

CURRICULUM POLICY

Curriculum Aims

In its curriculum St George's aims:

- To provide full time supervised education for pupils of compulsory school age (construed in accordance with [Section 8 \(4\) of the Education Act 1996](#)).
- To ensure that, in accordance with the [Equality Act 2010](#), all pupils have the opportunity to learn and to make progress, respecting and not discriminating against their [protected characteristics](#) (which are deemed to include pupils with special educational needs, those with an EHC plan, those for whom English is an alternative language and those who are considered to be able, gifted or talented).
- To develop speaking, listening, literacy and numeracy skills (in keeping with [Standard 3 of the DfE Teaching Standards](#)).
- To provide a broad, balanced, relevant and differentiated curriculum for all pupils, including those with special educational needs (SEN) and [those with an EHC plan](#), and to foster the skills necessary for independent learning, so that all pupils have the opportunity to learn and make progress as they advance through the school.
- To provide lessons in written and spoken English, to assist pupils for whom English is an alternative language.
- To identify and provide opportunities for able, gifted and talented pupils.
- To provide spiritual, moral, social and cultural (PSHE) education including communication and language skills for pupils at and above compulsory school age, as a discrete subject and through other curriculum subjects, to ensure that pupils are prepared for the responsibilities and experiences of adult life, with a focus on British society.
- To ensure the development of character attributes for future success.
- To promote and to provide opportunities for the celebration of [British values](#), including supporting the [Prevent strategy](#). It is our policy not to undermine British values in our curriculum or its delivery.
- To provide impartial careers and further or higher education advice appropriate to the age of the pupils in every School year.
- To encourage, alongside the teaching of all subjects, the development of skills in the use of information and communications technology.
- To support the curriculum and the principle of rounded learning with an enjoyable, edifying and broad range of co-curricular activities.

Implementation

There is a weekly timetable with 30 x 55 minute lessons per week with 6 lessons per day. The curriculum broadly follows the National Curriculum. All Heads of Departments produce detailed schemes of work at the beginning of each academic term, in line with whole school guidance. The curriculum provision is reviewed by the Governors' Education Sub-committee regularly and when

there are changes, and at least annually.

Key Stage 3 (Year 7 to Year 9)

During the first three years, each pupil studies 17 academic subjects as shown below.

In the Year 7 at St George's, all girls study Art, Cookery, Drama, English, French, Geography, History, Computing, Latin, Mathematics, Music, Religious Studies, Science (studied as the three separate disciplines of Biology, Chemistry and Physics), Study Skills and Textiles. In addition, they have designated weekly curriculum time for PSHE and PE. Girls are set in Maths. All other subjects are taught in mixed ability classes.

In Year 8 the curriculum is extended to include Spanish. Girls are set in Maths, French and Classics/Latin. All other subjects are taught in mixed ability classes.

In Year 9, girls may choose a one-year course in Classical Civilisation rather than Latin and they begin the GCSE Science curriculum with girls in the top set commencing studies on the separate sciences. In Modern Languages, girls who are able linguists have the option to study two languages, others study just French or Spanish. Girls are set in Maths, Science, Classics and Modern Languages. All other subjects are taught in mixed ability classes.

Girls may study further languages as a paid extra. Languages available include Arabic, Chinese, Italian, Japanese and Russian. These lessons are provided by visiting language staff.

Year 7		Year 8		Year 9	
English	4	English	4	English	3
Maths *	4	Maths *	3	Maths *	4
Science	3	Science	3	Science *	4
PE	3	PE	3	PE	3
Art Carousel	3	Art Carousel	2	Art Carousel	2
French	2	French *	2	MFL*	3
Geography	2	Spanish	2	Geography	2
History	2	Geography	2	History	2
Religious Studies	2	History	2	Religious Studies	2
Latin	1	Religious Studies	2	Latin or Class Civ*	1
Drama	1	Latin	1	Drama	1
Computing	1	Drama	1	Computing	1
Music	1	Computing	1	Music	1
Tutor programme (including PSHE and Study Skills)	1	Music	1	PSHE	1
		PSHE	1		
	30		30		30

30 periods

30

30

*Subjects set by ability.

Key Stage 4 (Years 10 and 11)

Non-examined subjects (3 periods)

All pupils in Year 10 and 11 have two weekly periods of PE and one weekly period of PSHE. PSHE lessons include a programme of Study Skills.

Compulsory GCSE or IGCSE subjects (12 periods)

- IGCSE English Language
 - IGCSE English Literature
 - IGCSE Mathematics

 - Biology
 - Chemistry
 - Physics
- } either as separate Sciences (3 GCSEs) or Trilogy Science (2 GCSEs)

English and Mathematics both have three periods per week. Biology, Chemistry and Physics each have two periods per week.

Optional GCSE subjects (15 periods)

Each subject has three weekly periods. Most pupils take three optional GCSE subjects (9 or 10 GCSEs in total depending on whether Science is 2 or 3 GCSEs) and thus have an additional three weekly periods of supervised study in the Library. Very occasionally, a pupil will take five optional GCSE subjects (up to 11 GCSEs in total) and thus have no supervised study periods.

- a modern foreign language (French or Spanish)
- a humanities subject (History or Geography or Religious Studies)
- two (or very occasionally three) further choices from the following list:

Computer Science	Latin
Drama	Music
Fine Art	Physical Education
French	Religious Studies
Geography	Spanish
History	Textiles

Pupils for whom English is a second language have the option not to choose French or Spanish, provided that they take one modern foreign language GCSE (such as Russian or Chinese).

On rare occasions, such as pupils who have moved from schools overseas or pupils with special educational needs, pupils may not take a modern foreign language. This is decided after discussion with parents and staff including the Learning Support Coordinator, Head of EAL and Deputy Head (Academic).

Key Stage 5 (Sixth Form)

Most pupils take three A Level subjects in the Sixth Form. The subjects offered are Drama, Spanish, Geography, Music, French, Philosophy and Ethics, Mathematics and Further Mathematics, History of Art, Politics, Photography, Textiles, History, Economics, Business, Psychology, PE, Biology, Chemistry, Physics, Computer Science and English Literature.

The Sixth Form has a weekly enrichment session (one period) arranged by the Head of Sixth Form which includes Higher Education advice, help with UCAS applications and further PSHE as appropriate for this age group. The Sixth Form has two periods of PE per week. Upper and Lower Sixth are timetabled together for PE. The Year 11 join one of their PE sessions. Pupils are expected to attend at least one of these sessions.

All Sixth Form pupils study for the Extended Project Qualification offered by AQA. During the Lower Sixth pupils are timetabled for one period every other week for the Taught Skills programme. This focuses on developing pupils' research skills, helps them to choose a topic, think about time management and develop their critical thinking. In addition, pupils are allocated a supervisor who meets regularly with them to monitor their progress, ensures their log book is kept up to date and provides them with advice throughout the process. Pupils have the option to submit their EPQ in the November or May of the Upper Sixth. We encourage pupils to submit in November in order to avoid clashes with UCAS and A Level studies.

The EPQ Taught Skills lesson is on a fortnightly rotation with an ICT skills for study course devised and taught by the Teacher in Charge of Computing. This course focuses on developing pupils' skills in using ICT to produce professional documents and presentations in order to better prepare them for the EPQ and their working life at university and beyond.

PSHE and Sex Education

Spiritual, moral, social and cultural education

The purpose of the School's PSHE programme is to ensure that pupils develop character attributes, understanding and knowledge which will enable them to: (1) be happy in the future; (2) be successful in the future; (3) play an active and fulfilling part in British society. The PSHE programme is the responsibility of the Deputy Head (Pastoral) and is taught by specialist staff in Years 7 to 11. The Sixth Form participate in an enrichment programme across the two years.

Relationships and Sex Education ~ By the end of Year 11:

The content will be evidence based and age appropriate.

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

<p>Family</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
<p>Online and media</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. • how information and data is generated, collected, shared and used online.

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those

	<p>who contract them and key facts about treatment.</p> <ul style="list-style-type: none">• how the use of alcohol and drugs can lead to risky sexual behaviour.• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Relationships and Sex Education in the Sixth Form

In the Sixth form we adopt a flexible approach to relationships and Sex Education, providing pupils with the most up-to-date information about issues which are relevant to them as adults. Lower and Upper Sixth groups are often combined, and sessions are conducted either in tutor groups or with the whole Sixth Form when speakers are invited.

Relationships and Sex Education

The full RSE policy can be found [here](#)

The School's relationships and sex education programme is carried out in PSHE and Biology lessons. Its aims are as follows:

- To provide and build upon basic knowledge concerning sexual health and human development, appropriate to the current and future needs of young people. Pupils should be given clear factual information about reproduction, pregnancy, contraception, abortion, sexually-transmitted diseases and sexual orientation within a moral and legal framework.
- To provide opportunities for young people to develop the life skills to enable them to make informed choices and reject and avoid harmful behaviour.
- To consider values, attitudes and emotions associated with sexual health and development and to relate these to the context of their own lives.
- To explain to the pupils the law relating to sexual behaviour.
- To encourage an understanding of the responsibilities of parenthood and to promote caring attitudes consistent with family relationships.
- To provide progression in terms of knowledge, understanding, skills, values and attitudes appropriate for different age groups.

Careers Education

Aims

The School recognises the importance of providing appropriate careers information and advice to its pupils as they progress through their secondary school education. The School also recognises the

need to keep informed about relevant changes in government policy and recommendations, most recently [DfE Careers guidance and inspiration in schools \(March 2015\)](#). The School offers a structured programme of careers advice. It is important that pupils “know themselves” and understand how their strengths, weaknesses and interests relate to the world of work.

The school aims to provide:

- Designated members of staff with responsibility for careers advice. These are the Deputy Head (Co-Curricular and Connections), who has overall responsibility for post-18 information, the Head of Sixth Form who is responsible for the Sixth Form Enrichment lessons, and the Deputy Head of Sixth Form who is delegated to champion Degree Apprenticeships and other apprenticeship opportunities. The Deputy Head (Pastoral) also supports careers work through organisation of the PSHE programme for Years 7 to 11 pupils in which much of the careers work is conducted in younger years.
- Relevant programmes for different age groups, co-ordinated by the above-named staff.
- Impartial and relevant careers advice that prevents stereotyping.
- A well-resourced library, which facilitates individual research into universities and careers, and which is open and staffed throughout the day from 08.15 to 18.45 and is available for pupil use at all times.
- The online resource Unifrog provides a range of tools and a wealth of independent information for all pupils.

Implementation

The School will endeavour to support its pupils through a programme that includes:

- **Year 7.** Pupils have a careers induction talk which is incorporated into their PSHE timetable. They are signed up to Unifrog.
- **Year 8.** Have a block of careers education that focuses on pathways, skills, roles, identities, Business understanding and enterprise skills. The pupils Utilise ‘Unifrog’ and build their profile on the platform.
- **Year 9.** Have a block of careers education that focuses on thinking about careers: the personal review and planning process, opportunities in learning and work and choices at 14+. Pupils continue to utilise ‘Unifrog’.
- **Year 10.** Have a block of careers education that focuses on the broad scope of the ‘world of work’ and personal finance. Pupils continue to utilise ‘Unifrog’.
- **Year 11.** Pupils have two half-day seminars with “Tinker Tailor” which focus on personal understanding and applications for work experience. Pupils are taught the value and significance of work experience and how to apply and undertake such opportunities. A Level choices are undertaken with careful consideration by a range of members of staff including Year 11 tutors, Head of Year, Deputy Head (Academic) and Deputy Head (Co-Curricular and Connections) as to suitability and link to future career ambitions. A Level Options Teas for all pupils are hosted by the Deputy Head (Academic) and other colleagues at which subject choices are discussed. A Sixth Form Options Fair further highlights opportunities and subjects are chosen in February in the light of GCSE mock examination performance and all contextual data. After the GCSE

examinations conclude, each pupil has the opportunity to organise a week of work experience. The School can offer individual guidance in finding placements and supports pupils in ensuring measures are in place to make the week successful.

- **Sixth Form.** Every pupil has her own tutor with whom she meets at least once a fortnight to discuss her aims and strategy for achieving them. Talks about specific careers, given by third parties from relevant organisations, are calendared during enrichment sessions in both the Lower and Upper Sixth. A careers convention run by an external provider, in 2019 at Ascot Racecourse and in 2022 at Heathfield School is attended every year by Lower Sixth girls. Every other year an Alumnae Careers Afternoon is held to provide specific advice and inspiration in a range of jobs. Similarly, every term at least two Careers Lunches are held for Sixth Form and younger girls to discuss specific jobs. All girls have the use of 'Unifrog' with its range of sources of advice and information concerning a range of post-18 options. Girls also have the opportunity to take the COA My Uni Choice test with its detailed indications of how pupils' interests might link to areas of interest after school.

Higher Education

Aims

The School recognises the importance of offering advice and guidance to pupils and parents regarding possible routes to and through tertiary education, also known as higher education (that is, education beyond the secondary school). The majority of our pupils progress to higher education.

The School aims to provide:

- Impartial and relevant higher education advice.
- Supportive but realistic predictions so that each individual pupil can enjoy the success of achieving ambitious and attainable targets rather than those which are overly-aspirational without foundation.
- Information for parents which allows them to be actively involved in their daughter's decision making.
- Awareness of the variety of university options outside of the United Kingdom.
- Understanding that there are an increasing range of opportunities to combine work with study, such as degree apprenticeships.
- Information concerning a range of employment opportunities that might be undertaken directly after leaving school.

Implementation

In the Autumn or Spring Term of the Lower Sixth pupils are taken to a Careers Convention after a suitable introduction. A UCAS personal statements session is held in Enrichment and other opportunities, such as those offered by local school's careers lectures and talks, are advertised. Pupils are also introduced to the internet resource 'Unifrog' to which all girls have access and an

introductory session is held.

In the Spring Term of the Lower Sixth, there is an introductory talk for pupils and parents about higher education. Following this, Lower Sixth pupils are given the option of completing the COA My Uni Choice test to help identify areas of potential interest for the future. Those interested in applying for Oxford and Cambridge Universities are invited to attend the Student Conference hosted at Epsom Downs Racecourse or online.

In the Summer Term of the Lower Sixth, pupils visit universities on open days as well as on taster courses or enrichment lectures at various higher education institutions. The majority of girls begin UCAS applications to UK universities though a number also apply to overseas universities in the USA, Hong Kong and Europe. However, no single post-18 route is encouraged and all presentations on universities include information on alternative options. Teaching staff specialize as follows:

- Oxbridge and North American Universities: Deputy Head (Co-Curricular and Connections)
- Medicine: Head of Science and Deputy Head (Co-Curricular and Connections)
- Degree Apprenticeships and Apprenticeships: Deputy Head of Sixth Form
- Acting: Director of Drama
- Art foundation: Head of Art
- Music colleges: Director of Music

In the Autumn Term of the Upper Sixth university applications are completed with all relevant members of staff supporting girls in finishing their UCAS forms. Completed forms are reviewed by the Deputy Head (Co-Curricular and Connections) and the Head before they are sent to UCAS. Provision of exactly the same support for pupils who have left St George's is given to those who are making applications during their gap year. The academic progress of pupils is then tracked against university offers.

Charities

Aims

Our charity work is designed to support the aims of the School in encouraging girls and staff to take their place as active members of their community, being supportive and respectful of others who are less fortunate or who are in difficult circumstances.

The School's charity fund-raising and participation aims are as follows:

- To encourage the contribution of St George's to the local, national and international communities.
- To give our pupils the opportunity to show individual initiative and leadership, to plan and carry out projects, and to develop teamwork skills.
- To develop an awareness for the need for regular charitable giving and service to the community.

- To raise money for local, national and international charities chosen by the pupils at the beginning of each academic year.
- To support charities in ways other than donating money, thus learning that time and human resources can be a precious gift to others.

Implementation

Charities work is coordinated by the Chaplain under the overall direction of the Deputy Head (Co-Curricular and Connections). Each year a pupil in the Upper Sixth is chosen as the Charity Prefect. The Charity Prefect applies for their role by providing a letter of application. If there is no application the role will be discussed with another girl who has stated a desire to be a prefect, although this role is highly coveted. A Charity representative is elected from each tutor group in the School and serves for the entire academic year. The Charity Prefect and Chaplain lead an assembly early in the Autumn Term during which suggestions are presented for the three charities the School community will support in the academic year with a vote deciding this choice. The representatives organise and participate in charity events; each year is responsible for organising a minimum of one charity event per year. No more than one cake sale is to be held each term in line with the School's commitment to healthy eating. The representatives are given the responsibility for collecting money and handing it directly to the Bursary. The Deputy Bursar is responsible for the administrative duties associated with the banking of monies and writing of cheques to the respective charity. Opportunities for service and voluntary work are intrinsic to the Duke of Edinburgh's Award whilst links with local maintained primary schools, care homes and hospitals provide other possibilities.

Regardless of the identity of the charities chosen by the pupils, the School recognises an annual commitment to raise funds for [Jeans for Genes](#), [MacMillan](#), [The Royal British Legion](#) through the Poppy Appeal, and to hold a Harvest Festival collection of food for [Wokingham Foodbank](#).

Co-Curriculum

Clubs

The School offers an extensive programme of after-school clubs for pupils from 16:15 to 17:15 every day. Clubs are overseen by the Deputy Head (Co-Curricular and Connections). The Deputy Head (Co-Curricular and Connections) maintains registers of which clubs each pupil in Years 7 to 11 has nominated to attend. Members of staff register those attending their club and any absence from an activity is followed up by tutors. A list of current clubs may be found on Dragonfly. In the Spring Term 2022, a total of 54 clubs are planned to run on a weekly basis.

Sport

The School believes in the importance of sport for all and offers opportunities for participation, increasing specialisation and the demonstration of excellence. Our facilities include several lacrosse or rounders pitches, floodlit netball/tennis courts, a running track (in the Summer Term) and long

jump and squash courts. The Sport Department has a fully equipped sports hall, squash court, a fitness suite and a dance studio. Parents and families are always very welcome at all of our matches and sporting fixtures, both at “home” and “away”. Our teams value the support of family and friends. Details of our matches are shown in the calendar and on our newly developed website which links with SOCS.

Music

Instrumental or singing tuition is available to all pupils and peripatetic music teachers can usually be found for all recognised ABRSM disciplines. In the Autumn Term 2018 93 girls took individual music lessons. The Music Department is located in Knatchbull, which has 11 practice rooms, a percussion room and an organ in the Chapel. There are also ‘play me’ pianos in the Top Foyer (Cormack) and the Back Hall (Markham). There are several recitals and concerts throughout the academic year, details of which are published in the calendar. All girls in the Year 7 form a Choir which sings a varied repertoire, whilst the Chapel Choir sings in all services and performs at venues which, in 2018, included St Peter’s, Rome and St Paul’s Cathedral.

Drama

Drama tuition is available to all pupils through our Speech and Drama performance scheme (although demand can exceed supply on rare occasions). The Drama Department is located in Cormack and the facilities available for co-curricular drama include a studio, a 300-seater theatre with raked seating and a sound and lighting box, a workshop, a costume store, a classroom (the Side Foyer) and a Speech and Drama room. The Year 7 put on a Pantomime, the Year 8 a play and the Year 9 and 10 girls another play. Preparation for the Pantomime and Year 8 Play is, partly, found in the taught curriculum. In addition, there is a whole school musical production in the Autumn Term with all the work of the Department supported by a Director in Residence.

Art

Art facilities are available for pupils to access throughout the School day and not solely during their timetabled lessons. The Department staff run a number of clubs which allow for further investigations and practice. The Art Department is located in Beharrell and the facilities available for co-curricular Art include a sculpture studio (ground floor), a painting studio and digital photography suite (first floor), and a textiles studio and dark room (second floor). Exhibitions of pupils’ examination work are staged in the Summer term; the Artist in Residence also hosts their own exhibition to coincide with this event.