



FRANCIS HOLLAND SCHOOL

SLOANE SQUARE

Name of Policy	Curriculum
Author	SLT
Committee for Review & Approval	Education
Date of Last Revision	January 2020
Date of Committee Approval	Spring 2020
Date of Council Approval	Spring 2020
Date of Next School Review	Autumn 2021
Date of Next Committee Review & Approval	Spring 2022
Date of Next Council Approval	Spring 2022
Regulation Number	Part 1 2.(1)
Regulation Description	Written policy on the curriculum

Revision History	
This section should be completed by the reviewer each time this policy is reviewed	
Changes made [brief description of edits]	Date [Term and Year]

Availability of this document:

Copies of this document are available at francisholland.org.uk/policies/ or on request from the school office, Francis Holland School, 39 Graham Terrace, London SW1W 8JF.

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 to develop and helps prepare them for the opportunities, responsibilities and experiences of adult life. Religious Education is a compulsory part of this education in Reception – 11.

Curriculum in the Junior School (Girls 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:

- Communication and language
- Physical Development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Pupil progress in relation to the early learning goals is recorded, assessed and monitored through the EYFS profiles.

The 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.

Girls 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 girls reach their full potential
- Monitoring, evaluation and feedback

The following subjects are taught in the Junior School:

- English
- Mathematics
- Science
- Computing
- History (through 'Topic' in the Infants)
- Geography (through 'Topic' in the Infants)
- French
- Music
- Art
- Physical Education
- Personal, Social & Health Education, incorporating SRE (Years 5 & 6)
- Ballet (Reception to year 3)

- Debating (years 5 & 6)
- Religious Education
- Philosophy for Children
- Drama
- Latin (Year 6)
- Mindfulness (Year 6)
- Current Affairs (Year 6)
- School Council

Promoting Fundamental British Values

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.

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, with curriculum overviews for key subjects being disseminated each term.

Curriculum in the Senior School (Girls aged 11-18, Years 7-UVI)

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, analytical thinking and problem solving which encourages initiative, adaptability and independence;

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

- 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, Theology and Philosophy and Life Skills.

In year 7 girls also have lessons in Touch Typing.

In year 8 girls 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 girls are encouraged to develop the 7 Cs

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

Some students have assigned, supervised study periods. In addition, some students also study the Free Standing Mathematics Qualification: Further Mathematics.

In addition to their GCSE course, girls 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, girls then engage in problem solving activities relating to immigration 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 girls 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, girls will develop vital core skills of First Aid, Self-Defence and Computer Literacy.

The Year 11 course (due to begin in September 2020) will explore the theme of technology and the future, though an interdisciplinary approach that continues to foster the 7 Cs.

A Level curriculum

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

The following A-level options are available:

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

In addition to their A-Level options, students also take part in a wide-ranging enrichment programme with core, elective and co-curricular components. Core enrichment will include a

programme of Advanced Study Skills which can lead to the Extended Project Qualification (EPQ) in the Upper Sixth. It will also include Life Skills and PE as non-examined courses as well as courses on Financial Awareness, ICT, Self-Defence and First Aid. Students 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, STEM competitions and Oxbridge preparation classes.

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

Subject choices

The school aims to allow girls to follow their chosen options for GCSE or A Level. At GCSE the options blocks, which are created prior to choices being made, are based upon subject combinations that have been selected over recent years. At A-Level, the option blocks are designed around their choices. It is rare for any pupil's choices not to be accommodated.

Management of the curriculum

The Deputy 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 SRE is drawn up by the Head of Life Skills 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. The Life Skills curriculum includes economic education.

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 Head of Futures oversees the delivery of Careers education components in throughout the school. 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. External careers advice agencies are employed to assess and advise girls at Key Stage 4 (at the end of Year 10 or at the beginning of Year 11) to ensure impartiality and enable pupils to make informed choices about a broad range of options. Girls are also given guidance about GCSE and A level options and may arrange individual appointments as required.

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 schemes of work.

Theology and Philosophy forms a core part of the curriculum in Years 7 to 11. 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 Life Skills. Respecting cultural and ethnic diversity is also addressed in the Modern Foreign Languages curriculum. Pupils learn about the rule of law and democratic process in History lessons as well as in Life Skills.

Girls in Year 8 have dedicated lessons in Debating, where they learn to engage in a reasoned way with different perspectives.

All pupils 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.

Co-curricular activities, such as Debate Club, Politics Club and the Feminist Society, provide additional opportunities for students to learn about fundamental British values. Debating is a key part of the co-curricular provision, providing opportunities for students to learn how to argue and defend points of view. Opportunities such as a general election 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 at least three times a week and provide additional opportunities to promote Fundamental British values.

Co-curricular activities

The co-curricular programme provides opportunities to enhance and enrich the main curriculum as well as accommodate new interests. Please see the Co-Curricular Policy for further details.

Review of the curriculum

The Senior School curriculum is reviewed periodically by the Senior Leadership Team. In the Junior School the Head of the Junior School 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. 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 Head of Learning Strategies also ensures that where a pupil has a statement, 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 level are being made. There is also an opportunity for girls and parents to talk to

Heads of Department about their subjects at the Sixth Form Information Evening in the autumn term. Curriculum summaries for each subject, across every year group are available on the Parent Portal.