



KING EDWARD VI  
HIGH SCHOOL FOR GIRLS

---

*Curriculum*  
BOOKLET

**2024/25**



# *Welcome*

FROM THE HEAD OF SCHOOL



The first three years of life at KEHS will stimulate your daughter's intellectual curiosity, introduce her to new disciplines, empower her to develop knowledge and skills, and lay the foundations for a successful academic career at the school.

Our teachers are passionate about their subjects and harness the best aspects of both traditional and innovative teaching methods to deliver a rigorous and engaging curriculum. Our unrivalled holistic education will ensure there are abundant opportunities for your daughter to extend her interests outside the classroom in our extensive co-curricular programme.

This booklet provides an outline of the broad and rich curriculum covered by our pupils. The curriculum is always under review and recent changes have seen the introduction of GCSEs in Computer Science, Design and Technology, Mandarin and Physical Education, and A Levels in Computer Science and Politics.

Our Athena Programme, in which students are encouraged to explore subjects of interest beyond the confines of academic specifications, is now in its fourth year. Interdisciplinary learning - when different subjects interconnect - is encouraged across our curriculum.

Further information about topics taught in individual subjects, plus our extensive co-curricular programme, is available on the school website.

# CURRICULUM BOOKLET

Personal, Social, Health and Economic Education (PSHE) is taught through lessons from the Thirds to the Upper Fifth (Years 7-11). In these lessons we help students develop the knowledge, skills and attributes they need to manage their lives, helping them to stay healthy, safe and prepare them for life and work. The course is taught by a specialist team of PSHE teachers.

I hope you will find this curriculum overview useful. I look forward to seeing your daughter enjoy the opportunities here over the coming years.

Dr Paul Arnold  
Head of School



@KEHSBHAM

# *Thirds*

(Year 7)

Core	Optional
Art Biology Chemistry Computing Design & Technology Drama English Food Technology French Geography History Latin Maths Music Physical Education Physics Religious Studies  PSHE  Athena Programme	

# Lower Fourth

(Year 8)

Core	Optional
Art Biology Chemistry Computing Design & Technology Drama English Geography History Latin Maths Music Physical Education Physics Religious Studies  PSHE  Athena Programme	<b>Modern Foreign Languages</b> Pupils choose two from: <ul style="list-style-type: none"><li>• French</li><li>• German</li><li>• Mandarin</li><li>• Spanish</li></ul>



# Upper Fourth

## (Year 9)

Core	Optional
Biology Chemistry Computing English Geography History Latin Maths Physical Education Physics Religious Studies  PSHE  Athena Programme	<b>Modern Foreign Languages</b> Pupils continue with the two languages chosen in the Lower Fourth, from: <ul style="list-style-type: none"> <li>• French</li> <li>• German</li> <li>• Mandarin</li> <li>• Spanish</li> </ul> <b>The Arts</b> Pupils choose two options from the following and study them throughout the year: <ul style="list-style-type: none"> <li>• Art</li> <li>• Design &amp; Technology</li> <li>• Drama</li> <li>• Music</li> </ul>

# Lower Fifth

(Year 10)

Core	Optional
<p><b>GCSEs</b> English Language English Literature Maths</p> <p><b>Non-examined subjects</b> Physical Education PSHE</p> <p><b>Enrichment rotation</b> Enterprise Education PPE 1 PPE 2 Food Studies Wellbeing</p>	<p><b>GCSEs</b> Pupils select a further seven subjects, to include at least two sciences and one Modern Foreign Language, from:</p> <ul style="list-style-type: none"><li>• Art &amp; Design</li><li>• Biology</li><li>• Chemistry</li><li>• Computer Science</li><li>• Design &amp; Technology</li><li>• Drama</li><li>• French</li><li>• Geography</li><li>• German</li><li>• Greek</li><li>• History</li><li>• Latin</li><li>• Mandarin</li><li>• Music</li><li>• Physical Education</li><li>• Physics</li><li>• Religious Studies</li><li>• Spanish</li></ul> <p>Athena Programme</p>





# Upper Fifth

(Year 11)

Core	Optional
<p><b>GCSEs</b> English Language English Literature Maths</p> <p><b>Non-examined subjects</b> Physical Education PSHE</p>	<p><b>GCSEs</b> Pupils continue with the seven subjects chosen in the Lower Firth, to include at least two sciences and one Modern Foreign Language, from:</p> <ul style="list-style-type: none"> <li>• Art &amp; Design</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Computer Science</li> <li>• Design &amp; Technology</li> <li>• Drama</li> <li>• French</li> <li>• Geography</li> <li>• German</li> <li>• Greek</li> <li>• History</li> <li>• Latin</li> <li>• Mandarin</li> <li>• Music</li> <li>• Physical Education</li> <li>• Physics</li> <li>• Religious Studies</li> <li>• Spanish</li> </ul> <p>Additional Maths</p> <p>Athena Programme</p>

# Lower Sixth

(Year 12)

Core	Optional
<p>Physical Education</p> <p>Enrichment lessons</p> <p>Friday Afternoon Blocks</p>	<p><b>A Levels</b></p> <p>Pupils select four subjects, from:</p> <ul style="list-style-type: none"><li>• Art</li><li>• Biology</li><li>• Chemistry</li><li>• Computer Science</li><li>• Economics</li><li>• English Literature</li><li>• French</li><li>• Further Maths (permitted as a fifth A Level)</li><li>• Geography</li><li>• German</li><li>• Greek</li><li>• History</li><li>• Latin</li><li>• Maths</li><li>• Music</li><li>• Physics</li><li>• Politics</li><li>• Psychology</li><li>• Religious Studies</li><li>• Spanish</li><li>• Theatre Studies</li></ul> <p>Extended Project Qualification (EPQ)</p> <p>Athena Programme</p> <p>Subject extension lessons</p>



# Upper Sixth

(Year 13)

Core	Optional
Friday Afternoon Blocks	<p><b>A Levels</b> Pupils continue with three or four subjects based on their Lower Sixth choices, from:</p> <ul style="list-style-type: none"> <li>• Art</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Computer Science</li> <li>• Economics</li> <li>• English Literature</li> <li>• French</li> <li>• Further Maths (permitted as a fifth A Level)</li> <li>• Geography</li> <li>• German</li> <li>• Greek</li> <li>• History</li> <li>• Latin</li> <li>• Maths</li> <li>• Music</li> <li>• Physics</li> <li>• Politics</li> <li>• Psychology</li> <li>• Religious Studies</li> <li>• Spanish</li> <li>• Theatre Studies</li> </ul> <p>Extended Project Qualification (EPQ) Athena Programme Subject extension lessons</p>

# *Athena Programme*

One of our aims is 'to generate a culture of scholarship, in which academic outcomes and learning for its own sake are both valued'.

Outstanding teaching, combined with our forward-looking and challenging curriculum, enable our pupils to go beyond the confines of exam specifications and make connections across disciplines.

Now in its fourth year, our Athena Programme encourages pupils to pursue intellectual interests beyond the taught curriculum. The programme involves pupils selecting a pursuit of enquiry from one of the following disciplines in turn: Arts, Humanities and Sciences.



There are a range of activity options at varying levels that pupils can choose under these categories. Most categories have an activity that encourages an awareness of the local area and another activity that allows them to explore the links across different subject areas.

Activities include and are not limited to: reading books from a carefully compiled reading list, conducting research, completing online courses, listening to recommended podcasts and watching themed videos.

Pupils work independently on the activity they have selected, and have the opportunity to reflect on and discuss their output.

Pupils in the Upper School are encouraged to work on an activity throughout the year.

Pupils in the Lower School are given three weeks free of academic homework with the aim being for them to work throughout the year on topics which particularly spark their curiosity and enthusiasm.

Scan the  
QR code  
to find out  
more about  
the Athena  
Programme



# *Homework Policy*

The purpose of homework:

- homework allows pupils to pursue their studies in greater depth and breadth, thus extending what they learn in school
- it helps them to develop the skills, confidence and personal organisation needed to study effectively on their own
- it provides opportunities to consolidate and reinforce skills and understanding developed at school
- it permits the completion of work not well suited to the constraints of the classroom
- it helps to accommodate the particular demands of GCSE and A Level coursework.

## **Thirds - Upper Fourth**

Each form has its own homework timetable. The homework timetable is a guide to the time that is likely to be taken but any girl who finds herself taking considerably more or less time should seek the advice of her teachers.

Repeated concerns raised by a subject teacher about the quality of completed homework by a pupil will be discussed by the Form Teacher and Head of Year and strategies may include involving parents.



## **Lower Fifth - Upper Fifth**

Girls in the Lower and Upper Fifth are expected to maintain a steady homework pattern, in order to consolidate class work at this important stage in their education, and to help them progress confidently to the GCSE examinations. In those subjects where GCSE coursework is a key component, assignments often have to be completed for homework. Girls are expected to hand in homework on time, and individual responsibility for this is encouraged. The greater self-discipline required in the Lower and Upper Fifth in both the organisation and completion of homework is essential preparation for study in the Sixth Form and beyond.

The individual nature of the girls' timetables in the Lower and Upper Fifth means that it is no longer possible to send home to parents a copy of the form's weekly homework timetable as we have done in the Lower School. An indication of the amount of time that girls should be spending each week on each subject is shown on the following pages.

## **Sixth Form**

A Level subjects - 4 hours per subject per week.

## **Homework Diaries**

Thirds to Upper Fifths will be provided with personal organisers to record homework and parents will not be expected to sign these unless a girl's homework is being monitored. Subject staff may also record details in personal organisers if homework is not done. Sixth Formers have a slightly different personal organiser.

# CURRICULUM BOOKLET

## Homework Allocations Per Subject Per Year Group

	3rds	L4	U4	L5	U5	L6/U6
Additional / Further Maths	-	-	-	30	30	240
Art	30	30	30	60	60	240
Biology	30	30	30	60	60	240
Chemistry	30	30	30	60	60	240
Computer Science	-	-	-	60	60	240
Design & Technology	-	-	-	60	60	240
Drama / Theatre Studies	*	*	*	60	60	240
Economics	-	-	-	-	-	240
English	45	45	45	80	80	240
French	30	30	30	60	60	240
Geography	30	30	30	60	60	240
Greek	-	-	-	60	60	240
History	30	30	30	60	60	240
Latin	30	30	30	60	60	240
Mathematics	45	45	45	60	60	240
MFL (German, Mandarin, Spanish)	-	30	30	60	60	240
Music	*	*	*	60	60	240
PSHE	-	-	-	-	-	-
Physical Education	-	-	-	60	60	-
Physics	30	30	30	60	60	240
Politics	-	-	-	-	-	240
Psychology	-	-	-	-	-	240
Religious Studies	30	30	30	60	60	240
<b>Hours per week</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>16</b>



@KEHSBHAM



\*Independent study tasks are set out at the start of the year and it is expected that pupils complete at least 3 tasks per term.

While the indication of the amount of time to be spent on each subject weekly remains constant, the number of pieces of work set and the completion date for a piece of work may vary. Because of the more demanding nature of the work involved in GCSEs, subject teachers may wish to set work several days in advance of the completion date. This will require girls, with the help of their subject and form teachers, to take greater responsibility for the longer-term planning and organisation of their work. Careful recording of homework tasks and completion dates will therefore be essential.

### **Coursework / Non Examination Assessment**

Deadlines are set by each department and it is important that students complete work by the required deadline as this has implications for our ability to provide support and feedback.

### **Assessment**

Subject teachers will carry out assessments throughout the year, informally in lessons, and more formally in topic tests to monitor how students are progressing. The school encourages students to see these formative assessments as part of the learning journey and we urge students to use feedback to inform future work.

Eventually, students will sit more formal GCSE and A Level examinations. To help them develop study and revision techniques and experience examination conditions, each year group has more formal summative examinations in the summer term. During times of examination preparation, we encourage students to maintain a healthy work-life balance and continue with co-curricular activities. The Thirds examination week also features enrichment activities.







**KING EDWARD VI**  
HIGH SCHOOL FOR GIRLS

King Edward VI High School for Girls  
Edgbaston Park Road  
Birmingham  
B15 2UB

**T:** 0121 472 1834  
**E:** [admissions@kehs.org.uk](mailto:admissions@kehs.org.uk)

**[www.kehs.org.uk](http://www.kehs.org.uk)**