



**KING EDWARD VI
HIGH SCHOOL FOR GIRLS**

**King Edward VI High School for Girls
Curriculum Policy**

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INDEX

The Curriculum at KEHS	3
Curriculum Content	5
Sixth Form	5

King Edward VI High School for Girls Curriculum Policy

The curriculum at KEHS:

- aims to be distinctive in its strong academic emphasis, within a framework of the moral, social, aesthetic and spiritual development of the individual;
- emphasises the importance of independent study and thinking;
- aims to inspire a love of learning for its own sake and a pursuit of excellence in school and beyond;
- includes areas not studied for examination assessment which are valued as much as those which are studied for external accreditation;
- provides opportunities for service to others;
- aims to complement a full range of extra curricular activities;
- recognises that virtually 100% of girls will go on to degree courses.

Our curriculum philosophy is to offer a very broad, but balanced, first-class education. In this academically selective school, we aim to enable all girls to reach their potential by teaching at a level appropriate to their abilities and age. We encourage girls to maintain a balance between their academic studies and wider interests.

The curriculum at KEHS gives girls experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

The curriculum allows girls to develop skills in literacy increasing their linguistic and communication skills through listening, speaking, reading and writing.

The curriculum also allows the girls skills to acquire skills in numeracy. Girls develop their mathematical abilities appreciating patterns in number and space whilst developing their capacity to think logically. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. The scientific curriculum focuses on increasing knowledge as well as developing essential processes of enquiry and logical thinking.

The curriculum on offer at KEHS allows girls to develop their understanding of the environment and of human actions in the past and present. There is the opportunity to consider the role of women both in the past and the present. Girls develop their creative, aesthetic and physical skills. They are equipped for the 21st Century with appropriate technological skills in order to move good learning forwards.

Our school curriculum comprises all learning and experiences (including trips and visits) that we plan for our girls.

There are opportunities in the curriculum for students to learn about and discuss fundamental British values including democracy, the rule of law, individual liberty and tolerance towards those of different faiths and beliefs.

Our PSHE curriculum reflects the School's aims and ethos and encourages respect for other people, paying particular attention to the protected characteristics set out in the 2010 Act. The aims and objectives of the PSHE programme are to equip the girls with positive life skills emphasising the

importance of health, economic education, democracy, self-motivation and as well as an interest in local and international affairs and ensures girls are able to make informed decisions.

Our curriculum should enable all girls to make good progress from one stage of their education to the next, allowing them to develop their individual strengths, talents and passions. We regularly review and update our curriculum both to meet the evolving needs of our girls and to incorporate appropriate national educational developments and recommendations.

There is no 'streaming' at any stage. On entry at age 11, girls are divided into classes, mainly based on their Form Group. Where there is a choice of course, girls are placed in groups only according to the subjects taken.

All girls are encouraged equally. It is considered important that girls learn to assess and accept their capabilities compared with those of others but there is no 'positioning' of girls in examinations.

The development of independent learning is one of the major curriculum aims of the school as a whole. We have been working on a number of whole school initiatives to foster independent learning, including the Athena Programme and the Level 3 extended project qualification with Sixth Form students.

We endeavour to provide opportunities to "stretch" the most able both within the classroom environment as well as through the extensive range of enrichment opportunities, including extended projects and national competitions, and to support those girls who need more focused attention in particular subject skills and concepts. KEHS is committed to delivering a curriculum where the subject matter is appropriate for the ages and aptitudes of all girls.

We are an academically selective school and we welcome all girls who can make the most of the opportunities that we offer and who can flourish in the caring environment of KEHS. Treating every girl as an individual is important to us, and we welcome girls with special educational needs, providing that we can provide them with the support that they require. We do not offer highly specialised and intensive treatment, however all reasonable adjustments will be made for applicants meeting the admissions criteria. Should a girl's needs change, these will be assessed and any necessary changes will be made in line with the school's Disability Policy and SEN and learning difficulties policy.

Certain girls have identified specific learning needs, such as mild dyslexia. All staff are aware of the specific learning needs of these girls and work with them to allow them to make progress.

The School provides appropriate support for pupils for whom English is an additional language, and those with other learning difficulties. [See the School's English as an Additional Language Policy and SEN and Learning Difficulties Policy for further details.]

Within this context, KEHS is committed to a high quality, wide-ranging education and to high quality teaching and learning. In addition, we allow individual girls to develop their own strengths, talents and passions and are therefore committed to offering a curriculum that provides enough flexibility for them to be able to do so.

Curriculum Content

During Year 7, all girls study a broad academic curriculum – see separate Curriculum Plan. Girls also follow non-examined courses in Personal, Social, Health and Economic education (PSHE). In Year 8,

girls continue with the Year 7 curriculum but are free to choose two Modern Foreign Languages (MFL) from French, German, Mandarin and Spanish. In Year 9 girls are able to make a choice and then study two of the following subjects: Art, Design Technology, Drama, Music.

At GCSE, all girls study 10 GCSE subjects comprising a core of English Language and Literature and Mathematics. In addition, they must choose at least one MFL and two sciences. Our expectation is that the majority of girls will continue to study all three separate sciences, particularly if they are considering a career in engineering, medicine, pharmacy or veterinary science, or if they are unsure about their future career plans, as we would not want them to limit their choices in the future. There may be valid reasons for some girls to choose to study two of the three sciences to enable them to pursue a different academic pathway and select another subject in place of the third science; this is an option we consider in discussion with the individual and her parents.

Girls are then able to choose a further three or four options from the following subjects - see separate Curriculum Plan. All girls follow an enrichment programme in Year 10, a rotation of the following; Philosophy, Politics and Economics (1), Philosophy, Politics and Economics (2), Food Studies, Enterprise Education, Wellbeing.

Sixth Form

The Sixth Form has a long-standing tradition of combining excellence in specialist academic studies with broad cultural awareness and the development of confidence in personal skills.

Since September 2016, we have continued to encourage girls to choose four A Level subjects. A minority of girls will opt for Further Maths and may study five subjects initially. A number of girls continue with four subjects in the Upper Sixth. Lower Sixth Form follows the bespoke Enrichment course, where the girls continue to look at social, ethical and political issues, Friday afternoon blocks and Physical Education. The School also offers girls the chance to study for the EPQ.

Our response to national changes at 16+ is to continue to provide academic courses which challenge the girls in our Sixth Form. We expect girls to achieve highly at A level but also see the two years as a time for personal development in many other ways. Opportunities through the non examination curriculum and through extra-curricular activities enrich the Sixth Form at King Edward VI High School for Girls. Although it is not compulsory, we do hope that many girls will opt to participate.

All girls receive appropriate careers guidance reflecting the needs of a pupil body of above average ability. This includes advice about option choices both at GCSE and A level and career choice opportunities; all girls undertake work experience. All KEHS girls are able to obtain information about training, education and occupations beyond school.

All guidance is presented in an impartial manner, enabling girls to make informed choices about a broad range of career options, allowing them to pursue their interests.

The KEHS curriculum prepares all of its girls for the opportunities, responsibilities and experiences of adult life.