



SHS

Curriculum Policy

2023 - 2024

CURRICULUM POLICY

Ownership & Consultation	
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1 Introduction

1.1 Sophia High School is a British Online School for children between the ages of 4 to 16, offering the full UK National Curriculum from Reception to KS4.

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 'Ignite a Passion for Learning' & 'Inspire Every Child' through the delivery of a broad, balanced curriculum designed for the future, 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.
- Provide a holistic future skills curriculum that helps students develop intellectually, emotionally, socially, physically, morally and aesthetically as global citizens. Our curriculum also ensures students develop a core awareness of digital technologies and how to use them ethically and effectively to support learning in the digital age.
- 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 2030 and beyond.
- 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.
- Cater for the needs of individual students whom it admits to the school, whatever their gender, ethnic, cultural, religious or social background, or academic ability
- Build on students' prior experiences, skills, knowledge and understanding
- Identifying individual potential and nurturing it so that all of our children can make the very most of themselves. Through our passion for personal development, global citizenship 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.
- Ensure students experience and demonstrate continuous progress and achievement
- Recognise the crucial role which parents play in their children's education when learning online, and encourage strong parental involvement in the educational process
- 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.

Equality and Diversity: Curriculum Principles

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of digital technologies offer children opportunities to develop free from prejudice and discrimination, and encouraged to enjoy and learn from them equally.

Our aim is to show respectful awareness of all major events in the lives of children within our school and in society as a whole. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

We will provide positive opportunities for disabled students so that we treat them as favourably as non-disabled students, where necessary making reasonable adjustments to put them on a level footing with students without disabilities.

We will carry out accessibility planning aimed at increasing the extent to which disabled students can participate in the curriculum, improving assistive technologies in our digital classroom to enable disabled students to take better advantage of education, benefits, digital environment and services provided, and improve the availability of information to disabled students.

Through the curriculum, all students should:

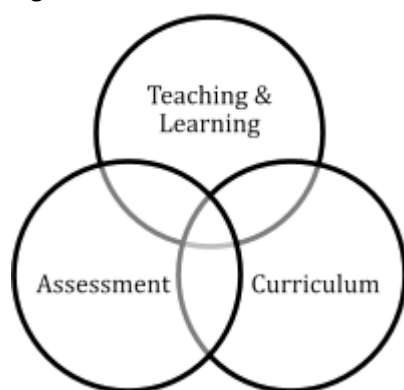
- Learn to be adaptable, solve problems in a variety of situations, and work independently as well as members of a team
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be enthusiastic and eager to learn
- Develop a set of moral values, such as honesty, integrity, sincerity, personal responsibility, global citizenship and ethical and effective use of disruptive technologies
- Learn to become responsible for their own actions
- Care for and take pride in the school and communities of which they are a part
- Develop tolerance, respect and appreciation of the feelings and capabilities of others
- Develop non-discriminatory attitudes
- Know how to think and solve problems mathematically, using concepts – among others - of number, measurement, shape and space
- Be able to listen and read and communicate accurately and appropriately through speech and writing, for a variety of purposes
- Develop sound scientific knowledge and an enquiring mind in their approach to scientific problems
- Be able to solve problems using technological skills and develop strong technical skills for the future
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama, and acquire appropriate techniques to enable them to develop their inventiveness and creativity
- Acquire knowledge of geography, history and society, and the skills associated with these subjects, at local, national and international levels
- Develop agility and coordination in and through physical movement, and personal team skills through participation in sport

- Know the basic principles of health, hygiene and safety, and how to apply them
- Be prepared for the challenges and opportunities of life after school, in the context of further education as well as longer term career opportunities, and in their wider existences as part of our careers and entrepreneurship program.

1.2 This policy applies to all pupils from ages 4 to 16.

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 beyond the curriculum 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:



Delivered within the context of the school's agreed aims

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;
- Knowledge of disruptive technologies and their ethical use
- The skills and capacities for global citizens inline with the SDGs
- 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 Online Education Accreditation Scheme and ISI Inspectorate 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:*
 - a. reflects the school's aim and ethos; and*
 - b. 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–*
 - a. is presented in an impartial manner;*
 - b. enables them to make informed choices about a broad range of career options; and*
 - c. helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.*
 - i. 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;*
 - ii. that all pupils have the opportunity to learn and make progress and*
 - iii. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.*

1.9 The Learning Goals are the foundation of the IPC and IMYC. The IPC and IMYC 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/IMYC goals: inquiry, resilience, morality, communication, thoughtfulness, co-operation, respect and adaptability. Opportunities to experience and practise 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 and IMYC Assessment for Learning Programme is based around the assessment of children's skills. IGCSEs are aligned to the UK National Curriculum Programmes of Study at KS4 and requirements of Pearson Edexcel IGCSE Examinations.

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 understanding can deepen.

Education for Sustainable Development

Sophia High School is committed to being the change, making the change, and to inspire change. We have recently been awarded BCorp status, which we are committed to developing and retaining as the school grows.

[Sophia High School - Certified B Corporation - B Lab Global](#)

Education for Sustainable Development and Global Citizenship (ESD) runs through all we do. Access to the Sustainable Development Goals for all children at an appropriate level is important as we see our students as leaders of the future.

ESD supports SDG 4.7 that "by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development." (U.N., 2015)

This is based around development of knowledge, competencies, values and skills.

The ESD Competencies that we focus on are:

- Systems competency - thinking about how systems interact with each other
- Anticipatory competency - anticipating the future by understanding and evaluating current information
- Normative competency - reflecting on themselves, their values and norms
- Strategic competency - being able to think strategically and develop strategies for action
- Collaboration competency - collaborate with others and develop engagement strategies
- Critical Thinking competency - the ability to question the norms associated with daily life practices and develop actions for the future
- Integrative Problem Solving competency - connecting information and developing strategies to inform daily life in the context of ESD
- Self Awareness competency - reflecting on self, actions, beliefs, values in the context of ESD

The Delors Report (Delors Commission, 1996) highlights the four Pillars of Education:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together

ESD adds a further Pillar to this:

- Learning to transform oneself and society

By using active learning techniques, our students become increasingly aware of the world around them, its wonders and complexities, and how to begin their journey as sustainably responsible global citizens.

2 The Early Years Foundation Stage

The Early Years Foundation Stage statutory framework, including EY Profile, is a scheme of work which continues until the end of the Reception Year. Its most recent update applies from 4 September 2023.

[Statutory framework for the early years foundation stage](#)

Early Years are an integral part of the wider learning community at Sophia High School, and as such the vision for the youngest learners, and their teachers remains consistent with the wider cohort of students within our online school community.

The underlying principle is that teaching and learning in the Early Years should be developed using the Statutory Framework for EYFS. This framework sets the standards that early year's providers must meet to ensure children learn and develop well and are kept healthy and safe. It also seeks to provide: consistency and quality; a secure foundation; partnerships between practitioners and parents; equity of opportunity and anti-discriminatory practices; ensuring every child is included and supported; and meets safeguarding and welfare requirements.

SHS acknowledges that all children should have a comprehensive and holistic education, accessed from home, whilst still having a supportive social structure and maintaining a small group dynamic.

SHS Online Learning for EYFS is a holistic early years programme taught in English, closely aligned with the EYFS (UK statutory guidance) and the International Primary Curriculum (IPC), which families access from home, fully supported by a dedicated SHS team.

Delivery of the Digital Curriculum in EY

We do not expect our online students to have a full 8-hour day online. The Live Lessons and support activities tasks/challenges and daily practice add up to a significant amount of this time combined. It is the choice of individual families how much work they complete outside the Live Lessons, but regular practice of reading, phonics and mathematics is required for a child to progress according to expected standards in these key areas.

All work in the Live Lessons and subsequent activities lead to the EYFS (UK) expected standards at the end of Reception, the Early Learning Goals, and also the appropriate International Primary Curriculum (IPC) expectations at the end of each Theme. Observations of learning and success are recorded in the EYFS Profile on Athena.

The EYFS profile is a statutory, summative assessment of children's development at the end of the EYFS and must be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.

Teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do. Thorough and continuous observations and formative assessments of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS (Reception). This will include identifying areas where children may be at risk of falling behind, so that teachers can provide timely and effective support.

It is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 Early Learning Goal (ELG) descriptors.

3 Taught Curriculum: EY to KS4

2.1 Our taught curriculum broadly follows and, at times, goes beyond the Early Years Foundation Stage Statutory Guidance (EYFS) and National Curriculum at KS1, 2, 3 and 4. Reception children are formally assessed at the beginning and end of the school year in which the child turns five years old and throughout via teacher observations and in-class assessments for the English and Maths programmes. Students in Years 2-10 are formally assessed using externally standardised GL Assessments for English, Maths, Science and also CAT4, which measures potential. In addition, regular in-class teacher assessment ensures the teacher has a reliable overview of progress.

Our Primary curriculum integrates the very best components of the National Curriculum and International Primary Curriculum (IPC), enabling children in Years 1 to 6 (Kindergarten to Grade 5) to become ambitious, confident and inspired learners, and to approach learning with a clear focus on the progression of skills. The curriculum covers a wide range of subjects, helping children learn to make meaningful connections among them. Children study English, Maths and Science, as well as Geography, History, Art, Computing, Music, Design Technology and Innovation, International, health and wellbeing.

At KS3, students study English, Maths and Science, following the National Curriculum, as well as learning through a series of International Middle Years Curriculum (IMYC) units of work. Each unit of work has a theme that today's students find interesting and relevant. Students learn many of their subjects through this one common theme, such as drama, music, art, geography, history, global citizenship, innovation and health and wellbeing. Linking subjects means that students can make connections in their learning. The more connections the brain can make, the better a student can learn.

At KS4, students are assessed by IGCSEs. Students at Sophia High School only sit IGCSEs in five core subjects, English Literature, English Language, Maths, Combined Science or Triple Award Science and Global Citizenship. The remainder of our curriculum offering is made up of the school's own courses which include, Digital Game Design, PSHE and Wellbeing. Students can opt to study for additional IGCSEs, depending on their interests and in agreement with the school's Co-Leadership.

The IGCSE Global Citizenship course links closely to the SDGs and very much reflects our global values as an international school. The content is engaging, relevant and widens students' knowledge of contemporary issues. It encourages them to reflect on what makes them a 'global citizen', and how their learning will develop their skills and knowledge within their local and national communities. Students will respond to global and local issues and take part in the community project, which allows them to 'engage' with global society. This will enable them to take greater ownership and responsibility to demonstrate active citizenship – improving the communities of others, as well as their own.

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. During the first term at Sophia High School, students take part in CAT4 assessments, which are then repeated once every 2 years. 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. All Year 10 students take CAT4 assessments in September during baseline assessments,

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.

2.6 All children's learning will undergo formative assessment throughout the year and data will be recorded and analysed by the Chief Academic Excellence Officer and wider Co-Leaders and discussed with staff and shared in the Google Sophia High School shared drive.

Curriculum Guides are available for:

Primary

Secondary

IGCSE

3 Additional Learning Needs - ALN

3.1 Our curriculum is inclusive. We support children with a range of challenges, both social and educational, and employ an experienced Additional Learning Needs Coordinator to work with children, families and staff to ensure we best meet the needs of these children.

We enrol children who are recognised by their LEA for ALN, and the ALNCo works within the framework provided to ensure the needs of these children are being met according to LEA expectations.

We recognise that some children are more-able and the ALNCo also works with the team to ensure that these children are supported across all areas of learning and development.

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 children with specific challenges.

3.2 Further details of this provision can be found in our Additional Learning Needs and Inclusion 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 combating discrimination.

5 PSHE (PSED Early Years)

5.1 Our PSHE programme, delivered through the IPC, IMYC and ESD goals, 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, PSHE 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 as well as International Studies through the lens of Global Citizenship). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

5.3 The knowledge, skills and values discussed and developed in this programme directly correlate with expectations for ESD socio-emotional learning:

- Managing emotions
- Empathy
- Problem solving
- Making responsible decisions
- Maintaining healthy relationships

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. Our Beyond the Curriculum program brings subject specialists as 'residents' to support areas including, Drama, Music, Computing, Careers and 3D Game Development.

6.2 Early Years children are set daily Tasks (expected) and Challenges (extension) to complete at home. This includes creative projects and motor skills challenges. Work is recorded in the Digital Workbook and also during the Live Lessons for feedback and encouragement from both teachers and peers.

6.3 All children at SHS have the opportunity to take part in the Mini Duke and Junior Duke Awards. These are designed to support life skills for children around the world. Completed work is evidenced on Athena and ultimately appraised by members of the Duke Board. This programme directly correlates with the Duke of Edinburgh Awards for students in the upper years of Senior School which will be introduced during the 2023-2024 to students in Year 9 as an opportunity to register as an independent candidate. At the end of the school year there is an official ceremony to award successful candidates their badges and certificates.

6.4 The SHS is starting to explore a partnership with Global Social Leaders for our Senior students aged 11+ which will provide our students with the opportunity to develop their own social action projects working towards the SDG, alongside the opportunity to take the DoE as an Independent Candidate.

7 Responsibility

7.1 The person with responsibility for the overview and yearly evaluation of this policy is the Co-Leadership Team, who holds joint 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 Co-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.

8 Curriculum Development Review

8.1 The subject curriculum is regularly reviewed within faculties to ensure that it is up to date and effectively delivered. Chief Academic Excellence Officer, Chief Global Citizenship & Community Officer, coordinator and contribute to the development of extracurricular and service activities. Subject leaders meet together to address programme-wide development such as academic honesty, information literacy and research skills.

This policy should be read in conjunction with the Equality and Diversity Policy and the Teaching and Learning Policy

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

2023 - 2024

Prep School	Subject	Number of lessons	% Curriculum Time
EYFS Lessons: 30 minutes	English	5	28%
	Phonics	5 (20 minutes)	18%
	Maths	4	22%
	IPC (including Science)	4	22%
	PSHE	1	5%
	Fitness/Mental Wellbeing	1	5%
KS 1: Year 1-2 Lessons: 40 minutes	English	5	28%
	Phonics	5 (20 minutes)	13%
	Maths	4	22%
	Science (part of IPC)	1	5%
	IPC	4	22%
	PSHE	1	5%
	Fitness/Mental Wellbeing	1	5%
KS 2: Year 3-6 Lessons 40 minutes	English	5	28%
	Maths	4	24%
	Science (part of IPC)	1	6%
	French	1	6%
	IPC	4	24%
	PSHE	1	6%
	Fitness/Mental Wellbeing	1	6%
Senior School	Subject	Number of lessons	% Curriculum Time
KS 3: Year 7-9 Lessons 40 minutes	English	5	25%
	Maths	4	20%
	IMYC	4	20%
	Science	3	15%
	French	1	5%
	Computer Science	1	5%
	PSHE	1	5%
	Mental Wellbeing	1	5%
KS 4: Year 10-11 Lessons 50 minutes	English Language	2	14%
	English Literature	2	14%
	Maths	3	22%
	Double award Science	3	22%
	Global Citizenship	2	14%
	PSHE	1	7%
	Fitness/Mental Wellbeing	1	7%