

# **Sophia** **HIGH SCHOOL**

## **Curriculum Overview**

### **National Curriculum for England & The International Primary Curriculum**

**September 2020**

## 1 Introduction

- 1.1 The purpose of this overview is to provide parents with an overview of our approach to the delivery of the curriculum at Sophia High School. This overview may be read in conjunction with our Curriculum Policy.

The Aims of the delivery of our Curriculum are:

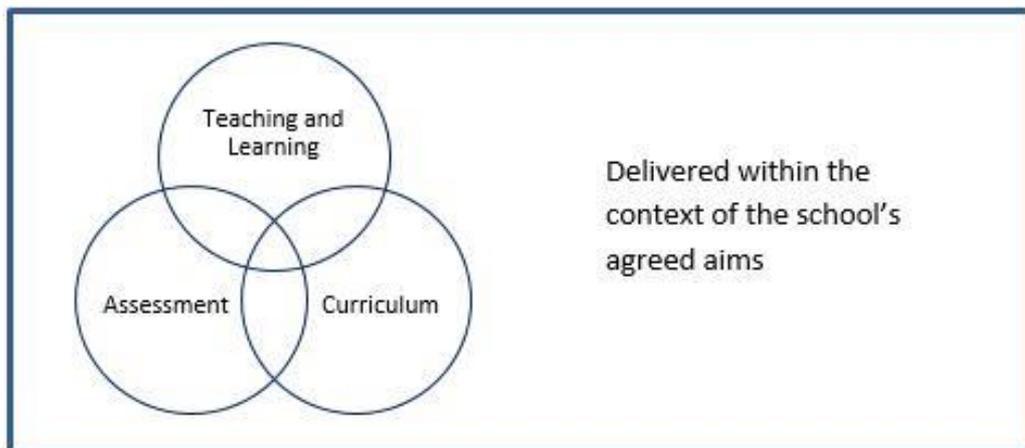
- Ensuring Sophia High School is a happy school. This happiness is built into the culture of the school. It comes from the unusual amount of individual attention we choose to give our students and the importance we place on family values and listening to our students, staff and in working together with our parents in an important partnership to get the best outcomes for our students.
- ‘Inspire Every Child’ through the delivery of broad, balanced curriculum, which challenges and inspires students to love learning and to shape a better world. Paramount to this is the importance we place on the mental health and wellbeing of our students.
- Balancing academic achievement, character development and the nurturing of a global perspective through our IPC and IMYC, we aim to offer a curriculum which stirs the imagination, fosters creativity, develops students’ critical thinking and inquiry skills and provides our students with the skills required for success in the 21<sup>st</sup> century.  
To enrich the student experience by providing exceptional learning throughout their educational journey. We embrace change, develop creative competencies in our students, strengthen our community and connect to the world beyond.
- Identifying individual potential and nurturing it so that all of our children can make the very most of themselves. Through our passion for character development and opening the doors for our students to connect to our global learning community, we inspire confidence and develop self esteem as we prepare them to be successful in their next stage of learning as we help them grow from the learners of today to the leaders of tomorrow.
- Sophia High School children learn that their own success in life comes through hard work, self-discipline and inner strength – and we teach them how to develop and harness those characteristics. They are taught that happiness comes from the pursuit of success rather than the trappings of it and that they can spread that happiness through respect, tolerance, good manners, honesty, compassion and fair-mindedness. And they learn that personal fulfilment depends on maturity, confidence and independence of thought.

- 1.2 We see the curriculum as, ‘The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards’.
- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:

## Curriculum Policy

---

- 1.5 We aim to provide a curriculum to develop pupils who love learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:
- A passion for life-long learning;
  - A capacity for independent and critical thinking;
  - Self-awareness, self-regulation and resilience;
  - Self-confidence without arrogance; and
  - Genuine interests that extend beyond the confines of the classroom.



- 1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

*The written policy, plans and schemes of work:–*

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

*For the purposes of paragraph the matters are:*

*(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*

*(b) that pupils acquire speaking, listening, literacy and numeracy skills;*

*(c) personal, social, health and economic education which:*

- (i) reflects the school's aim and ethos; and*
- (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);*

*(d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–*

- (i) is presented in an impartial manner;*
- (ii) enables them to make informed choices about a broad range of career options;*

*and*

*(iii) helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.*

- o where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;*
- o that all pupils have the opportunity to learn and make progress and*
- o effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.*

### 2 Taught Curriculum

#### The National Curriculum for England

The National Curriculum for England is a broad and balanced curriculum applied in over 150 countries across the world. It is based on a structured and broad framework that outlines expected levels of achievement through all stages of a student's school life.

In addition to development of specific skills and competencies, the curriculum emphasises critical-thinking skills, enquiry and research skills and creativity, the skills needed to meet the challenges of the future.

In Key Stage 1 - 3 (Year 1 - 9) our curriculum is based on the National Curriculum for England with adaptations to contextualise learning within our UK based setting but in recognition of our global community of students and families.

At Sophia High School, children study the following subjects

#### English

In English, we not only teach the fundamental skills of reading but also nurture children's reading attitudes with the aim that all children read for pleasure and have access to a wide range of high interest texts. To encourage every child's engagement in reading, the school provides links to productions of interest and guest speaker visits which are then incorporated into lesson planning to make every child's learning come to life.

Enjoyment of reading is at the heart of our approach to the curriculum. Pupils are encouraged to become confident, articulate writers who understand that writing is a means of learning, shaping experience, exploring ideas and expressing feelings.

The teaching of writing is delivered in a creative, stimulating and cross-curricular way linked with each topic. Children are taught through a writing process where they are introduced to the different types of writing (genres) through a stimulus which could be a text, extract or even film clip. From this stimulus children are able to unpick the key features in order to plan and create their own piece of writing. The teaching of grammar is also an integral part of all English lessons and children are taught how to punctuate and structure their writing correctly, becoming fluent and using the relevant terminology.

They make use of note-taking and word-processing as they work towards finished products which will be in a variety of forms for a variety of purposes. Key to all this is an ever deeper understanding of the impact of word choice and linguistic structures, which are to be used and enjoyed for their own sake as well as for specific effects.

Once a child has created a piece of writing, they then develop the skills needed to analyse and edit their work: constantly working towards taking those next steps to improve their writing. Children are also provided with opportunities to use drama techniques and opportunities to orally share their writing.

#### Math

We are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on

encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding of different calculation strategies and recall of mathematical facts and knowledge is important. The application of these skills and concepts to real-life problem solving contexts, using a mastery approach is also at the heart of our learning and teaching

## Science

The Science Curriculum builds on children's natural curiosity, by providing experiences which foster and stimulate their interest about their environment. During lessons, children are presented with practical opportunities, so that their learning journey is one of discovery and is both meaningful and relevant to them.

They are provided with the scientific terms and concepts to help them understand themselves and the world around them better, and through research and investigation, children continue to develop the knowledge and skills necessary for scientific inquiry. Throughout the IPC and IMYC the topics covered are revisited, in order to build on previous knowledge and skills.

### **The International Primary Curriculum (Year 1 – Year 6)**

### **The International Middle Years Curriculum (Year 7 – Year 9)**

The IPC Learning Goals are the foundation of the IPC. The IPC Learning Goals define what children are expected to know, what they should be able to do, and the understandings they will develop in their academic, personal and international learning. These learning goals guide learning and teaching and help to focus assessment. The IPC and IMYC has three types of learning goals:

Subject goals – this covers the knowledge, skills and understanding that children should learn in **Science, History, Geography, ICT, Technology, Music, Art, PE, Society and International**. Links are made to English and Maths throughout. These subjects are built into different thematic units of work, where they work independently yet interdependently with each other so that the student can talk about their learning through multiple perspectives,

Personal goals – this refers to those individual qualities and dispositions we believe students will find essential in the 21st century. There are eight IPC goals: enquiry, resilience, morality, communication, thoughtfulness, co-operation, respect and adaptability. Opportunities to experience and practice these specific dispositions are built into the learning tasks within each unit of work

International Learning Goals – The IPC and IMYC is unique in defining learning goals that help students to begin the move towards an increasingly sophisticated national, international, global, and intercultural perspective. Each unit has embedded within it, learning-focused activities that help students gain an increasing sense of themselves, their community and the world around them, whilst developing the capacity to take action and make a difference.

1.10 The IPC and IMYC Goals are broken down into three different types of learning: knowledge, skills and understanding, an essential combination to ensure the most effective learning experience.

## Knowledge Learning Goals

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess, even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know.

## Skills Learning Goals

Skills refers to things students are able to do. Skills have to be learned practically and need time to be practised. The IPC's Assessment for Learning Programme is based around the assessment of children's skills.

## Understanding Learning Goals

Understanding refers to the consideration of big ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing. You can't teach understanding, but what our units do is provide a whole range of different experiences through which children's understandings can deepen.

## Sustainable Development Goals

In September 2015, countries adopted a set of goals – the Sustainable Development Goals (SDGs)– with the aim of ending poverty, protecting the planet and ensuring prosperity for all.

Education plays a significant role in achieving these goals through increased engagement with global issues from leaders, teachers, children and the community. Our IPC and IMYC units contain a wealth of opportunities to dig deeper into issues such as sustainability, climate action, conservation, nutrition and well-being, whilst also developing children's personal dispositions and international mindedness.

[Our Curriculum Breakdown Timetabled Live Interactive Online Lessons Weekly](#)

[Additional Language Options in Arabic, Instrumental Music and Co Curricular Are Available](#)

IPC Primary	Subject	Number of lessons	% Curriculum Time
Key Stage 1	English	5	31
Year 1-2	Maths	4	25
	Science (extra)	1	6.5
	French	1	6.5
	IPC	5	31
Key Stage 2	English	5	31
Year 3-6	Maths	4	25
	Science (extra)	1	6.5
	French	1	6.5
	IPC	5	31
IMYC Senior School	Subject	Number of lessons	% Curriculum Time
Key Stage 3	English	5	33
Year 7-9	Maths	4	27
	French	1	7
	IMYC	5	33

### **3 Special Educational Needs and Disability - SEND**

- 3.1 Our curriculum is inclusive. However, if we believe that any child cannot access the curriculum, we would strongly advise that their child be taught in a more specialised school, that has experience dealing with these children
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.



## Curriculum Policy

---

<b>Ownership and consultation</b>	
Document author (name)	Melissa McBride and David McCarthy
<b>Audience</b>	
Audience	All school staff
<b>Version control</b>	
Implementation date	September 2020
Review date	Review and update for in September 2021
<b>Related documentation</b>	
Related documentation	Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy