St Mary's School
CAMBRIDGE

Curriculum Policy

This policy is the responsibility of the *Senior Deputy and Head of Juniors.*

Last review: September 26

Next review: September 27

Overview

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

Rationale & Ethos

St Mary's School, Cambridge (the School) recognises that all pupils are entitled to a curriculum which is characterised by breadth, balance, coherence, relevance, differentiation, and progression. Our curriculum is intended to provide the fullest and broadest experience for every girl. 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. As befits a Catholic school, Religious Education is taught as a core subject in Key Stages 1-4. In the Sixth Form it is delivered as part of PER lessons overseen by the RS department.

Aims

- To provide a full-time, supervised education for girls of compulsory school age.
- To provide a curriculum in harmony with the aims and ethos of the School.
- To provide subject matter appropriate for the age, ability, aptitudes and needs of all pupils, including those pupils with SEND, with or without an education, health, and care plan (EHCP), and/or protected characteristics/disabilities.
- To encourage excellence and provide opportunities and challenge 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 including preparing pupils for engagement with public institutions and society at both national and local level; and for civic responsibilities and contact with a wide range of members of society in England.
- To provide careers guidance and pastoral support to enable pupils to make informed choices.
- Where a pupil has an Education Health and Care Plan (EHCP), to provide education which fulfils its requirements.
- To enable our pupils to become successful, confident young people who will be enabled to enjoy a healthy lifestyle and become economically self-sufficient.

Access, equality, and anti-discrimination

Explicitly as well as implicitly, our school curriculum and other arrangements teach our pupils about their value as a person, their human rights, the options available to them and their expectations for adult life. Consequently, we establish and maintain a positive, inclusive culture of equality in which every pupil can feel valued and flourish and in which pupils with protected characteristics do not experience unlawful discrimination.

Pupils are prepared for the opportunities, responsibilities, and experiences of life in British society. Staff understand the School's obligations to encourage respect for other people under the 2010 Equality Act with regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. If there were some occurrence or event involving one or more of the protected characteristics which became an issue amongst the pupils, the School would help the pupils understand the issues, and ensure the pupils respect all those with those characteristics.

Opportunity to learn and make progress for all pupils

Our curriculum, plan and schemes of work take proper account of the needs of all pupils, in terms of ability, need and aptitudes. The School is committed to a high-quality educational provision for all its pupils to facilitate continual progress and learning whilst at the School. We set our programmes of study according to the needs of all abilities within our School and differentiate and adapt appropriately within the classroom to ensure that all pupils at the school can learn and make progress. We ensure that our admissions, discipline, and other procedures (e.g. arrangements for school trips or examinations) take account of pupils' needs.

Special educational needs are taken fully into account. We ensure that those: with special educational needs and/or disabilities or learning difficulties; for whom English is an additional language; of exceptional ability; who perform a caring role at home as young carers; looked after children (LAC) or previously LAC receive the support they need to achieve educationally. Extended support planning and assistance is provided through the School's pastoral structures in the event of individual circumstances disrupting a pupil's educational provision. Examples might be where a pupil is hospitalised, is unable to participate/attend all lessons or has extenuating home circumstances.

Pupils' needs are individually assessed wherever individual circumstances or needs are suspected of impeding or challenging that learning and support provision is led by the Learning Support department, under the Head of Learning Support. We record the progress of and support for any pupils with significant learning difficulties or disabilities. These provide a description of the difficulty and guidelines for support are provided to teachers and tutors who are aware of those identified pupils and incorporate suitable, suggested teaching strategies into their teaching.

English as an Additional Language (EAL) provision is also included in this support framework. Lessons are conducted in English; where English is not a pupil's first language then tests are conducted on entry point to ensure that the pupil is able to benefit from the curriculum provision.

We meet the needs of able pupils by providing appropriate stretch and challenge and extension activities. Setting is used in some year groups for some subjects, where deemed beneficial, to aid differentiation by ability. The curriculum is constantly evolving to accommodate the needs of our pupils and to add extension and enrichment opportunities.

Child protection and wellbeing, together with the provision of a safe and ordered learning environment are central to all pupils' opportunity to learn and make progress. Our pastoral structure helps us nurture each pupil through individual care and monitoring, with Senior School co-tutoring supporting a very low tutor-tutee ratio, which is integral to supporting every pupil as an individual. The wider support framework includes a nursing team, including counsellors, a chaplain, as well as our Sixth Form and Year 11 prefects.

Pupils who need to focus on particular targets during the course of the year, be they academic or behavioural, may be placed on a 'Target Card' in the Junior School or given bespoke intervention by their Head of Year. At the Junior School, targets are given and these are shared with parents alongside strategies to help the pupil achieve these. At the Senior School, the Head of Year will monitor and reviews the progress of the pupil with the pupil at the end of the week and will keep parents informed. To further support what is taught in the classroom and to allow individual pupils the opportunity to revise and review topics already covered, academic departments offer surgeries ('extras') alongside revision sessions for examination years.

Educational visits

The School recognises the value to pupils of participation in educational visits including day trips and residential opportunities, locally, nationally and internationally. The School undertakes a programme of educational visits each year for all year groups. The School's aims in all conducted educational visits are to enhance pupils' understanding of curricular activities (e.g. language or history studies); provide opportunities to practise skills and develop pupils' social skills (e.g. meeting pupils from other countries and cultures).

Extra-curricular development

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 in the Senior School and Teachers and Learning Support Assistants in the Junior School help them to achieve this balance.

Extra-curricular activity is an essential part of the broad, balanced, and aspirational education that the School promotes. The Junior School has a wide and varied programme of lunchtime and after school clubs. In the Senior School, opportunities are developed in sport, outdoor activity (e.g. DofE), music, drama, dance and art. The School runs a series of clubs and societies. This is supported in both the Junior and Senior Schools by the use of SOCS to inform and monitor extra-curricular choice; furthermore, in the Senior School a booklet is produced termly to inform pupils and their parents of these options. The Senior School runs a formal enrichment programme on alternate Friday afternoons which incorporate award schemes into our curriculum: an Arts Award for Year 7; an advanced Science programme for Year 8; DofE for Year 9; a range of activities in Years 10 and 11 (including the Higher Project Qualification, HPQ); the Sixth Form has its own Enrichment programme provision which takes place both on the Friday afternoon and within curriculum time which includes Learning Lunches (where, for example, alumnae and others share career insights), Philosophy, Ethics and Religion, Sport and the Extended Project Qualification, EPQ.

Cross-curricular content and skills development

The Junior School's creative, topic-based curriculum ensures that subjects are taught in a holistic, cross-curricular way. In non-core subjects, assessment is focused on subject specific skills rather than knowledge.

All Senior School departments are asked to look to contribute, where possible and beneficial, to wider cross-curricular skill development within literacy and oral communication/presentation skills; digital, numerical and data skills; research and independent investigation skills.

Digital learning is overseen by our Assistant Head Teaching & Learning, via the Digital Strategy Lead.

Personal character development & future skills planning

All pupils receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, for example, hard work, empathy, adaptability, responsibility and thoughtfulness (the HEART habits), which underpin success in education and employment. Interaction with the community, participation in matches against other schools, and in competitions further enhances the pupil's learning. Alongside the obvious enjoyment and health benefits that come from participating in sport, there are benefits to playing games including working within groups outside pupils' regular friendship groups, teamwork, discipline, inner confidence, resilience, respect, and sportsmanship. Pupils learn a range of outdoor skills and qualities such as resilience and initiative through participation in activities such as the DofE Award Scheme.

We support our pupils in preparing for future life by developing the values, skills, and behaviours they need to get on in life. Through the wider curriculum, such as the numerous leadership opportunities available to pupils at all ages in the school, the School seeks to provide a means for our pupils to prepare for the sort of responsibilities they will face as adults and experiences where gender mixing is common. 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, including life in British society.

See the separate Relationships Education and Relationships and Sex Education Policy (RE & RSE) for more detail.

Careers guidance

The Head of Careers is responsible for developing the Careers programme which provides relevant and varied information, through working closely with higher education institutions and employers. It is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options available. This enables them to: challenge stereotyping; widen their career consideration, ideas and understanding; fulfil their potential; succeed in adult life; as well as more precisely to choose GCSE, A Level, university courses and destinations and other post-16 and -18 choices.

Careers education is embedded in many of the learning opportunities offered at the School. The Junior School hosts an annual Careers Week. Mainly parent speakers are invited to lead assemblies about a varied range of careers to inspire the pupils.

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: 'know themselves' and how their strengths, areas for growth, and interests relate to the world of work; learn about 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 including a visiting speakers' programme; online seminars; a Careers Fair. A comprehensive programme of Work Experience is offered to all Sixth Form pupils and to Year 11 pupils. This is organised by the Work Experience co-ordinator.

Teaching

Teachers treat pupils with dignity, build relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' wellbeing.

The curriculum is delivered through consistently good planning, good teaching, thorough tracking and monitoring, and this enables all pupils to make good progress according to their abilities. Teachers are encouraged to regularly reflect on the range of simple methods that are available to differentiation within their teaching. The School aims for academic enrichment alongside extension, and we integrate opportunities into all departmental schemes of work.

Class teaching is delivered in a way that pupils are interested in their work and encouraged to think and learn for themselves, so that self-motivation is fostered, and good behaviour ensured.

Teaching:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- Fosters in pupil's self-motivation, the application of intellectual, physical, and creative effort, interest in their work and the ability to think and learn for themselves.
- Involves well-planned lessons and effective teaching methods, activities, and management of class time.
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons.
- Demonstrates good knowledge and understanding of the subject matter being taught.
- Utilises effectively classroom resources of a good quality, quantity, and range.
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
- Does 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.
- Does not discriminate against pupil's contrary to Part 6 of the Equality Act 2010.

The school monitors the implementation of this policy through:

- Annual departmental reviews (including public exam results analysis).
- Appraisal and professional development.
- New staff induction programme and probationary review.

Formal lesson observations (often as part of the appraisal cycle) use the National Teaching Standards as the main lesson observation criteria for forming lesson judgements:

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and outcomes by pupils.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities.

We also use learning walks and other methods to review learning.

Learning environments

Teaching and learning can take place in a physical classroom in which space we aim to create a conducive, increasingly biophilic, environment. Increasingly, we are experimenting with using the outdoor environment in all areas of the curriculum where possible to enhance learning as well as to support mental health and wellbeing.

Much teaching whatever the location makes use of digital technology to extend the range of stimulating material beyond print and film. All Senior School pupils have the opportunity to be issued with a school-owned device, and pupils in Year 7 to Year 11 are required to use a School device, except in exceptional circumstances. Filters are used to manage lesson usage of online resources for teaching and to monitor pupils' access to material which may breach the standards.

Learning

Progress is properly assessed as part of a continuous process which feeds back into lessons. All activity at school is designed with learning in mind. The School endeavours to make the learning experience holistic for all pupils, developing their individual talents and strengths and supporting their weaker areas.

The School fosters motivation by encouraging pupils to work hard and achieve and take a positive attitude towards learning, with a reward system to support. The School also encourages open discussion by pupils and staff of problems and themes which arise from the curriculum or everyday life to encourage debate, questioning and individual opinion.

Home Learning plays an essential role within the curriculum as a means of reinforcing, extending and enriching work done in class, as well as encouraging pupils to develop self-discipline, good study habits and the desire to extend and enrich their own learning and creativity.

The Junior School has a comprehensive home learning timetable from Reception to Year 6 which aims to consolidate in-school learning and involve parents in their child's learning and progress. In the Senior School, a Home Learning Timetable is constructed for Years 7 to 11 which is available on request. In the Sixth Form, pupils are expected to spend approximately four hours a week per subject on independent study. The Senior School Homework Club runs between 4.00pm and 6.00pm every day except Fridays when the Club runs between 4.00pm and 5.00pm; it takes place in the Learning Resource Centre and some overspill classrooms and it is supervised by a suitable member of staff.

Digital technology

The School supports and encourages pupil acquisition of ICT and digital literacy skills. The School aims to realise maximum benefit from the deployment of suitable digital resources whilst remaining judicious in its usage and aware of the need to monitor the real benefit to learning (alongside any possible disadvantages).

The Junior School pupils have access to a bank of Microsoft Surface Pros. The Senior School provides Microsoft Surface Pros. Much work is now recorded electronically with an increasing range of class and individual digital notebooks being used, alongside paper books.

Pupils have school and home/remote access to a wide range of school services including their email, the School learning portal, virtual learning environments, their personal documents area, and the school calendar.

Learning resources

The Junior School has an open access fiction and non-fiction library with LSA support.

The Senior School's LRC, Learning Resources Centre, hosts a wide range of fiction and non-fiction, a variety of journals, magazines and newspapers and online resources. The LRC is open to help pupils with their studies during the day, providing a quiet environment for homework and other study. The School Librarian is available to provide help to pupils throughout the day.

Statutory guidance & related policies

- Physical health and mental wellbeing (Primary and secondary) (July 2025)
- Careers Guidance and Access for Education and Training Providers (May 2025).
- Promoting children and young people's emotional health and well-being: a whole-school and college approach (September 2021)
- SEN and Disability Code of Practice, 0-25 years 2015 (Published June 2014, Updated September 2024)
- Children and Families Act 2014
- DfE non-statutory advice: The Equality Act 2010 and Schools

This policy should be read in conjunction with the policies: Admissions; PSHEE; RE and RSE; SEND; English as Additional Language; Differentiation; Setting; Equality, Diversity and Inclusion; Careers and Education Guidance; and the Accessibility Plan. Reasonable adjustments are also covered in the following policies: Safeguarding and Child Protection; Anti-Bullying; Behaviour Management; Discipline, Exclusions and Required Removal; and Offsite Visits.

Junior School procedure

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 Spanish 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 in Computer Science and design technology skills in art and STEM projects.
- 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 in PE.
- 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.
- Personal, Social, Health & Economic - the development of respect for oneself and other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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 based on the Kapow Scheme but is extended to suit the needs and broader curriculum offered to all the pupils at the School.

Relationships education

The RE curriculum will follow the model scheme of work developed by Kapow adapted where necessary to reflect the specific needs of the School.

The Religious Education programme is also used in the School to support relationship education.

EYFS curriculum

See the separate EYFS Provision (including Curriculum) Policy.

Senior School procedure

The Senior School provides full-time, supervised education through operating a two-week timetable of 60 periods a fortnight. On Mondays to Friday there are six periods a day. Each period is 50 minutes long, with a 5 minute 'travelling' time between lessons. An enrichment programme runs every other Friday.

Year 7	PPF	Year 8	PPF	Year 9	PPF	Year 10	PPF	Year 11	PPF	Year 12/13	PPF
Maths	6	Maths	6	Maths	7	Maths	7	Maths	7		
English	6	English	6	English	6	English	7	English	7		
PE	6	PE	6	PE	6	PE	4	PE	4	PE	2
RS	4	RS	5	RS	5	RS	6	RS	6	PER	2
MFL 1	5	MFL 1	4	MFL 1	4	3 or 4 Options	5	3 or 4 Options	5	3 or 4 Options	10
MFL 2	5	MFL 2	4	MFL 2	4	Study	2/4	Study	2/4		
Comp	2	Comp	2								
PSHEE	1	PSHEE	1	PSHEE	1	PSHEE	1	PSHEE	1	EPQ	2
Geog	3	Geog	3	Geog	3						
History	3	History	3	History	3						
Music	3	Music	2	CART 1	3						
Drama	3	Drama	2	CART 2	3						
Art	3	Art	2	CART 3	3						
Textiles	3	Textiles	2								
Science	5	Biology	3	Biology	3	Science	12/ 15	Science	12/ 15		
		Chem	3	Chem	3						
		Physics	3	Physics	3						
Tutor/ Food	1	Tutor/ Food	1	Tutor/ Food	1					Tutor Time	1
Enrich	1	Enrich	2	Enrich	2	Enrich	1	Enrich	1	Enrich	2

Areas of experience

Linguistic

The School develops 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. Communication, presentation, and literacy skills are developed in all subjects. 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. 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

Numeracy and mathematical skills are encouraged in all subjects and particularly developed in Mathematics, Sciences, Computer Science and Design & Technology. 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

The School increases 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 and digital

The School supports pupils in developing, planning, and communicating ideas through working with tools, equipment, materials, and components to produce good quality products as well as learning how to evaluate the processes and products. All pupils are issued with a device. Computer Science is taught in KS3, at GCSE and A level. Textiles, Food and Resistant Materials also fall under this area.

Aesthetic and creative

The School's 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.

Physical

The School develops 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 the principles of fitness and health. Timetabled Physical Education lessons make use of both indoor and outdoor, land and water-based facilities.

Human and Social

The School teaches 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 History and Geography, Religious Studies, Classical Civilisation as well as aspects of Moral, Spiritual and Cultural awareness and development.

Religious

Teaching world religions and belief systems at KS3, Religious Studies at GCSE and Philosophy, Ethics and Religion at Sixth Form provides human and social education, promotes spiritual, moral, social and cultural development and engenders respect for other people.

PSHEE

PSHEE (Personal, Social, Health and Economic Education). PSHEE provides all pupils with an education that prepares them for life, for all the opportunities and challenges that they face now and in the future from making informed decisions about drugs and alcohol to managing student loans and succeeding in their first job. In the Senior School, our PSHEE is designed to help foster lifelong aspirations alongside the Mary Ward Values, aiming to improve our pupils' health and wellbeing so that they can achieve better academically, enjoy greater success and lead a happy, healthy life. This will be delivered through a combination of formal lessons, 'drop-down' study (part) days, form time sessions and assembly delivery. We use a combination of external speakers, our in-school experts (e.g. nurses/ mental health and wellbeing leads) and form tutors, as appropriate. The PSHEE curriculum is developed in conjunction with the Chaplain to ensure that that a spiritual element is present where appropriate.

RSE

The RE & RSE Policy is on the website and reflects the results of the consultation with parents. The policy defines RE & RSE, lays out the content, who teaches it and how and how this teaching will be monitored and evaluated. The policy also sets out the parental right to withdraw their child from sex education. Content includes families and people who care for us, recognising caring friendships and respectful relationships, online relationships and being safe, intimate, and sexual relationships, including sexual health. Pupils are taught about relevant legal provisions when topics are being taught, such as consent (including the age of consent), FGM, sexuality, gender identity, exploitation.

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 – Design Technology, Computer Science
- Human and Social – Religious Studies, PSHEE, History, Geography
- Physical – Physical Education and Games
- Aesthetic and Creative – Music, Drama, Art

Food and Nutrition offered as an enrichment subject in conjunction with Tutor Time. Most subjects are taught in form groups. Mathematics and Languages may be set by ability.

Year 8

- Linguistic – English, two languages: two from Latin, French, German, Spanish or Mandarin
- Mathematical – Mathematics
- Scientific – Biology, Chemistry, Physics
- Technological – Design Technology, Computer Science
- Human and Social – Religious Studies, PSHEE, History, Geography
- Physical – Physical Education and Games
- Aesthetic and Creative – Music, Drama, Art

Food and Nutrition is offered as an enrichment subject in conjunction with Tutor Time. Mathematics and Languages may be set by ability.

Year 9

- Linguistic – English, two languages: from Latin, French, German, Spanish or Mandarin
- Mathematical – Mathematics
- Scientific – Biology, Chemistry, Physics
- Technological – Design Technology, Computing
- Human and Social – Religious Studies, PSHEE, History, Geography, Classical Civilisation and Cultural Studies
- Physical – Physical Education and Games
- Aesthetic and Creative – Music, Drama, Art

Food and Nutrition is offered as an enrichment subject in conjunction with Tutor Time. Mathematics and Languages will be set by ability.

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. We also offer the Level 2: Higher Project Qualification.

To maintain breadth and comply with QCA guidelines, pupils must study either: dual award or separate sciences.

Pupils are 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, Design Technology, Food Preparation and Nutrition Drama or Music.

Requests for exceptions to the normal curriculum should be referred to the Deputy Head Data and Operations.

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, a PSHEE programme and either Biology; Chemistry and Physics Dual Award Science

Other Subjects: Art and Design; Art and Design Textiles; Classical Civilisation; Drama; Food Preparation and Nutrition French; Geography; German; History; Latin; Classical Greek; Music; Spanish; Design Technology; Physical Education; Dance

In addition, all pupils have Games lessons.

We also offer the Level 2: Higher Project Qualification and OCR FSMQ Additional Mathematics in enrichment time.

Sixth Form: Years 12 and 13

The School has entrance requirements as guidelines for Sixth Form study in specific subjects.

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.

The following A level subjects are offered: Art & Design Fine Art; Art & Design Photography; Art & Design Textiles; Biology; Business Studies; Chemistry; Classical Civilisation; Computer Science; Economics; English Literature; French;

Geography; German; History; Latin; Mathematics (and Further Mathematics); Music; Physical Education; Psychology; Physics; Spanish; Sociology; Theatre Studies; and Theology. In most cases, these subjects will be taught by two subject specialists.

We strongly encourage pupils to take the Extended Project Qualification.

In addition, St Mary's Sixth Formers follow a Sixth Form Programme and a course of Games, which offers scope to increase breadth and develop skills.

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.

Philosophy, Ethics and Religion is taught as part of a PSHEE curriculum.

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

The pupils who are outside compulsory school age follow the above curriculum, and where appropriate, any further needs are considered.