

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 (SMSC) 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 (First to Third Year)

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

In the First Year at St George's, all girls study Art, Cookery, Drama, English, French, Geography, History, ICT & Computing, Latin, Mathematics, Music, Religious Studies, Science, Study Skills and Textiles. In addition, they have designated weekly curriculum time for Spiritual, Moral, Social and Cultural Education and PE. Girls are set in Maths. All other subjects are taught in mixed ability classes.

In the Second Year the curriculum is extended to include Spanish and the Leiths Cookery programme which forms part of the Art carousel with Textiles and Art. Girls are set in Maths and French. All other subjects are taught in mixed ability classes.

In the Third Year, girls may choose a one-year course in Classical Civilisation rather than Latin and they will begin the GCSE Science curriculum with girls in the top set commencing studies on the separate sciences. Third Year Science includes periods of Biology, Chemistry, Physics and Science Skills. 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, German, Italian, Japanese and Russian. These lessons are provided by visiting language staff.

First Year		Second Year		Third Year	
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	3	Art	2	Art	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
ICT	1	Drama	1	ICT	1
Music	1	ICT	1	Music	1
Tutor programme (including SMSC and Study Skills)	1	Music	1	SMSC	1
		SMSC	1		
	30		30		30

*Subjects set by ability.

Key Stage 4 (Fourth Year and Fifth Year)

Non-examined subjects (3 periods)

All pupils in the Fourth and Fifth Years have two weekly periods of PE and one weekly period which alternates between SMSC and 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:

Classical Civilisation	Latin
Drama	Music
Fine Art	Physical Education
French	Religious Studies
Geography	Spanish
History	Textiles
ICT	

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 and English Literature.

The Sixth Form have a weekly enrichment session (one period) arranged by the Head of Sixth Form which includes Higher Education advice, help with UCAS applications and further SMSC 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 Fifth Year 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 Head of ICT and 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.

SMSC and Sex Education

Spiritual, moral, social and cultural education

The purpose of the School's SMSC 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 SMSC programme is the responsibility of the Deputy Head (Pastoral) and is taught by specialist staff in first to fifth year. The Sixth Form participate in an enrichment programme across the two years.

First Year	Second Year	Third Year
<ul style="list-style-type: none"> Establishing ground rules, transition, friendship, personal targets and E-safety-exposure to inappropriate material whilst online (to include exposure to 	<ul style="list-style-type: none"> Careers and enterprise: Pathways, skills, roles, identities and E-safety-gaming Business understanding and enterprise skills Consumer choices 	<ul style="list-style-type: none"> Thinking about careers: the personal review and planning process Opportunities in learning and work Choices at 14+ E-safety-exposure to inappropriate content

<p>radicalisation material/ Prevent duty)</p> <ul style="list-style-type: none"> • Study skills sessions • Economic understanding: The function of money and personal budgeting. • Personal values • Rights, responsibilities, diversity, bullying and E-safety-cyber-bullying • Relationships: friends and families • Sex and relationships • Healthy lifestyles: eating and exercise and excessive gaming (E-safety) • Health, risk and peer influence: tobacco and alcohol • Personal identity and health: physical and emotional changes of puberty and personal 	<ul style="list-style-type: none"> • Economic understanding: financial risk/rewards, choices, moral issues and ethical challenges • Diversity, prejudice and discrimination, racism. • Prevent radicalisation • E-safety: Identity theft • Relationships: Marriage and civil partnerships • Sex and relationships • First aid and life-saving skills • Recognising and reducing risk. • E-safety-digital footprint and online reputation • Healthy lifestyles and risk: alcohol and drugs (cannabis). 	<p>(including radicalisation content/ Prevent duty), study and research skills</p> <ul style="list-style-type: none"> • Rights and responsibilities • Diversity and discrimination, focusing on gender, age, disabilities and homophobia • E-safety: Grooming • Sex and relationships • Personal identity: Self-esteem, confidence and assertiveness. • Healthy lifestyles: peer influence, body image and eating disorders. • Risk, minimising harm and getting help. E-safety-sexting.
---	---	---

Fourth Year	Fifth Year
<ul style="list-style-type: none"> • The world of work and preparation for part time work or work experience • Personal Finance • E-safety-Barriers and risks of using social networking services. Exposure to inappropriate material including Prevent radicalisation • Running a charity event • Assertiveness, communication & negotiation skills. • E-safety-Privacy issues; including disclosure of personal information whilst online and the consequences • Sex and relationships • Family life and parenting • Separation, divorce and bereavement • Personal Identity and risk: Body image and health implications. E-safety- inappropriate content, including online pornography; why are age rating used • Personal identity: strengths, confidence, self-esteem • Healthy lifestyles: Coping with stress • Healthy lifestyles: Emotional and mental health and wellbeing 	<ul style="list-style-type: none"> • Personal review and planning – Post 16 options • Developing personal identity for career progression • E-safety-Spyware, spam and scams • Sex and relationships • Healthy and unhealthy relationships. • Diversity, discrimination, conflicting values and challenging offensive behaviour, including Prevent radicalisation. • E-safety-Copyright issues; little care or consideration for intellectual property and ownership-egs music and film • Healthy lifestyles: risks and choices. E-safety-online predators; appropriate material for use; staying safe • Healthy lifestyles: taking responsibility

Relationships and Sex Education

The School's relationships and sex education programme is carried out in SMSC 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, and the 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 SMSC programme for First to Fifth Year pupils.
- 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.

Implementation

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

- **First Year.** Pupils have a careers induction talk which is incorporated into their SMSC timetable.
- **Second Year.** Pupils have a careers induction lesson in which the learning activities facilitate the study of women in the workplace and explores preconceived gender roles for certain professions. Pupils consider how to be enterprising.
- **Third Year.** Pupils follow an interactive careers programme called [Probe](#) which introduces them to the idea of suitable career. Pupils are also introduced to the Careers Library and its resources which include information on careers, universities and other institutions for higher education, gap years and work experience. A talk on GCSE options is given to pupils and parents, at which careers options are discussed.
- **Fourth Year.** Pupils undertake work in SMSC concerning The world of work and preparation for part time work or work experience
- **Fifth Year.** 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 Fifth Year 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 organised during enrichment sessions in both the Lower and Upper Sixth. A careers convention run by an external provider at Ascot Racecourse 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 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.

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 university 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)

- 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 co-ordinated by the Chaplain under the overall direction of the Deputy Head (Co-Curricular and Connections). Each year a pupil in the Upper Sixth is elected 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 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 the First to Fifth Years 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 in the School calendar with the most up-to-date list found on Dragonfly. In the Spring Term 2020, a total of 55 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 several lacrosse or rounders pitches, floodlit netball/tennis courts, a running track and long jump and squash courts. The Sport Department is located in Egglestone, which has a fully equipped sports hall, squash courts and a combined fitness suite and 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 First Year 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 LAMDA 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 LAMDA room. The First Year put on a Pantomime, the Second Year a play and the Third/Fourth Year girls another play. Preparation for the Pantomime and Second Year 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.