St Mary's School
CAMBRIDGE

Curriculum Policy

This policy applies to all current pupils at St Mary's School, Cambridge (including the Early Years Foundation Stage, Boarders and Sixth Form). There is a separate EYFS curriculum policy.

Ethos

St Mary's school, Cambridge (the School) recognises that all pupils of every age and including Boarders, are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation and progression. As a Catholic school which espouses the value that all are created in the image and likeness of God, our ethos and our pastoral care is the structural framework that underpins academic achievement. Through the delivery of consistently good teaching and the implementation of support mechanisms, our pupils become successful, confident young women who will be enabled to enjoy a healthy lifestyle and become economically self-sufficient.

Aims

- to provide a full-time, supervised education for girls of compulsory school age
- to provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with special educational needs and/or protected characteristics/disabilities
- to provide a curriculum in harmony with the aims and ethos of the School
- to encourage excellence and provide opportunities and challenges for pupils to discover and develop their linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative potential through subject matter and a programme of activities appropriate for their ages, aptitudes and interests
- to allow all pupils to learn and make progress through acquiring speaking, listening, literacy and numeracy skills
- to provide personal, social, health and economic education which reflects the School's aims and ethos
- to foster love of learning, to stimulate curiosity and creativity, to encourage independent thought and to enhance self-esteem
- to uphold fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- to provide a framework of knowledge, skills and understanding that prepare pupils for the opportunities, responsibilities and experiences of adult life in British society
- to provide careers guidance and pastoral support to enable pupils to make informed choices
- where a pupil has a statement or Education, Health and Care Plan (EHC), to provide education which fulfils its requirements

Rationale

We set our programmes of study according to the needs of all abilities within our School and differentiate appropriately within the classroom to ensure that every pupil has the opportunity to learn and makes progress. This includes those with special educational needs and/or disabilities or learning difficulties, those for whom English is an additional language, and the most able. All activity at school is designed with learning in mind. We endeavour to make the learning experience holistic for all children, developing their individual talents and strengths and supporting their weaker areas. Our curriculum is intended to provide the fullest and broadest

experience for every child. Interaction with the community, participation in matches against other schools, and in competitions further enhances the pupil's learning.

This policy should be read in conjunction with the SEND, EAL and Differentiation, Setting and Equality policies.
Please also refer to the separate EYFS curriculum policy.

The Place of RS within the Curriculum

As befits a Catholic school, RS is taught as a core subject in Key Stages1-4. In the Sixth Form it is delivered as part of PER lessons overseen by the RS department.

The Wider Curriculum

Much development of a pupil's potential takes place outside the formal programme of lessons and for this reason it is essential for pupils to achieve a balance within their own programmes. Form Tutors and Heads of Year help them to achieve this balance in the Senior School and teachers and Learning Support Assistants in the Junior School.

Through the wider curriculum, such as the numerous leadership opportunities available to pupils at all ages in the school, St Mary's seeks to provide a means for our pupils to prepare for the sort of responsibilities they will face as adults.

A programme of extra-curricular activities runs during periods 5 and 6 every other Friday. Pupils learn a range of outdoor skills and qualities such as resilience and initiative through participation in activities such as the Duke of Edinburgh Award Scheme

Sixth Form Education

Post-16 education allows scope for the talents and interests of the pupils and helps them prepare for entrance to higher education and the opportunities, responsibilities and experiences of adult life.

Review of Policy

The Senior School Deputy Head (Academic) and the Head of Juniors are responsible for this Policy.

Review: September 2020
Next review: September 2021
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Junior School Procedure (please see the separate EYFS Curriculum Policy)

The curriculum at St Mary's Junior School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning. It is closely linked to the aims of our Mission Statement and the ethos of Mary Ward. At the Junior School we nurture each pupil in a caring and stimulating Christian environment in which she can realise her spiritual, intellectual, creative, social and physical potential.

Our aims are:

- To provide a strong moral and spiritual framework
- To promote a strong sense of responsibility towards others both inside and outside the school community
- To promote independent learning in each pupil through encouraging a sense of her own worth and talents
- To provide the highest academic education and a wide range of appropriate extra-curricular activities
- To enrich the pupils' lives with creative, challenging and enterprising opportunities
- Through compassion, wisdom and humour to nurture the core values of Mary Ward

Our curriculum seeks to deliver a twenty-first century education that will equip the pupils with the skills which foster a life-long love of learning. The practical and cross-curricular approach encourages a climate for pupils to explore ways in which to learn as well as how to apply their knowledge with originality and purpose. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven learners.

The Structure of the Curriculum

- Linguistic – the development of communication skills in English and French and Mandarin which includes the skills of listening, speaking and writing.
- Mathematical – the development of calculation skills, relationships in number and space, and the ability to apply their knowledge to problem solving.
- Scientific – the development in understanding and skills in Biology, Chemistry, Physics and STEM through the development of practical investigation skills.
- Technological – the development of core computer science skills and design technology skills in art.

- Human and Social – the development of historical and geographical skills and concepts. The development of an appreciation of diversity, different cultures and beliefs within the context of SMSC and Fundamental British Values.
- Physical – the development of physical control and co-ordination, tactical skills and creativity.
- Aesthetic and Creative – the development of creative aspects across all subjects although art, music, dance and drama are particularly strong in these areas. This area is concerned with the process of designing, composing and developing imaginative skills.
- Religious Education – the development of knowledge of the Catholic faith and other world religions. This also promotes SMSC and Fundamental British Values.

PSHEE/Enrichment Programme

PSHEE involves topics that are linked with many areas of the curriculum but also benefits from being taught as a discrete subject each week. The rolling programme is broadly based on the Cambridgeshire County Scheme and the PHSE Association but is extended to suit the needs and broader curriculum offered to all pupils in their junior years at St Mary's. We have developed an online enrichment programme where the pupils can earn online badges and artefacts.

EYFS Curriculum
Please see separate EYFS curriculum policy.

Senior School Procedure

St Mary's Senior School provides full-time, supervised education through operating a two week timetable of 58 periods a fortnight. On Mondays, Wednesdays, Thursdays and Fridays there are six periods a day. On Tuesdays there are five periods. Each period is 55 minutes long. Extra-curricular activities run from 3.05 on Tuesdays, and from 4.00 on Mondays, Wednesdays, Thursdays and Fridays.

Year 7	PPF	Year 8	PPF	Year 9	PPF	Year 10	PPF	Year 11	PPF	Year 12/13	PPF
Maths	6	Maths	6	Maths	6	Maths	7	Maths	7	Options	10
English	6	English	6	English	6	English	7	English	7	PE	2
PE	6	PE	6	PE	6	PE	4	PE	4	Enrichment	3
RS	4	RS	5	RS	5	RS	6	RS	6	Games	2
MFL 1	5	ICT	1	ICT	1	ICT	1	Science	12/ 15		
MFL 2	5	MFL1	3	MFL 1	3	Science	12/ 15	Options	5		
Comp	2	MFL2	3	MFL 2	3	Options	5	Study	2/4		
Geog	3	MFL 3	4	MFL 3	3	Study	1/3				
History	3	Geog	3	Geog	3						
Music	3	History	3	History	3						
Drama	3	Music	2	CART1	3						
Art	3	Drama	2	CART2	3						
Textiles	3	Art	2	CART3	3						
Science	5	Textiles	2	Biology	3						
Tutor/ Food	1	Biology	3	Chem	3						
		Chem	3	Physics	3						
		Physics	3	Tutor/ Food	1						
		Tutor/ Food	1								

Areas of Experience

Linguistic – we develop pupils' communication skills and increase their command of language through listening, speaking, reading and writing in English as well as in Modern Foreign Languages, where these areas are assessed as core skills, and Classical languages. We also offer many opportunities for pupils to develop formal debating skills in English lessons and through Debating Clubs throughout their schooling as well as public speaking skills by providing opportunities particularly in the Sixth Form through taking part in assemblies and Days off timetable, for example the Integrated Learning Weeks/Days. We also provide Drama lessons as well as the opportunity to take Speech and Drama lessons and there are many opportunities to be involved in school plays.

Mathematical – our curriculum helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Pupils' knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration and discussion.

Scientific – we increase pupils' knowledge and understanding of nature, materials and forces and develop skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting practical investigations and experiments and recording their findings.

Technological – Information and Communication Technology lessons are being developed into Computer Science. Pupils also utilise ICT skills in all aspects of the curriculum. All pupils are issued with a device, currently a Chromebook. Computer Science is taught at GCSE and A level. Pupils participate in the Duke of York Inspiring Digital Enterprise Award. We focus on developing, planning and communicating ideas and through our textiles lessons the pupils have the opportunity to work with tools, equipment, materials and components to produce good quality products as well as learning how to evaluate the processes and the outcome. Food lessons and resistant materials also fall under this area.

Human and Social – we teach our pupils about people and their environment and how human interaction, now and in the past, has influenced events and conditions. Under this area we incorporate aspects of Moral, Spiritual and Cultural awareness and development.

Physical – we develop our pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and help them to evaluate and consequently improve their performances. Through this area of the curriculum, pupils acquire knowledge and understanding of basic principles of fitness and health. PE is a timetabled lesson which makes use of both indoor and outdoor facilities in Cambridge.

Aesthetic and creative – our curriculum embraces opportunities for pupils to engage with the practical processes of making, composing and inventing. Art, music, drama, textiles, the study of literature and opportunities to engage in dance all call for personal, imaginative as well as practical responses in this area.

Curriculum Outline

Year 7

- Linguistic – English, two languages from a choice of Latin, French, German, Spanish or Mandarin
- Mathematical – Mathematics
- Scientific – an Integrated Science course (including Biology, Chemistry and Physics)
- Technological – Textiles Technology, Computer Science, Study Skills (includes logical reasoning as applicable to Computing)
- Human and Social – Religious Studies (incorporating PSHEE), History, Geography
- Physical – Physical Education
- Aesthetic and Creative – Music, Drama, Art

Food Technology is offered as an enrichment subject in conjunction with Tutor Time. Most subjects are taught in form groups. Mathematics and English (from early in the Autumn Term) are set by ability.

Year 8

- Linguistic – English, three languages: two from French, German, Spanish or Mandarin plus Latin
- Mathematical – Mathematics
- Scientific – Biology, Chemistry, Physics
- Technological – Textiles Technology, ICT

- Human and Social – Religious Studies (incorporating PSHEE), History, Geography
- Physical – Physical Education
- Aesthetic and Creative – Music, Drama, Art

Food Technology is offered as an enrichment subject in conjunction with Tutor Time.

Year 9

- Linguistic – English, three languages: two from French, German, Spanish or Mandarin plus Latin
- Mathematical – Mathematics
- Scientific – Biology, Chemistry, Physics
- Technological – Textiles Technology, ICT
- Human and Social – Religious Studies (incorporating PSHEE), History, Geography, Classical Civilisation
- Physical – Physical Education
- Aesthetic and Creative – Music, Drama, Art

Food Technology is offered as an enrichment subject in conjunction with Tutor Time.

Years 10 and 11

Pupils normally take 10 subjects at GCSE, all at the end of Year 11. More able Mathematics pupils may take their GCSE Additional Maths in addition to GCSE Mathematics.

To maintain breadth and comply with QCA guidelines, pupils must study either:

- Science and Additional Science

Or:

- Biology, Chemistry and Physics.

Pupils are strongly encouraged to take at least one modern foreign language.

They are encouraged to choose:

- at least one humanity - Geography or History
- a creative subject - Art and Design, Textiles Technology, Food Technology, Drama or Music.

Requests for exceptions to the normal curriculum should be referred to the Deputy Head (Academic).

Pupils for whom English is not a first language are assessed and, where necessary, given English support sessions. They may follow an alternative course to GCSE English and GCSE English Literature. Please see our EAL Policy for further information.

Subjects offered at GCSE:

Core Subjects: English Language; English Literature; Mathematics; Religious Studies (incorporating a PSHEE programme) and either Biology; Chemistry and Physics or Science and Additional Science

Other Subjects: Art and Design; Classical Civilisation; Drama; Food Technology; French; Geography; German; History; Latin; Music; Spanish; Textiles Technology

In addition, all pupils take PE/Games and ICT in Year 10.

Additional study opportunities such as Business, Computer Science, Classical Greek and PE may be offered as advertised in the GCSE Options Brochure.

Years 12 and 13

Our curriculum in the Sixth Form allows scope for the pupils' talents and interests and helps prepare them for the opportunities, responsibilities and experience of adult life. Pupils are offered as much flexibility as possible in their choice of subjects. With the introduction of reformed courses pupils may choose four A-levels but generally take three. A fourth subject can be studied for one year only leading to an AS-level qualification.

In addition, St Mary's Sixth Formers follow a Sixth Form Programme and a course of Physical Education which offers scope to increase breadth and develop skills and Food is additionally offered as part of PER. The Extended Project Qualification is available.

Pupils for whom English is not a first language are assessed and given English support sessions when appropriate. Pupils study for the IELTS qualification required for entry to most UK universities by international pupils.

The following AS/A2-level subjects are normally offered: Art; Biology; Business Studies; Chemistry; Classical Civilisation; Computer Science; Economics; English; French; Geography; German; History; Latin; Mathematics (and Further Mathematics); Music; Psychology; Photography; Politics; Physics; Spanish; Art and Design Textiles; Theatre Studies; Theology.

All subjects have responsibility for promoting speaking and listening, literacy and numeracy.

PSHEE

Health promotion: We counter major risks to health, including substance abuse, through our PSHEE, Biology and Sports lessons.

The PSHEE programme is delivered through Religious Studies lessons. A written and effective plan is implemented in a broad and appropriate way. It provides age appropriate advice and guidance on alcohol, illegal substance and solvent abuse, smoking, sex education, HIV infection, hepatitis and sexually transmitted diseases, and protecting oneself from abuse. Staff understand the School's obligations to encourage respect for other people under the 2010 Equality Act and to prepare pupils for the opportunities, responsibilities and experiences of life in British society. Alcohol, smoking and illegal substance abuse is covered and pupils discuss the Alcohol, Drugs and Smoking Policy and how to follow this Policy in practice. Economic education is delivered.

Careers

This policy should be read in conjunction with the Careers and Work Experience Policy.

Impartial advice is given to help pupils choose GCSE and post-16 courses.

The Head of Careers is responsible for developing the Careers programme. Careers education is embedded in many of the learning opportunities offered at St Mary's. In Year 7 and 8 a half day off timetable with an impartial external provider is scheduled. A series of formal lessons are delivered as part of the Form Tutor programme in Year 9 These lessons enable pupils to be aware of a broad range of career options their strengths, areas for growth, and interests and how these relate to the world of work in terms of different careers and opportunities. Opportunities are provided for group discussion and individual guidance through which information is provided about up to date training, education and occupations beyond school.

A comprehensive programme of Work Experience is offered to all Sixth Form pupils and to Year

11 pupils on request. It is organised by the Work Experience co-ordinator.

Homework Club

This Club runs between 4 pm and 6 pm every day except Fridays when the Club runs between 4 pm and 5 pm. It takes place in the Learning Resource Centre and some overspill classrooms. It is supervised by members of staff in conjunction with Sixth Form prefects.