

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

## **Curriculum Policy**

**September 2020**

## 1 Introduction

1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

- 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.
- Aiming to ‘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.
- Our goal is 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 This policy applies to all pupils

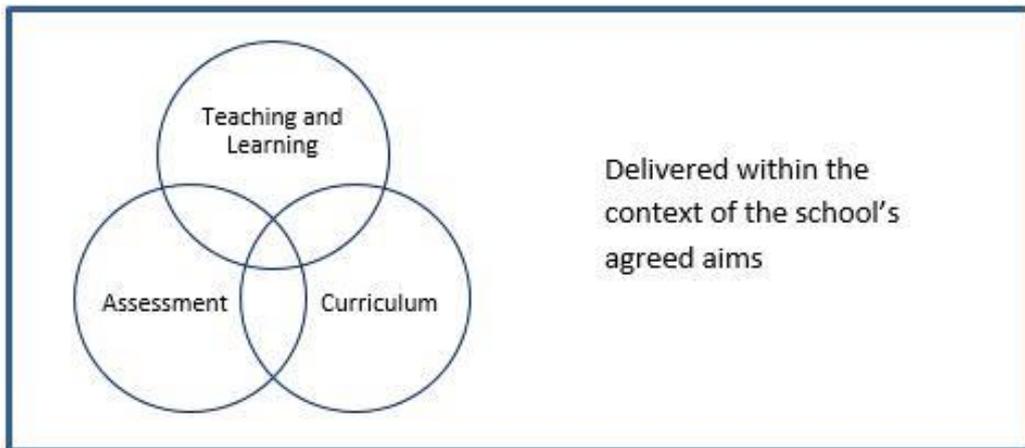
1.3 We see the curriculum as, ‘The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make 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:

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- 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.*

1.9 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. 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.

### **2 Taught Curriculum**

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the (National Curriculum) at KS1, 2 and 3 and is formally assessed at the end of each term for pupils in Year 1 – Year 9, via the Rising Stars summative assessments in English and Mathematics.
- 2.2 All pupils entering the school will take a baseline test in September in their year of entry, or when they join the school. The outcomes of these tests are shared with pupils and parents as part of informed discussions about a pupil’s potential. They are used to make sure that the curriculum offer is individualised to need.
- 2.3 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.
- 2.4 The curriculum is translated into subject Schemes of Work (SoW) and lesson plans
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

### **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.

### 4 SMSC

4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

4.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process;
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

### 5 PSHEE

5.1 Our PSHEE programme, delivered through the IPC and the IMYC encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010

5.2 In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English; Health through Biology and PE; Citizenship through History in the IPC and IMYC curriculum)

### **6 Co-curricular**

6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of Sophia X courses, after school and during the holidays.

### **7 Responsibility**

7.1 The person with responsibility for the overview and yearly evaluation of this policy is Senior Leadership team, who holds responsibility for the delivery of the curriculum. However, all staff are responsible for ensuring this policy is implemented and acted on

7.2 When evaluating the use and impact of this policy, the Senior Leadership Team will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

Appendix 1: Time awarded to each subject in each year group

<b>Prep School</b>	<b>Subject</b>	<b>Number of lessons</b>	<b>% Curriculum Time</b>
<b>Year 3-4</b>	English	5	31
	Maths	4	25
	Science (extra)	1	6.5
	French	1	6.5
	TOPIC (IPC)	5	31
<b>Year 5-6</b>	English	5	31
	Maths	4	25
	Science (extra)	1	6.5
	French	1	6.5
	TOPIC (IPC)	5	31
<b>Senior School</b>	<b>Subject</b>	<b>Number of lessons</b>	<b>% Curriculum Time</b>
<b>Year 7-9</b>	English	5	33
	Maths	4	27
	French	1	7
	TOPIC (IPC)	5	33

## Curriculum Policy

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<b>Related documentation</b>	
Related documentation	Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy