious Studies):

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

Pupils also have the option of taking an eleventh GCSE, either as a stand-alone option or in conjunction with another subject. The options are:

- Classical Greek (This involves approximately two hours a week of lessons outside of the normal timetable).
- Further Mathematics GCSE which is taught to pupils in Mathematics sets 1 and 2 alongside the Mathematics GCSE curriculum.

There is a Perspectives Carousel in the Fifth form where Lower Fifth pupils explore global issues such as health and disease, poverty and inequality and language and culture. This culminates in a group research project. Pupils develop research, communication, teamwork and presentation skills through this course. In the Upper Fifth the Perspectives course focuses on a range of enrichment activities from mindfulness to philosophy and political discussion.

All pupils follow non-examined courses in PE and PSHE. After GCSEs, pupils undertake at least one week of work experience.

### A Level curriculum

Pupils have the option of taking three or four subjects in the Lower Sixth, with the option of dropping the fourth subject after the internal summer examinations. Pupils taking three

subjects in the Lower Sixth are required to take an additional Elective Course. These include the Certificate in Financial Education, the Engineering Education Scheme, Sports Leader Award, French for Business, Social Change and Cultural History and an Arts-based Zine Magazine.

The following A-level options are available:

Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre Studies, 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.

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

A Life Skills Carousel which covers study skills, digital skills, critical thinking, research skills, current affairs, ethics, university and career preparation, life skills and PSHE. There is also a Higher Education programme, a PSHE/Tutor period and a Sixth Form lecture programme.

All sixth formers are taught the skills to prepare them for the Extended Project Qualification (EPQ). Pupils start working on the EPQ in the January of the Lower Sixth and complete the project at the end of the calendar year.

### **Subject choices**

The school aims to allow pupils 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 KS3 carousel programme. The PSHE curriculum includes economic education.

### **Careers**

The Director of Careers oversees the delivery of Careers education. Careers guidance forms part of the PSHE curriculum. A tailored careers course is taught as part of the Life Skills carousels in the Thirds and Lower Fourth, within the Upper Fourth PSHE carousel and in the Upper Fifth Perspectives carousel. There are also Careers lessons in the Upper Sixth Life Skills Carousel. External careers advice agencies are employed to assess and advise the Upper Fifth and Lower Sixth to ensure impartiality and enable pupils to make informed choices about a broad range of options. Pupils are also given individual guidance about A level options from senior members of staff, following on from the Sixth Form Open evening and the Sixth Form Subject Fair. There is an annual GCSE information evening for pupils and

parents. The school also organises half-termly Careers events, with panels of industry experts, which are open to all pupils and their parents.

### **Promoting fundamental British Values**

Religious Studies is compulsory in the Lower School. Pupils 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.

Pupils learn about the rule of law and democratic process in History lessons as well as PSHE.

Pupils in Years 8 and 9 have dedicated lessons on current affairs as part of the PSHE and curriculum. The sixth form weekly lectures and Life Skills Carousel lessons provide additional opportunities to explore British values.

Co-curricular activities, such as the Model United Nations, provide additional opportunities for pupils to learn about fundamental British values.

### **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.

Summaries of Educational Psychologists' reports are available on the MIS (ISAMS) and on the school SharePoint for each pupil identified as having learning needs. The Learning Enhancement department also ensures that where a pupil has an EHC plan, the education provided fulfils its requirements.

### **Able, Gifted and Talented**

By national standards, the academic calibre of the majority of pupils at FHS is high. Able, gifted and talented pupils are identified by the school in the following categories: academic, art, music and sport. The most able are awarded scholarships at 11+ or 16+ for academic ability, music or art.

The list of gifted and talented pupils is distributed to all staff at the start of each academic year. The list is also available on ISAMS. Identification is an ongoing process. Teachers take into account the needs of their gifted pupils when preparing lessons. In some subjects (e.g. science, languages and maths), we set pupils to enable them to make progress at an appropriate level and speed. We do not publicly identify pupils as gifted and talented to avoid potential demotivation; the list is confidential and should not be discussed with pupils. These pupils are expected and encouraged to engage in the wider academic enrichment provision, which is open to all pupils. This includes academic clubs and societies, the Hale Lectures, subject-related lectures within and outside school, conferences, essay competitions (both internal and external) and extension reading recommendations.

Departments provide a wealth of enrichment and extension recommendations designed to stimulate and challenge the pupils across a range of abilities as well as providing an opportunity to engage and work independently at a high level. These are detailed in the Stretch and Challenge Booklet which is updated annually. Specific provision is provided for pupils applying to Oxbridge and other competitive courses including prestigious Art Foundation courses.

Extension and enrichment opportunities are also provided for the most able pupils both within lessons and for homework. Individual and small group mentoring is also provided where needed (for example Maths mentoring in the Upper Fourth and Oxbridge mentoring in the Sixth Form). The Assistant Head of Teaching & Learning oversees the able, gifted and talented provision within the school.

### **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 parent portal 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.



## **Appendix: Curriculum Policy at Sloane Square**

Religious Education is a compulsory part of this education in Reception – 11.

### **Curriculum in the Junior School (Pupils aged 4-11, Years R-6) Building on the Early Years Foundation Stage (EYFS) Curriculum**

The School has an exemption from the EYFS. However the curriculum is in line with the Statutory Framework for the EYFS.

Teaching in the EYFS setting follows the required seven areas of learning and development:  
Three prime areas:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Development

Four specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts & Design

All areas are delivered through a balance of adult-led and child-initiated activities. Pupil progress in relation to the early learning goals is recorded, assessed and monitored through the EYFS profiles. We keep these in mind when planning, and when making observations of children, to ensure we are tracking their progress. Further details can be viewed in the EYFS Policy.

### **The Junior School Curriculum**

The Junior School curriculum is based on, and goes beyond, the National Curriculum (2014), as well as meeting the requirements of the 11+ syllabus.

Pupils in the Junior School are entitled to:

- A broad and balanced curriculum ensuring the continuity within and across Key Stages
- Progression
- Differentiation to ensure that all pupils reach their full potential
- Monitoring, evaluation and feedback

The following subjects are taught in the Junior School:

- English
- Mathematics
- Science
- STEAM (Years 2, 3, 4, 5 & 6)
- Computing
- History
- Geography
- French or Spanish
- Music
- Art

- Physical Education
- Personal, Social & Health Education, incorporating RSE (Years 5 & 6) & Friendology
- Ballet (Reception to year 3)
- Debating (years 5 & 6)
- Religious Education
- Philosophy for Children (Years 3 & 4)
- Drama
- Classics (Years 4, 5 & 6)
- Map of the Modern World: Current Affairs (Year 5 & 6)

### **Promoting Fundamental British Values in the Junior School**

There are many opportunities within the Junior Curriculum to promote British Values for example in PSHE, History and Religious Education, Debating, Philosophy for Children and Current Affairs, in addition to regularly promoting Fundamental British Values in assemblies. Co-curricular activities, such as Debate Club and Christian Union provide additional opportunities for pupils to learn about fundamental British values.

### **Junior School Information about the curriculum**

In the Junior School, parents in each class are invited to a curriculum meeting at the start of the academic year. Curriculum overviews are disseminated each term.

### **Junior School Co-curricular activities**

The co-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. Please see the Co-Curricular Policy for further details.

### **Junior School Learning Needs**

Provisions include 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.

The Head of Learning Strategies ensures that appropriate provisions are made in order that pupils with specific learning needs, including those with English as an additional language, can make progress. All staff are required to read information on any pupil that they teach who has specific needs. The Head of Learning Strategies ensures that pertinent training is given to all staff, and, where a pupil has a statement, the education provided fulfils its requirements.

### **Junior School Stretch and Challenge**

Every pupil should be stretched and challenged according to their ability and interests. We recognise that some pupils are especially able, gifted and/or talented and particular provision is made as appropriate. Appropriate challenge is expected to be incorporated in every lesson, to extend those more able. There are frequent opportunities in diverse contexts across the life of the school for pupils to shine in areas of special ability.

### **Management of the Junior School curriculum**

The Head of the Junior School, Deputy Head of the Junior School and Curriculum Coordinators 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.

### **Junior School PSHE curriculum**

The PSHE curriculum, incorporating RSE, is drawn up by the PSHE Coordinator. It reflects the aims of Francis Holland School and aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. PSHE is taught throughout the Junior School from the EYFS onwards (by Class Teacher) and, for all other year groups, by our PSHE coordinator, with the class teacher also present. Further details can be viewed in the PSHE (RSE) Policy.

### **Review of the Junior School curriculum**

The Head of the Junior School reviews the curriculum periodically.

### **Curriculum in the Senior School (Pupils aged 11-18, Years 7-13)**

#### **Additional SSQ aims**

##### **We aim:**

- To acquire an understanding of learning for the real world that fosters the development of 7 Cs: curiosity, creativity, collaboration, communication, confidence, commitment and craftsmanship

#### **KS3 curriculum**

- In year 7 pupils also have lessons in Touch Typing.
- In year 8 pupils begin to study a second Modern Foreign Language (German or Spanish) and also have lessons in debating.
- Learning is also enhanced through TIPS (Thinking innovatively and problem solving) week during the summer term of year 7 and 8 where pupils are encouraged to develop the 7 Cs
- All pupils learn about online safety in their computing lessons in addition to Life Skills lessons

#### **GCSE curriculum**

The compulsory core is English Language, English Literature, a modern foreign language, Mathematics, and two Science GCSEs (either the Dual Award or two single sciences).

Three additional subjects may be added from: Art, Classical Civilisation, Classical Greek, Computer Science, Drama, Geography, German, History, Latin, Music, Physical Education, Spanish and Theology and Philosophy.

All pupils follow non-examined courses in Physical Education and Life Skills.

Some pupils have assigned, supervised study periods. In addition, some pupils also study Further Mathematics.

In addition to their GCSE course, pupils also participate in a weekly enrichment programme. In Year 10 this consists of:

- The Good Society. Beginning with an examination of the philosophical, political and economic structures of the good society, pupils then engage in problem solving activities relating to a contemporary issue (Eg. immigration or climate change) and then have the opportunity to develop entrepreneurial skills, in groups, that culminates in a Dragons Den scenario where they can present their ideas to one of the school's link entrepreneurs.
- During the second term pupils can choose two electives, designed to help them think broader and deeper and to give them a taste of sixth form study.

- In the summer term, pupils will develop vital core skills of First Aid, Self-Defence and Digital Literacy.

The Year 11 course, during the autumn term, explores issues relating to the future of the good society through an interdisciplinary approach that continues to foster the 7 Cs.

### **A Level curriculum**

Most pupils take three subjects at A level, although some with a particular interest and aptitude may take four.

The following A-level options are available:

Fine Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre, Economics, English Literature, French, Further Mathematics, Geography, German, Government and Politics, Graphic Communication, History, History of Art, Latin, Mathematics, Music, Physics, Psychology, Spanish and Theology and Philosophy.

In addition to their A-Level options, pupils also take part in a wide-ranging enrichment programme with core, elective and co-curricular components. Core enrichment includes a programme of Advanced Study Skills which can lead to the Extended Project Qualification (EPQ). It also includes Life Skills and PE as non-examined courses as well as courses on Financial Awareness, Digital Literacy, ~~Self-Defence~~ and First Aid. Pupils will also be able to choose three enrichment electives from a range of options and experience a variety of co-curricular enrichment activities such as weekly lectures, Masterclasses, STEAM competitions and Oxbridge preparation classes.

During the sixth form pupils undertake at least one week of work experience.

### **Stretch and Challenge**

Every pupil should be stretched and challenged according to their ability and interests. We recognise that some pupils are especially able, gifted and/or talented and particular provision is made as appropriate. A range of scholarships are awarded (Eg. Academic, music, drama, art) and a scholarship programme supports the development of these pupils. All pupils can access the enrichment programmes, but some enrichment groups such as the Curious Club and the Scholastic Society are by invitation only and use data to identify the academically most able. There are frequent opportunities in diverse contexts across the life of the school for pupils to shine in areas of special ability.

### **Subject choices**

The school aims to allow pupils to follow their chosen options for GCSE or A Level. The options blocks for both GCSE and A Level are created prior to choices being made, and are based upon subject combinations that have been selected over recent years.

### **Management of the curriculum**

The Deputy Head Academic, Assistant Head Academic, Heads of Department (Senior School) and Curriculum Coordinators (Junior School) 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.

### **Life Skills(formerly PSHE) curriculum**

The Life Skills curriculum, incorporating RSE, is drawn up by the Head of Life Skills in conjunction with the Senior Deputy Head Pastoral, 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 expert visiting speakers. The Life Skills curriculum includes economic education. Life Skills and RSE are delivered and monitored with the same rigour as any academic subject. Further details can be viewed in the PSHE (RSE) Policy.

### **Learning to Learn Programme**

Life Skills are complemented by an integrated learning to learn programme that runs from years 7-13. This seeks to make the latest research on learning and well-being in a digital age available to pupils, parents and teachers.

### **Careers**

The Director of Futures and Innovation oversees the delivery of Careers education components throughout the school. Futures and Careers are included in the Life Skills programme for Years 7-10 including consideration of values, skills, job possibilities, understanding work-life balance, and psychometric testing. We hold a bi-annual Careers Fair open to both schools.

Years 9 and 11 are given extensive advice and individual attention for choosing GCSE and A level options. In the sixth form, we host about 10 international university visits each academic year, an American Universities Information Evening and a Post 18 Information evening for pupils and their parents. During the sixth form we operate a 'Working Lunch' programme where external professionals and alumnae visit to give informal presentations to pupils about their jobs to ensure they have impartial information about a broad range of careers. The summer term enrichment programme for Year 12 supports UK, international and other post 18 future plans and we have a day off timetable to assist with this.

### **Co-curricular activities**

Please see the Co-Curricular Policy for further details.

### **Promoting fundamental British Values**

Fundamental British Values are promoted throughout the curriculum. In particular, pupils learn about the rule of law and democratic process in History lessons as well as in Life Skills. Pupils in Year 8 have dedicated lessons in Debating, where they learn to engage in a reasoned way with different perspectives. Theology and Philosophy develops mutual respect and tolerance and fosters an appreciation of individual liberty.

Co-curricular activities, such as Debate Club, Politics Club and the Feminist Society, provide additional opportunities for pupils to learn about fundamental British values.

### **Review of the curriculum**

The Senior School curriculum is reviewed periodically by the Senior Leadership Team. In the Junior School the Junior School Leadership Team reviews the curriculum periodically.

### **Learning Needs**

The Head of Learning Strategies 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. All staff are required to read and implement information on any pupil that they teach who has specific needs. The Head of Learning Strategies and the Junior

School Head of Learning Strategies also ensures that where a pupil has an EHC plan, the education provided fulfils its requirements.

**Information about the curriculum**

A brief summary of the subject taught, for each year group, is provided with prospectus information. Subject Guides are prepared for pupils in years 9 and 11 at the time choices for GCSE and A levels are being made. There is also an opportunity for pupils and parents to talk to Heads of Department about their subjects at the Year 9 options event in the spring term and the Sixth Form Information Evening in the autumn term. Curriculum summaries for each subject, across every year group are available on the Parent Portal.