



CURRICULUM POLICY
Girls' Division Senior School

Bolton School Girls' Division Senior School Curriculum Policy, 2018/19

Introduction

In the Senior School, this policy is supported by Departmental schemes of work and is linked to other whole school policies such as those on Assessment and Teaching and Learning. Our Curriculum and other policies support the following Aims of the School:

Bolton School seeks to realise the potential of each pupil. We challenge, encourage initiative, promote teamwork and develop leadership capabilities. It is our aim that students leave the school as self-confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community.

We do this through offering:

A rich and stimulating educational experience which encompasses academic, extra curricular and social activities,

A supportive and industrious learning environment for pupils selected on academic potential, irrespective of means and background.

Our curriculum is designed to allow all pupils to learn and to make progress by giving them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Departmental schemes of work outline subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Educational and Health Care plan (or statement). The curriculum and extracurricular and social activities allow pupils to acquire speaking, listening, literacy and numeracy skills (see Areas of Experience below). In each year, the girls follow a PSHEE (Personal, Social, Health & Economic Education) programme and they receive appropriate careers guidance from Year 7 onwards (below). The School takes very seriously its responsibility to give its pupils excellent preparation for the opportunities, responsibilities and experiences of adult life. It aims to provide an environment in which individuals are respected and encouraged to reach their full potential. The school is committed to providing equal access for all pupils to the broad and balanced curriculum to which they are entitled, in line with the Equality Act of 2010. Our intention is that all significant groups of pupils receive an excellent curriculum, including those pupils with SEND, those for whom English is an Additional Language, the most able, and those pupils who have other particular needs, such as young carers. The ethos and curriculum of the school ensure that all girls receive effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society.

Monitoring of Progress Throughout the Senior School

Tracking, Intervention and Monitoring strategies aim to follow an individual pupil's progress and to assess it against benchmark data produced by the Entrance Exam scores, MidYis tests, YELLIS test, ALIS GCSE-based data and ALIS online-data tests.

At Key Stage 4 and 5, girls are made aware of the benchmarking data which we have about them and this information is used in one-to-one discussions with pastoral and subject staff to enable staff and girls to work together to set targets for each individual pupil in each of her subjects. Girls are encouraged to be aspirational in their target-setting but these targets may be refined over the two years if the targets have proven to be unrealistic as the GCSE or A Level course has unfolded.

Currently, at Key Stage 3, girls are not routinely made aware of the benchmarking data

which we have about them, although parents are able to request the MidYis data if they wish. Plans are in motion to begin to share this information with the girls in 2018/19, although without wanting to limit their aspirations.

At regular assessment points, teaching staff enter their pupils' performance and/or achievement data such that the Head of School (ie Middle School (KS3), Upper School (KS4), and Sixth Form (KS5) can assess whether or not the girl is achieving above, below, or at her 'expected' level, given the benchmarking and prior attainment data which we have on her.

The Head of School meets with the Headmistress and/or Assistant Head i/c Achievement alongside the relevant Year Tutor at a WRAP meeting to discuss how girls have performed prior to and/or at the assessment point. Girls with SEND, EAL and AGT pupils are specifically looked at as a discrete group to make sure that there are no patterns of low performance in these areas. Any girls who are falling behind are identified so that further interventions can take place. Girls who are exceeding expectations are congratulated and may receive a post card in recognition of this fact from the Headmistress.

Areas of Experience

Linguistic: Pupils develop their communication skills and their command of the written and spoken language throughout the curriculum but most particularly in their study of English Language and Literature and of Ancient and Modern Foreign Languages.

In the Senior School, all girls study English Language and Literature to GCSE and two English courses are offered in the Sixth Form.

Since September 2015, Year 7 girls have been able to study French and Spanish. They have the choice of two or three foreign languages in Year 8 and Year 9, when German and Latin are offered as well. (Prior to September 2015, Year 7 girls only studied French and a Classical course and then opted for one of Latin, German or Spanish as well as their French.) At GCSE, girls are expected to study a Modern Foreign Language and the overwhelming majority do so.

Latin and Greek are offered at KS4 and Latin, Greek and Classical Civilisation are offered at KS5; these subjects are generally offered jointly with the Boys' Division at this stage.

The School is now also in the third year of offering Mandarin as an additional after-school option, for which a supplement is charged. The first cohort of girls preparing for GCSE will begin in 2018/19.

Mathematical: Pupils develop their understanding and appreciation of relationships and patterns in number and space as well as their capacity to think logically and express themselves clearly in Mathematics lessons and in areas of the Science, Computing and Technology curriculums. Their knowledge of Mathematics is developed in a variety of ways, including practical activity, exploration and discussion. Girls study Mathematics throughout KS3 and KS4 and are setted during the first term of Year 7 and thereafter. An advanced Mathematics course is offered as an extra curricular option to KS4 girls. In the Sixth Form, girls have the option to study Mathematics and Further Mathematics is also offered. **Scientific:** The study of Science allows pupils to increase their knowledge and understanding of nature, materials and forces and to develop the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. In Science, girls study a general course in Years 7 and 8 before being split into Biology, Chemistry and Physics groups in Year 9. At GCSE, the majority of girls study single Sciences except for those who would be best suited to following the Trilogy course, leading to two Science GCSEs. Biology, Chemistry and Physics are taught at KS5 and there

is also normally the possibility of taking Electronics in the Boys' Division.

Technological: Technological skills, which include the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products, are taught in a variety of subjects at KS3 and KS4. More particularly, the girls follow a Technology curriculum at KS3 with lessons in ICT/Computing, Textiles, Food Preparation and Nutrition, and Product Design. Each of these courses is offered at KS4 and then Computer Science, Textiles and Product Design are offered at KS5, although national changes mean that since September 2017 there is now only one course covering Product Design and Textiles (an overarching 'Technology' course) at GCSE- girls will choose to specialise in one or the other.

Human and social: This area, concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions, is particularly taught at KS3 in History, Religious Studies and Geography lessons, which are also offered as options at KS4 and KS5. At KS5, Politics and Psychology are added to the subjects offered. (At KS5, Politics and Religious Studies are taught by the Girls' Division staff but boys may opt to join the class, subject to space; the Psychology teachers work within both the Boys' and the Girls' Division, but their groups are usually single-sex).

Physical: This area, which aims to develop pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance, is taught through PE and Games lessons at KS3 and KS4. Opportunities for lessons in sports are also offered as part of the Curriculum Enrichment Programme at KS5. It is also normally possible for a small number of girls to study Physical Education at A Level in the Boys' Division at KS5. Further opportunities at all stages of the school are offered by the large extracurricular programme of sport. Pupils acquire knowledge and understanding of the basic principles of fitness and health in a number of areas, including PE and Games, PSHEE, Food, and Science.

Aesthetic and creative This area, concerned with the processes of making, composing and inventing, is present in all subjects with aesthetic and creative aspects, particularly art, music, drama and the study of literature, which call for personal, imaginative, and often practical, responses. Girls study Art and Music at KS3 and these are offered as options at KS4 and KS5. Graphics may sometimes also be studied at KS5, taught in the Boys' Division. Girls study drama and literature in English lessons up to KS4 and then as optional subjects at KS5. (At KS5, Theatre Studies is taught by the Girls' Division and offered to both boys and girls). Further opportunities are offered by the extensive extracurricular programme of Art, Drama, creative clubs and Music.

Special Educational Needs and/ or Disabilities

Bolton School is an academically selective school to which entry is achieved through a competitive process and/ or examination. There are within the school a small number of pupils with identified special educational needs and/or disabilities (SEND), such as mild dyslexia, dyspraxia, ADHD, hearing disability and limited sight. In the Senior School, we may withdraw pupils with a specific learning difficulty from KS3/ 4 lessons for specialist teaching as well as endeavouring to cater for such pupils alongside their peers by adopting appropriate classroom practice. At KS5, specialist teaching takes place during a girl's non-contact time.

Where a girl who passes the Entrance Exam has a statement of needs or an EHC plan and her parents decide that they would like her to attend Bolton School, we work with the authority maintaining the statement to ensure that the latter is satisfied that the arrangements are suitable and that we are able to provide effective education. Such statements/ EHC plans are reviewed annually by the local authority to ensure that the required curriculum is being provided.

The School endeavours to identify at the earliest opportunity any pupil who may have SEND and, where necessary, to provide different levels of intervention to match the pupil's level of need. Where a teacher, parent or outside agency (including feeder school) expresses concern about a pupil which may indicate SEND, the Head of School and the Learning Support Coordinator will liaise with the pupil, her parent(s) and teachers in order to agree methods for dealing with the pupil's needs.

Teaching staff and, where appropriate, support staff are made aware of each pupil's needs so that they may be met in all school settings. All teachers have a responsibility to ensure that each girl, including those with SEND, is given every opportunity to fulfil her potential within the classroom and therefore to adhere to any recommendations set out in the IEP (below). It is the responsibility of the Head of Department to ensure that schemes of work and associated resources are appropriate for the needs of those with SEND.

In line with the good practice outlined in the DfE Special Educational Needs Code of Practice 2001 and in the SEN and Disability Code of Practice 2014, the School provides individual education plans (IEPs) for girls with significant learning difficulties or disabilities, and ensures that the admissions, discipline and other procedures (such as arrangements for school trips or examinations) take account of pupils' needs. The Learning Support Coordinator maintains a register of those girls with an IEP. The School nurse may be involved with the drawing up of Individual Health Care Plans where appropriate.

The School also makes provision for pupils with EAL, both through support in the normal curriculum and by arranging extra tuition when appropriate, for which a supplementary fee may be charged.

More Able and Talented Pupils

In its pursuit of the best possible education for all pupils, the School seeks to extend those girls who are judged as mentally gifted (with scores of 130 or higher and therefore in the top 2% of the population), more able (those with evident attainment or latent high ability in one or more academic subject) and/ or talented (those with evident attainment or latent high ability in a creative or expressive art and/ or sport). Quantitative and qualitative data (such as performance in benchmarking tests or teachers' perceptions and observations) are used to compile a Register of Gifted, Able and Talented pupils. It is the responsibility of the teaching staff to be aware of these pupils' needs and to respond to them as appropriate in their lessons. Enrichment activities outside the class are also offered in particular to these girls via the 'Dymond Society'.

PSHEE

PSHEE is designed to help give pupils the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed, active and responsible citizens. PSHEE lessons actively encourage respect for other people, with particular regard to the protected characteristics under the Equality Act of 2010 and to Fundamental British Values. PSHEE lessons are taught by Form staff and, where appropriate invited speakers from internal and external agencies to all girls in all year groups for one period (50 minutes) per cycle. They include information on Citizenship. Teachers have access to on-going support and guidance as part of their own professional development and teaching materials are reviewed for quality and relevance. PSHEE and Citizenship are also taught through suspended timetable activities which vary from year to year but which may include the Year 7 PSHEE day (which includes work on healthy eating), a Year 8 Mental Health Day, a morning or afternoon session with Year 9 to raise awareness of Disability and the Year 10 Challenge Day. A summary of the PSHEE scheme of work can be found on the Girls' Division website.

The SRE (Sex and Relationships Education) Policy can be found below as Appendix 2.

Careers Education and Guidance (CEG)

The Girls' Division Careers Department aims to be a centre of excellence and to provide an environment in which all individuals are encouraged to reach their full potential. Work-related learning and enterprise education are therefore seen as integral parts of the CEG programme. Careers Education and Guidance begin in Year 7 and continue throughout the key stages. Impartial advice is given so that no bias or favouritism is shown towards a particular education or work option but girls are helped to make informed choices and encouraged to reach their potential.

The HE and Careers programme is delivered through a variety of means: discrete modules as part of the PSHEE and, for Sixth Form, CEP programmes; form and year group activities and talks. These have included in the past: the Year 7 Work Taster Day, the Year 8 Careers Day, and the Year 10 Challenge Day; the Year 12 Business and Enterprise Skills Training Programme (sponsored by KPMG); specialist careers days (most recently on Media and Creative industries, Medical careers, and careers in Engineering) for girls interested in particular areas; a Year 10 psychometric 'Morrisby' test followed by Morrisby interviews, attended free of charge by each pupil with her parents; organised visits to Open Day events; a very large Careers and HE Fair, organised every two years and attended by over 100 exhibitors from the world of HE and employment. Help is also given to girls in finding Work Experience opportunities.

CEP (The Curriculum Enrichment Programme) in the Sixth Form

The Curriculum Enrichment Programme takes place once a week. Girls either pursue a whole year programme or two half year programmes. The Head of Sixth Form may populate some groups or recommend particular choices for individuals but a significant element of student choice is exercised.

The courses offered are:

- Sociology for Beginners (Y12 only)
- Art Foundation (Y13 only)

- Conservatoire (Y13 only)
- Introduction to Law
- Food Matters (Year 12 only)
- Sport
- British Sign Language Level 1
- Maths for Science (recommended for Biologists and Chemistry not taking A Level Mathematics)
- Study skills
- Oxbridge Preparation (Spring of Y12 and Autumn of Y13)
- Medics, Vets & Dentists (Spring of Y12 and Autumn of Y13)
- University survival (Y13 only)
- Young Enterprise (Y12 only)

The courses have been selected and designed with the aim of enhancing students' academic and professional skill sets as well as providing for areas that may not otherwise be catered for once a girl narrows her subject range at A Level. University Survival offers advice with choosing and applying for university as well as teaching practical skills such as cooking and shopping on a budget. Sign Language is taught by an external provider and is certificated following an examination at the end of the year.

This policy was updated in August 2018 and will be reviewed in August 2019 at the latest.

Appendix 1: Curriculum Offering at Key Stages 3-5, September 2018

Key Stage 3

Maths

English (to include Drama)

Science (taught as separate sciences from Year 9) PE

Year 7: French and Spanish

Year 8 & 9: two or three languages from French, Spanish, German and Latin (which must be the third language if three are taken)

Geography, History, RS Music

Years 7: Art, Textiles, Product Design, Food

Year 8 and 9: three from four of Art, Textiles, Product Design, Food and Computing ICT (which includes Computing as part of the provision in some years) PSHEE

Key Stage 4 (9-12 GCSEs, depending on options)

Maths

English Language (to include Drama) and English Literature

Science (taught as sciences as part of the Trilogy course or as Separate Science qualifications)

PE

PSHEE

Options (up to five, depending on Science choice and whether or not further support is required in English/ Mathematics):

One or two foreign languages (from French, Spanish & German)

Latin, Greek

Geography, History, RS

Art, Music

Technology (Textiles or Product Design strand), Food Preparation & Nutrition, Computer (Further Mathematics taught as an extracurricular option at lunchtimes)

Key Stage 5 (for most girls, 4 AS subjects followed by 3 A Levels)

PSHEE & CEP (Curriculum Enrichment Programme, including EPQ)

Options:

Maths, Further Maths

English Language, English Literature, Theatre Studies (offered in the Girls' Division to both boys and girls)

Biology, Chemistry Physics

French, German, Spanish

Classical Civilisation, Greek, Latin, (usually taught across the two Divisions)

Geography, Politics (offered in the Girls' Division to both boys and girls), History, RS (offered in the Girls' Division to both boys and girls)

Art, Music

Textiles, Product Design

Computer Science (taught across the two Divisions) Business, Economics

Psychology (taught to single-sex groups by a Department which runs across the Girls' and

Boys' Division)

Sports Science (offered in the Boys' Division to boys and occasionally taken by girls)

Electronics (offered in the Boys' Division to boys and occasionally taken by girls)

Graphics (offered in the Boys' Division to boys and occasionally taken by girls)

Appendix 2: SRE Policy (Girls' Senior and Hesketh House)

This policy is underpinned by the Sex and Relationships Guidance, DfEE 2000, which is applicable to maintained secondary schools, and by the guidance from the PSHE Association, 'Sex and Relationships Education (SRE) for the 21st Century'.

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects (such as the biological facts relating to human growth, puberty and reproduction) are taught in science, and others are taught as part of personal, social, health and economic education (PSHEE). PSHEE helps pupils to think about the different social contexts, influences and beliefs that affect personal behaviour. It also develops a positive vocabulary and the strategies and skills children and young people need to stay healthy and safe.

A comprehensive programme of SRE provides medically and factually accurate information about the body, reproduction, sex, and sexual health, including how to access services. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is therefore an essential part of the school's duty to safeguard the girls' welfare and promote their emotional well-being. The SRE programme links to the ICT Curriculum in teaching that the internet and social media are important resources for learning and information but that there are risks which must be negotiated in order that young people are able to stay safe online.

The PSHEE programme in both the Junior and Senior schools is designed to meet the needs of the girls and to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We recognize that girls need high-quality sex and relationships education so they can make wise and informed choices. Sex and relationships education encompasses an understanding of the ways in which humans love each other and stresses the importance of respecting individual autonomy. In line

with government guidance on SRE in the state sector, SRE at Bolton School Girls' Division involves teaching children about reproduction, sexuality and sexual health; it does not promote early sexual activity or any particular sexual orientation. Learning how to show respect through listening and sharing is also part of sex and relationships education. Pupils can learn how to challenge one another's ideas and behaviour in non-confrontational ways, recognising the difference between aggressive and assertive responses.

It is recommended that children in primary schools should have a sex and relationship education programme tailored to their age and the physical and emotional maturity. The 2000 guidance says that all children, including those who develop earlier than average, need to know about puberty before they experience it and that they should learn 'how a baby is conceived and born' before leaving primary school. Under the KS1/2 Science Curriculum, Hesketh House girls should know about puberty and how a baby is born. In the early primary school years, education about relationships within PSHEE focuses on friendship, bullying and the building of self-esteem. In addition, they learn that their body belongs to them and that they can say who has access to it.

In the Senior School, SRE is also part of the PSHEE framework in addition to the Science curriculum topics. Sex education is taught within a broader context of self-esteem and responsibility for the consequences of one's actions.

In preparing to discuss sex education with their class, form teachers are guided about what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions. For example, whilst children may learn the significance of marriage and stable relationships as key building blocks of community and society, teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Young people, whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. It is important that teachers deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teachers must be particularly sensitive to the issue of homophobic bullying, in line with the School's Anti-bullying policies. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships.

As part of the Senior School PSHEE programme, the Nurses or other appropriate adults give young people full information about different types of contraception, including emergency contraception and their effectiveness. When abortion is covered within the programme, girls have the opportunity to explore the dilemmas, so that they know and understand about abortion, and develop the communication skills to discuss it with parents and health professionals. Lectures given by outside speakers to different year groups give the girls a better understanding of the way in which internet pornography can distort young people's attitudes towards sex and sexuality. They also help the girls appreciate the dangers of sexting, grooming, domestic violence and sex trafficking.

Pupils are taught about all aspects of the law and sexual consent - notably that, in the law on sexual offences, the onus is on getting rather than giving consent. Teaching promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication. Girls are taught how to identify

behaviour in a relationship which is positive and supportive and that which is exploitative and controlling.

The classroom is never a confidential place to talk, and that remains true in sex and relationships education. Pupils are reminded that lessons are not a place to discuss their personal experiences and issues – or to ask others to do so – through the establishment of ground rules or a working agreement. Any visitor to the classroom is bound by the school’s policy on confidentiality, as set out in the Behaviour Management Policy for Staff, Volunteers, Contractors and Other Adults, regardless of whether they have – or their organisation has – a different policy. If a teacher or other adult believes there is a safeguarding or child protection issue, the Senior Designated Lead must be informed, in line with the Foundation Safeguarding and Child Protection Policy.

Parents may withdraw their children (up to the age of 19) from sex education other than the sex education that is in the examined Science Curriculum (such as the biological aspects of human growth and reproduction). This will not preclude spontaneous discussion or the answering of questions that arise naturally in other curriculum areas. Parents who wish to withdraw their children will be invited to see the Headmistress. She will explore their concerns and discuss the impact that such an action might have on the pupil.

NB A parent’s choice to withdraw a child from SRE does not affect the child’s right to use confidential health services provided by the School or elsewhere.