

HIGHGATE

CURRICULUM POLICY

This document contains the following:

- an introduction to the academic philosophy of the school
- an explanation of how we meet the regulatory requirements for the quality of education provided (curriculum) (**ISSRs 2014, Part 1, Paragraph 2**)
- an outline of the structure of the whole school (Pre-Preparatory School, Junior School and Senior School)
- an outline of the Senior School curriculum at KS3
- an outline of the Senior School curriculum at KS4
- an outline of the Senior School curriculum in the Sixth Form
- notes on the wider curriculum in the Senior School, covering sport and games, information technology, religious education, higher education and careers advice, PSHEE, and extra-curricular activities
- an explanation of our vision for broadening the curriculum

This document should be read in conjunction with the following complementary documents:

- Homework, assessment and reporting policy [**ISSRs 2014 Part 1, Paragraph 3 (a), (b), (g); Paragraph 4**]
- Teaching Policy
- Learning support policy [**ISSRs 2014 Part 1, Paragraph 2 (1) (b), (2) (h)**]
- PSHEE syllabus [**ISSRs 2014 Part 1, Paragraph 2 (2) (d)**]
- Various Higher education advice documents [**ISSRs 2014 Part 1, Paragraph 2 (2) (e)**]
- Various Careers and employability documents [**ISSRs 2014 Part 1, Paragraph 2 (2) (e)**]

1 Introduction

The school's aim is to be an academic school and a place for learning and scholarship. The curriculum policy of the three constituent parts of the school reflects this aim. Our vision is that our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a wide range of academic subjects up to Year 9. They develop and perfect key intellectual skills in a broad cultural and historical context, so that they can make sense of their learning as a coherent whole. While we want pupils to know things, we also encourage them to weigh the evidence and to be critical of what they hear, see and read. We take account of the ability of every pupil and ensure that each is challenged and her or his talents fostered. When pupils leave Highgate, we want them of course to have the skills for university and the workplace; but also we want them to be knowledgeable and informed young people who have the skills to sustain a life-long love of learning.

2 Meeting the *Regulatory Requirements for the Quality of Education Provided (Curriculum)*

Full details are available in schemes of work: from Year 7 upwards, these take the form of departmental schemes produced by Heads of Department and coordinated by the Deputy Head (Academic). The needs of any pupils who have an identifiable Special Educational Need, or those pupils who present learning difficulties, are coordinated by the Director of Learning Support (who is the SENCO) who ensures that statutory requirements and individual needs are met. The policy is laid out in full in a separate document.

2.1 All pupils of compulsory school age attend school full-time (25 hours of timetabled lessons per week; c.20 when a pupil takes only three subjects in Year 13) and are given experience in linguistic,

mathematical, scientific, technological, human and social, physical, aesthetic and creative education. By maintaining a very broad range of subjects until Year 9 and having a policy of pupils taking ten subjects to I/GCSE, the breadth of the educational experience is maintained for as long as possible. To foster linguistic skills, all pupils take GCSEs in English Language and Literature and at least one modern language; around a third of the year study either an additional modern language, or Latin or Greek. All pupils take GCSEs in Mathematics and Science (around 90% of pupils study three separate sciences to GCSE). Design Technology is compulsory to KS3, as are human, social, aesthetic and creative subjects (History, Geography, Art, Music and Drama). Many of these aspects are studied across the curriculum (e.g. creativity is encouraged in project work at KS3 in many subjects (there is a formal cross-curricular project in each year at KS3); social topics are discussed in English Literature, and so on). All the subjects mentioned are available at GCSE. Physical Education (termed SpEx: Sport and Exercise) is provided for in Exercise lessons up to and including Year 10, and all pupils in every year have weekly Sport (Games) lessons. Pupils are supervised in all classes in Years 7 to 11. There are no free periods in these year groups. When a pupil has a 'free' block of time (e.g. a pupil may arrive in Year 9 having studied no French and there is no alternative option on that block on the timetable), the pupil either goes to the Library or to Learning Support where they are registered and supervised. Pupils unable to participate in Games are supervised by a member of staff in a published venue. **[ISSRs 2014 Part 1, Paragraph 2, (2) (a)]**

2.2 Pupils acquire skills in speaking and listening, literacy and numeracy. Attention is paid to these skills across the curriculum and not just in Mathematics, Science, English and Modern and Classical Languages. Pupils are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations. Questioning and collaborative learning are at the heart of our academic aims and methods, as described in the *Teaching Policy*. We continue to deepen the pupils' literacy by promoting the advantages and pleasures of private reading through reading lessons in Key Stage Three English and initiatives like the Highgate 21 and its subsidiaries (e.g. the Contemporary 21). **[ISSRs 2014 Part 1, Paragraph 2 (2) (b)]**

2.3 Lessons are conducted in English; where English is not a pupil's first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. A more formal system of assessment of EAL is also in place and is the responsibility of the Director of Learning Support. When the pupil simply needs help in bettering his/her fluency and understanding, special arrangements are made through the Director of Learning Support. **[ISSRs 2014 Part 1, Paragraph 2 (2) (c)]**

2.4 Personal, social, health and economic education is provided; these topics, as well as fostering respect for others and an awareness of the protected characteristics set out in the 2010 act, are dealt with in the following ways:

- i) There is a formal programme in fortnightly tutorial periods, aided by experts in particular areas from both inside and outside the school (see separate PSHEE syllabus). In Year 10, there is additionally a carousel of non-examined subjects, and relationships and sex education, and drugs awareness are crucial to that programme. Economic issues are dealt with throughout but also as part of a carousel of non-examined subjects.
- ii) Particular PSHEE topics form part of the assembly programme each term and are addressed by members of the senior team; the Chaplain and those in charge of other religious assemblies also frequently deal with relevant topics.
- iii) Teachers are encouraged to deal with such issues in academic subjects as they arise and are highlighted in schemes of work (e.g. emotional responses discussed in the study of English Literature; social issues in Geography and Science, for example).
- iv) Pupils are encouraged to explore issues themselves; groups such as the LGBTQ+ and Feminist societies, for example, bring to the attention of pupils some of the protected characteristics of the 2010 Act and serve to promote a spirit of understanding of difference within the school community. **[ISSRs 2014 Part 1, Paragraph 2 (2) (d)]**

2.5 Appropriate careers guidance is provided from Year 7 in the following ways.

- i) The Deputy Head (Academic) gives advice on GCSE and Sixth Form (A Level and Pre-U) choices, which is backed up by Heads of House and tutors in tutorial time. All members of Year 11 meet with a senior colleague to discuss their Sixth Form choices and the consequent career and university implications. At the beginning of each round in the choices season, the Deputy Head (Academic) reminds teachers of the need to present details of their subject and its possible career paths in a dispassionate way.
- ii) The skills key to employability are addressed in tutor and PSHEE time from Year 7. Senior staff also address these and related skills regularly in the annual assembly schedule.
- iii) Through the formal careers and employability programme, overseen by one of the Senior Deputy Heads, pupils are provided with access to independent and impartial careers guidance and advice. The aim is to enable pupils to gain sufficient information about courses, training, education and occupations beyond school so that they can make well-informed decisions about their subject choices and career pathways. The method and annual programme are listed in the Careers and Employability Policy: this includes the policy on work experience.
- iv) Advice about applying to university is provided by the Head of Sixth Form (Academic) and the Director of Higher Education in the first instance.
- v) In addition to the careers policy and programme mentioned above, the advice about choosing GCSEs and Sixth Form subjects is laid out in separate booklets which are updated annually. **[ISSRs 2014 Part 1, Paragraph 2 (2) (e)]**

2.6 Full schemes of work are in place for pupils under 5 (see Pre-prep documentation) and a full Sixth Form programme is available for pupils between the ages of 16 to 19 (see below). **[ISSRs 2014 Part 1, Paragraph 2 (2) (f), (g)]**

2.7 All pupils have the opportunity to learn and make progress. The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. There are no barriers to any pupil taking any subject, other than when professional advice suggests that a particular I/GCSE or Sixth Form subject would be inappropriate for a particular pupil's ability. Teachers take into account the needs of pupils, as a class and as individuals, when preparing lessons. In some subjects (e.g. English, modern languages and maths), we loosely set pupils to enable them to make progress at an appropriate level and speed. Teachers pay heed to the notes drawn up for pupils with learning difficulties or with specific provision, and provision is made by the Director of Learning Support when she deems a pupil needs extra assistance when their first language is not English. Teachers are also aware of pupils who are deemed particularly able and consider their needs in their lesson preparation. **[ISSRs 2014 Part 1, Paragraph 2 (2) (h)]** See *Learning Support Policy* for details of our provision and methods of teaching pupils with learning difficulties and the *Able Gifted and Talented Policy* for details of our provision and methods of teaching those who fall into this category.

2.10 The breadth of the curriculum provides pupils with the experience of many issues which they will face in life in British society. The PSHEE programme at all levels explicitly encourages pupils to think about human relationships in an age-appropriate way; while such issues are regularly discussed in Religion and Philosophy lessons and through the medium of English Literature. The PSHEE programmes consider sexual relationships, drug awareness and internet safety. Topics relating to responsibilities as a British citizen are also provided in the PSHEE syllabus, through society meetings, in participation on School Councils and Pupil Action Committees and in the process in Year 12 of electing the Heads of School. The need actively to promote British values is dealt with in assemblies with the imprimatur of the Head and senior colleagues, and in the discussion of social and cultural values in the PSHEE and tutorial programmes (this element is expanded in the Spiritual, Moral, Social and Cultural Education policy). Preparing a CV is covered in the careers programme, and financial issues are covered in the PSHEE programme and in Maths and Economics lessons. Societies provide other stimuli, whether in the form of visiting speakers on topics such as politics/economics/gap year opportunities etc., or activities such as community service, Duke of Edinburgh's Award scheme or Urban Survival. The whole year residential educational visits for Years 7 – 9 (suspended during the Covid pandemic), in addition

to many curriculum trips throughout the year, as well as the range of visiting speakers contributes further to this broader education and cognisance is taken of the British element in the formation of the annual programme. **[ISSRs 2014 Part 1, Paragraph 2 (2) (i)]**

3 The structure of the School and its Curriculum

3.1 The structure of the School and its three sections is set out below. Regular meetings between the Heads of the three schools, between the Deputy Head (Academic) and/ or his assistants and Directors of Studies and between Heads of Department and other teachers enable curriculum coherence and provide for curriculum change and development.

Age	NC year	Key Stage				
4-5	Reception	Foundation	Pre-Preparatory School			
5-6	1	KS 1				
6-7	2					
7-8	3	KS 2		Junior School		
8-9	4					
9-10	5					
10-11	6					
11-12	7	KS 3			Senior School	
12-13	8					
13-14	9					
14-15	10	KS 4				
15-16	11					
16-17	12	KS 5				
17-18	13					

3.2 Senior School: Years 7, 8 and 9 **[ISSRs 2014 Part 1, Paragraph 2 (2) (passim)]**

The curriculum in Years 7, 8 and 9 is designed to give pupils further experience of a wide range of subjects, not only to provide knowledge and to develop critical thinking skills but also to ensure that they can make informed choices about which subjects to continue to I/GCSE.

All pupils in each of the years study English, Mathematics, Design Technology, French, Geography, History, Art, Music, Drama, Computing, Religion and Philosophy, and Physical Education (Exercise). In Y7, Coordinated Science is taught (one teacher covering all three sciences and concentrating on establishing scientific method). Biology, Physics and Chemistry are taught separately in Years 8 and 9. Pupils are taught Latin in Years 7, 8 and 9. Unless they join the school in Year 9 with no Latin. Pupils who show aptitude for Latin may also study Greek in the same single timetable slot in Year 9. Pupils in Year 7 have lessons in German, Mandarin, Russian and Spanish on a carousel, before taking one of these additional modern languages in Year 8. Provision is made for pupils new to the school in Year 9 to catch up quickly with a second modern language. Each year group has a double period of Sport (Games) each week. Pupils study Information Technology as part of their Computing lessons in Years 7-9; no formal qualification is taken in ICT but pupils may opt for Computer Science as one of their GCSEs. The Assistant Head (Teaching and Learning) reviews the coverage of key IT skills across all subjects in Key Stage Three to ensure that pupils have and are making use of opportunities to practise key ICT skills.

In addition to tutorial time before school and in the long morning break, each class has a fortnightly tutorial period in the timetable for PSHEE and academic monitoring. **[ISSRs 2014 Part 1, Paragraph 2 (2) (d)]**

The figures below refer to the numbers of 50-minute lessons allocated in a fortnightly cycle.

Subject	Period Allocation			Subject	Period Allocation		
	Y7	Y8	Y9		Y7	Y8	Y9
English	6	7	6	Design Technology	3	3	2
Mathematics	7	7	6	Art	3	3	2
General Science	8			Music	2	2	2
Biology		3	4	Drama	2	2	2
Chemistry		3	4	Computing	2	2	1
Physics		3	4	Latin/ Latin & Greek/ Classical Studies	4	3	4
French	3	3	4	Spanish/German/ Russian/Mandarin	2	2	4
History	3	3	3	Exercise	4	4	2
Geography	3	3	3	Sport	4	4	4
Religion and Philosophy	3	2	2	Tutorial	1	1	1

3.3 Senior School: Years 10 and 11 (to GCSE) [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (h), (i)]

The (I)GCSE curriculum core consists of:

- English Language
- English Literature
- Mathematics
- A modern language
- Science. All pupils are entered for three separate sciences, though a small proportion of pupils who may find the larger amount of content in the triple system too much enter for the Double Award: a decision is made following the Year 10 end of year examinations or following the Y11 mock examinations, in conjunction with pupils and parents; these pupils continue to go to all of their science lessons.

In addition, pupils take three other subjects. While guidance is given over the formation of a sensible set of subjects and university/career implications are discussed [ISSRs 2014 Part 1, Paragraph 2 (2) (e)], there is no other compulsion on pupils as regards these further choices. In other words, they may choose any three from History, Geography, Religious Studies, Art, Music, Drama, Design Technology, Computer Science, Latin, Greek, Classical Civilisation (a new subject in Year 10, which Latin and Greek/Latin introduce pupils to in Key Stage 3). In addition to the modern language taken as a core subject, pupils may take a second modern language, the languages on offer being French, German, Spanish, Russian and Mandarin. Pupils make their choices, and the blocking system is drawn up to accommodate the first choices of as many pupils as possible (in recent years all pupils were timetabled for their first choice set of subjects).

All pupils in Year 10 have a Sport (Games) afternoon weekly; Year 10 pupils have Exercise fortnightly (PE). All pupils, in addition to tutorial time before the first lesson and in the long morning break, have a fortnightly tutorial within the timetable for PSHEE; tutors also assist in academic monitoring as they see their tutees every day. In Year 10 there is also an extra fortnightly period of PSHEE to cover central issues at this crucial stage: internet safety, substance abuse, sex and relationships, British values. In Year 10 and Year 11 one period a fortnight is given over to an academic lecture; these slots focus on something deliberately off-piste and also serve to give pupils a taster of the new Sixth Form subjects (Philosophy, Economics, History of Art, Ancient History, Politics); the Politics elements serves to address in part the regulatory requirement in the ISI Regulatory Requirements Part 2, Paragraph 5 (see SMSC policy) [ISSRs 2014 Part 1, Regulation 2 (2) (d)]

The allocation of subjects is indicated in the table below (figures are the number of periods of 50 minutes in a fortnightly cycle, non-GCSE time in italics).

Subject	Period Allocation		Subject	Period Allocation	
	Year 10	Year 11		Year 10	Year 11
English	8	8	Latin	6	6
Mathematics	7	7	Greek	6	6
Physics	4	5	Classical Civilisation	6	6
Chemistry	4	5	Ancient History	6	6
Biology	4	5	Spanish	6	6
French	6	6	German	6	6
History	6	6	Russian	6	6
Geography	6	6	Mandarin	6	6
Religious Studies	6	6	<i>PSHEE/ Carousel</i>	2	1
Art	6	6			
Music	6	6	<i>Exercise</i>	2	
Drama	6	6	<i>Sport</i>	4	4
Design Technology	6	6	<i>Tutorial</i>	1	1
Computer Science	6	6			

3.4. Senior School: Years 12 and 13 [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (g), (h), (i)]

Pupils in the Sixth Form take four subjects, either A Level or Pre-U, in Year 12; normally between a third and a quarter continue all four throughout Year 13, the rest reducing their timetable to three subjects. The choice is made from four option blocks; often the blocking can be altered to accommodate pupils whose first choice is not available on the basic blocking structure. All subjects are taught in a linear fashion; we do not submit candidates for AS examinations. We deliberately do not offer five examined subjects; we believe that time should be spent thinking about subjects and reading from prescribed lists and beyond the syllabus. At this level, it is our policy to encourage depth and academic rigour. On the other hand, it is our policy to insist on four subjects being studied in Year 12 and a pupil may drop to three only if there are strong pastoral or previously unrecognised academic grounds for lessening their workload. We believe that our pupils are readily able to take four subjects and that it is in their educational interests to keep their options open and as broad as possible for as long as possible.

The qualification to take a subject in the Sixth Form is a grade 7 at I/GCSE. We do occasionally make exceptions to this rule. A grade 7 in specified related subjects is required for subjects not taken at GCSE Level (e.g. a grade 7 in Mathematics for A Level Economics). The threshold for immediate entry into Year 12 from Year 11 is six subjects at grade 7 or above.

The subjects currently on offer (29) in the Sixth Form are:

- Ancient History
- Art
- Biology
- Chemistry
- Classical Civilisation
- Computer Science
- Design Technology
- Economics
- English Literature
- French

- Geography
- German
- Greek
- History
- History of Art
- Interdisciplinary Design
- Latin
- Mandarin
- Mathematics; Further Mathematics
- Music
- Philosophy
- Physics
- Product Design
- Politics
- Russian
- Spanish
- Theatre Studies
- Theology

The Pre-U qualification is offered (not A Level) in English and all Modern Languages. In Year 12, eleven or twelve periods are taught (some subjects choose to set slightly more work, requiring one fewer lesson); twelve periods make up the block. All departments utilise the twelve periods in Year 13.

In addition, Sixth Formers have:

- One tutorial per fortnight in the timetable, in addition to tutorial time at the start of the day and in the long morning break, for academic monitoring, careers and higher education advice and for PSHEE matters. **[ISSRs 2014 Part 1, Paragraph 2 (2) (d), (e), (i)]**
- Two Sport (Games) periods (i.e. one afternoon) per week.
- Pupils in Year 12 follow a weekly Critical Method course (i.e. critical thinking) devised by us to meet the specific needs of pupils. This does not currently lead to any examination; timetabled extension classes come online in the Lent term. In Year 12, pupils are offered the opportunity to take the Extended Project Qualification or a Head's Prize, which is an in-house research project based on the EPQ.

3.5 The Wider Curriculum in the Senior School

a) Sport and Exercise (SpEx). Sport and Exercise are combined in a programme called SpEx. All year groups have Sport weekly. A rich variety of sports are on offer; those naturally interested in sport are encouraged to foster and develop their talents to a high level (and the High Performance Programme exists to assist in this). On the other hand, it is recognised that not all are naturally inclined to Sport and that some pupils prefer more niche sports (e.g. Fencing, Fives, Squash). We are committed to encouraging physical fitness and provide a full range of activities, so that each pupil at every level can find something to his/her liking and so develop physical fitness and the ability to be part of a team and to work together. Exercise lessons in Years 7-10, formerly styled Physical Education lessons, put the stress on exercise in many forms, whilst Sport lessons are timetabled for pupils to choose between different pathways, based on a carousel of choice. Competition is encouraged and excellence in team and individual sports, as in other areas of school life, is nurtured and very much valued. We are also committed to encouraging pupils to feel able to participate and play games if they want to, and we seek to provide them, as well as the elite team players, with the opportunities to play: for instance, we place a particular importance on enabling pupils who join the school in Year 7 and who want to play team sports to do so. **[ISSRs 2014 Part 1, Paragraph 2 (2) (a), (d), (g)]**

- b) Information Technology.** All pupils have formal lessons in Computing, which includes Information Technology, to the end of Year 9. It is our belief that ICT is a tool and an essential one at that; but we also think that it should be practised throughout a pupil's range of subjects and not taught as an end in itself. The Assistant Head (Teaching and Learning) and the Head of Computer Science reviews the use of and provision for ICT in the various subjects to ensure that pupils beyond Year 9 are using and developing their skills to an appropriate level and in preparation for university and the workplace. We offer a popular GCSE and A Level in Computer Science. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (g), (i)]
- c) Religious Education.** The subject at Highgate is called Religion and Philosophy and the skills of the latter infuse the methodology of the department, especially from Year 9 onwards. Highgate has a Christian heritage, while welcoming those of all faiths or none, and the ethos of the school relies heavily on Christian ethics (see separate document on *Spiritual, Moral, Social and Cultural Development*). Religious education serves to open all pupils' eyes to the spiritual dimension in their own and others' lives. It matters to us that our pupils are equipped to live a moral life informed by choices and values and are helped to navigate their way through uncertain and unchanging times. Pupils learn about and discuss moral and ethical issues and study comparative religion, making them aware of the beliefs of others by whom they are surrounded in North London. There is no formal R&P in the Sixth Form, but all pupils attend a religious service weekly where they hear about religious and moral issues. Critical Method lessons regularly contain relevant material, as do society meetings. Heads of Departments will identify areas of a religious, moral or ethical nature in their subject Schemes of Work, which are noted in the SMSC policy. [ISSRs 2014 Part 1, Paragraph 2 (2) (d), (i)]
- d) Higher Education and Careers.** Our provision aims to enable pupils to make informed choices about careers and future pathways through unbiased teaching, tutoring and varied information sources, encouraging pupils at all stages to be ambitious in fulfilling their potential. The Careers and Employability Specialist, who reports to one of the Senior Deputy Heads, is responsible for co-ordinating the formal Careers education programme within the school and supporting the work of our partner schools (most notably the London Academy of Excellence, Tottenham (LAET)).

The overall aim of the careers and employability programme is to provide a thought-provoking, informative and stimulating introduction to careers and life beyond Highgate for pupils in the Senior School. Regular events take place throughout the year: curriculum time Q&A panel sessions for pupils in Years 9-13; evening "Industry Insights" talks; termly lunchtime "Future Forum" talks (which include skills-based sessions), and one-off annual events such as the Careers Fair. Volunteers, who are drawn from the Highgate parent body and alumni, provide core support for these events and for other activities such as the following: the annual Year 10 Employability Day (which comprises CV workshops and career carousels); the Year 12 Practice Job Interview days (a process through which every Year 12 pupil submits their CV and then has a formal interview with a professional), and also the Y12 Employability Mentoring programme with pupils from LAE Tottenham. In addition, each year, visiting speakers provide pupils with numerous opportunities to find out more about the different types of careers and post 18 options available to them (including entrepreneurship, volunteering and degree/higher level apprenticeships).

All pupils can arrange 1-2-1 sessions with the Careers and Employability Specialist throughout the year. Pupils in Year 10 also complete a personal careers questionnaire which they later discuss with an external adviser. The online work experience directory includes opportunities for virtual experiences and useful resources for pupils to access. In addition, through the PSHEE programme and pastoral systems, pupils are given careers-based advice in Year 9 about their GCSEs, while the Deputy Head (Academic) is responsible for providing advice on purely academic matters: he introduces the process of choosing GCSEs and Sixth Form subjects in special assemblies to pupils and on separate occasions to their parents. He is supported by the Heads of Houses, who, in conjunction with the Year 9 tutors, deliver additional advice in tutorial time. The Deputy Head

(Academic) supports the Year 11 tutors in giving advice about choosing A Levels; again, the Year 11 tutors will deliver this advice to individual pupils in tutorial time. All y11 pupils have an A Level Option choices and work experience interview in the Lent Term.

The Head of Sixth Form (Academic) oversees the work of the Director of Higher Education, and contributes himself, in providing advice on higher education in special assemblies for pupils and parents, tutorial time and in special lunchtime and after-school sessions; they also organise an annual Universities' Fair. Tutors and Heads of Houses, once again, give additional advice to individual pupils. All pupils are allocated an individual mentor, an academic member of staff from their area of interest, who supports them during the application process and there are two designated members of staff who specialises in American and Canadian universities. The PSHE education co-ordinators work with the Senior Deputy Head, and the Section Heads to ensure that age-appropriate careers advice is given to the pupils, in all years (from Yy.7-13), through the tutorial systems, PSHE education programme and year group assemblies including in the Y12 Life skills carousel where all pupils have 4 sessions to develop interview skills. **[ISSRs 2014 Part 1, Paragraph 2 (2) (e), (i)]**

- e) **Personal, Social, Health and Economic Education.** All three parts of the school follow carefully structured programmes of PSHEE. These programmes have as their ethos, and often through specific modules or explicit wording, the preparation of young people for life in British society; and encouraging respect for other people and especially those with the protected characteristics is inherent to the programme. The specific topics are delivered by a variety of means: formal lessons, tutorial periods, assemblies etc. There is a separate PSHEE document giving the precise content of the provision. **[ISSRs 2014 Part 1, Paragraph 2 (2) (d), (i)]**
- f) **Extra-curricular activities.** A wide range of extra-curricular activities is on offer and is listed in a separate document. All pupils in Years 7-10 take part in a timetabled activity on Tuesday afternoons (TAA: Tuesday Afternoon Activities) from 4.10pm for Years 9-10 and on Thursdays at 1.30pm (TLA: Thursday Lunchtime Activities) for Years 7-8. Pupils in Years 11-13 are also encouraged to take part in the TAA programme (and options such as Silver and Gold DofE are particularly popular with the older pupils). The specific provision of the aforementioned activities, clubs and societies is tailored to the age of the pupils concerned, and care is taken to ensure that there are activities to suit pupils with different interests. There are also many department/subject-based societies, as well as many other societies begun and run by pupils, which are open to all members of the school. All pupils are encouraged to attend these and to take part in them. Some activities have an academic base, some are more practical and artistic. At every level we encourage pupils to take up a musical instrument and to take part in the many orchestras, choirs and ensembles. There is a school play at least once a term; many are organised and produced by senior pupils themselves, and involvement in drama is also encouraged at every level. **[ISSRs 2014 Part 1, Paragraph 2 (2)]**
- g) **Extra-curricular activities.** A wide range of extra-curricular activities is on offer and is listed in a separate document. All pupils in Yy. 7-11 choose an activity to pursue on Tuesday afternoons (TAA: Tuesday Afternoon Activities) from 4.15pm for Years 9-11 and on Thursdays at 1.30 (TLA: Thursday Lunchtime Activities) for Years 7-8. The specific provision of the aforementioned activities is tailored to the age of the pupils concerned, and care is taken to ensure that there are activities to suit pupils with different interests. There are also many department/subject-based societies, as well as many other societies begun and run by pupils, which are open to all members of the school. All pupils are encouraged to attend these and to take part in them. Some activities have an academic base, some are more practical and artistic. At every level we encourage pupils to take up a musical instrument and to take part in the many orchestras, choirs and ensembles. There is a school play at least once a term; many are organised and produced by senior pupils themselves,

and involvement in drama is also encouraged at every level. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (d), (g), (h), (i)]

- h) Trips and visits.** At KS3, there is one residential trip per year, though this was and continues to be suspended due to the Covid pandemic, as well as other trips which aim to maximise the use of London. Many other residential trips are offered through different subjects throughout both Key Stage Four and Key Stage Five. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (h), (i)]

3.6 Broadening the curriculum

- a) Academic Fora.** These fora are open to any pupil who wishes to attend, though academic prize winners are specifically encouraged to attend. The fora are delivered by members of staff or senior pupils on a rigorously academic topic. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (h), (i)]
- b) Sixth Form subject lessons in lower years.** As noted, above, academic lectures to all pupils in Years 10 and 11 provide a taster to new Sixth Form subjects.
- c)** A formal programme for the delivery of the regulatory aspects of politics and civic issues is contained in the *SMSC* policy. [ISSRs 2014 Part 2, Paragraph 5 (b) (iv)]
- d) 'Going Beyond' in lessons.** A major element of our educational philosophy has been to extend teaching and learning beyond the confines of externally-imposed curricula. Departments have examined what can and should be taught in KS4 and 5 lessons beyond what is strictly set and have incorporated such crucial topics at appropriate times during the course. See too the *Teaching Policy*. [ISSRs 2014 Part 1, Paragraph 2 (2) (a), (b), (g), (h), (i)]

3.7 The Prevent Strategy

- a)** In the delivery of the curriculum, teachers will at all times follow the school's Child Safeguarding and Welfare policy and will inform the DSL of any comments or behaviour from a pupil which gives grounds for concern.
- b)** It is the role of the curriculum to deal with the Prevent strategy in a positive way. See 3.5(f) above for the use of the PSHEE syllabus to deal formally and specifically with British values; see too the PSHEE syllabus itself and the Spiritual, Moral, Cultural and Social policy.
- c)** We have identified areas across the curriculum where British values are covered in some form in the normal course of study; teachers will use these opportunities to discuss and promote these values in an appropriate and reasoned way in an academic and scholarly context.