

# Habs

HABERDASHERS'  
GIRLS' SCHOOL

## Curriculum Policy

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Regulation	ISSR: 2
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# 1 Related Information

## 1.1 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2(1) The standard in this paragraph is met if—  
2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and  
2(1)(b) the written policy, plans and schemes of work—  
2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and  
2(1)(b)(ii) do 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.  
(2)(2) For the purposes of paragraph (2)(1)(a), the matters are—  
2(2)(d) personal, social, health and economic education which—  
2(2)(d)(i) reflects the school's aim and ethos; and  
2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a)  
2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—  
2(2)(e)(i) is presented in an impartial manner;  
2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and  
2(2)(e)(iii) helps to encourage them to fulfil their potential  
2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society

## 1.1 Supporting Documents

The following related information is referred to in this policy:

Careers Education and Information Guidance Policy
Equality Act 2010
Fundamental British Values and the Curriculum – Junior School
Fundamental British Values and Curriculum – Senior School
Individual Needs and SEND Policy
Most Able Policy
Provision of English as an Additional Language Policy
PSHE Policy
Relationship and Sex Education Policy

## 1.2 Terminology

**Head**, where not explicitly defined, means the Headmistress of Haberdashers' Girls' School.

**Parents** includes one or both parents, a legal guardian, or education guardian.

**School** means Haberdashers' Girls' School as now or in the future constituted (and any successor), part of Haberdashers' Aske's Elstree Schools Limited, the School Trustee of Haberdashers' Aske's Charity.

**Student** or **Students** means any student or students in the School at any age.

## 2 Introduction

The School follows its own wide-ranging academic curriculum tailored to the needs of its very able Students. The School is not required to follow the National Curriculum, but all departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. The School will take all reasonably practicable measures and make the necessary reasonable adjustments to fulfil the requirements of a Student's SEN statement, EHC or ILP. Please refer to Individual Needs and SEND Policy.

The curriculum is broad and balanced, and promotes the spiritual, moral, cultural, mental and physical development of Students and of society and prepares the students for the opportunities, responsibilities and experiences of adult life. All students are expected to acquire skills in speaking and listening, literacy and numeracy skills. If a student has English as an additional language and needs specialist teaching to develop appropriate fluency, Parents will be guided and supported in finding such support outside School. Please refer to Provision of English as an Additional Language Policy.

The School provides fulltime supervised education for Students between the ages of 4 and 16. Students in the Sixth Form who have private study periods, are free to work independently in allocated spaces around the school.

The School provides a broad education, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes (including any Student with a statement, EHC or ILP). At each level, it prepares them for the opportunities, responsibilities and experiences of the next stage of their education and their lives.

## 3 Aims of the Curriculum

It is the School's aim to empower each student with the appropriate skills and knowledge to develop fully their academic potential as well as developing their personal and social values in preparation for adult life.

Our objectives are to provide a curriculum which:

- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning and the pursuit of scholarship
- Gives all the opportunity to learn and make progress
- Is broad and balanced and the School expect students to explore a wide variety of academic, cultural, creative and sporting interests
- Includes age appropriate personal, social and health education addressing the relevant issues and enables students to participate fully as active members of society
- Enables students to think critically, to take risks and to demonstrate leadership skills, which will prepare them for the next stage of their education or life beyond the School

- Best prepares students for the ever changing and evolving world they are entering
- Expects high standards of speaking and listening, literacy and numeracy, which is developed across all areas of the curriculum
- Is underpinned by fundamental British values
- Encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act.

## 4 Fundamental British Values

Our curriculum supports the Fundamental British Values of the rule of law, individual liberty, democracy, and mutual respect for and tolerance of those with different faiths and none, and those with different beliefs in a variety of ways including:

- Multi faith assemblies and multi denominational special services
- PSHE modules specifically focusing on “current affairs” and “British Values” and “Extremism / Terrorism” within the PSHE curriculum, in addition to references to British values, respect, tolerance, ethics and embracing difference, embedded throughout the various PSHE modules covered within the curriculum
- Form time tutorial sessions linked to British Values
- Outside speakers presenting sessions on relevant subject matter (such as law, the criminal justice system and legal aid)
- Elected leadership roles (e.g. form captains, prefects)
- A teaching methodology that supports debate and discussion.

Our curriculum prepares for the opportunities, responsibilities and experiences of life in British society by a variety of activities, which include:

- Visits to magistrate’s court
- Links with the community including volunteering at a care home and migrant centre.

## 5 Junior School

The curriculum throughout the School is broad and balanced giving a wide variety of learning experiences in linguistic, mathematical, scientific, technological, human and social, physical and creative education. The curriculum follows National Curriculum guidance but adds enriched content in a range of subjects, in line with age related expectations for the end of each Key Stage.

The whole School curriculum map is designed so that the students make explicit links between these key areas of learning and the key goal of the curriculum focused on giving students the knowledge and skills that prepare them for the opportunities, responsibilities and experiences of life beyond the Junior School and in the world beyond the School.

### 5.1 EYFS / Reception (Rainbow Class)

Reception (Rainbow) is exempt from following the EYFS Statutory Framework. We do continue to broadly follow the EYFS curriculum which consists of three prime areas of learning and four specific

areas of learning but this exemption allows greater flexibility to personalise the curriculum to cater for the more able children in our community and offer more stretch and challenge opportunities.

*Prime areas of Learning:*

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

*Specific areas of learning:*

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

There is a balance of structured teacher-led activities and child-initiated activities with opportunities for learning in the indoor and outdoor environment, including a weekly Forest School session. The curriculum also includes PE / Gym, Computing, an introduction to Mandarin and Performing Arts taught by specialist subject teachers.

### **Early Learning Goals**

Early Learning Goals are covered throughout the year within the Rainbow curriculum. These are informally assessed throughout the academic year.

### **Learning and Development Considerations**

Children have continuous access to the outside area / garden. There is a balance of structured teacher led activities and child-initiated activities with opportunities for learning in the indoor and outdoor environment, including a weekly Forest School session. The curriculum also includes PE / Gym, Computing, an introduction to Mandarin and Performing Arts, all taught by specialist subject teachers.

### **Assessment**

Baseline assessments are carried out in the first half of the Autumn Term. Assessment in Rainbow is continuous and ongoing. Children are grouped for phonics according to their ability; phonics assessments are carried out termly and adjustments made accordingly. Teaching is adaptive and interventions are provided by class teachers and LSAs as and when appropriate. Progress is reported to parents once a term, with a written report in the Summer Term. See assessment table below for further summative assessments carried out in Rainbow.

### **EY Profile**

Weekly learning is displayed in the classroom through photographic evidence. All children have an individual 'Learning Journal' which shows evidence of work covered across the curriculum, including maths, writing and artwork. These are sent home at the end of the academic year. Whole class 'moments' are captured and communicated with parents through the digital platform, 'Tapestry'. This also gives parents the opportunity to comment on their child's learning journey.

## **SEND Provision and Outcomes**

Where individual needs are recognised, class teachers provide interventions as necessary. Advice is sought from the IN Department as necessary. Parents are informed of any assessments / interventions that take place. Specialist resources and equipment are provided in the classrooms and outdoor areas to aid fine and gross motor skill development. All resources and equipment are age appropriate and labelled with pictures and words to make them accessible for all children.

### **5.2 Key Stage 1 and 2 (Years 1-6)**

Curriculum allocation for students in KS1 and KS2 is reviewed yearly in line with ongoing assessments and the School's subject review programme as well as the Junior School Development plan. The students benefit from subject specialist teaching in a number of subjects including PE and Performing Arts in KS1, with the addition of Art in year 2 and Computing from year 3 upwards. Forest School or Outdoor Learning are timetabled for every student, throughout these Key Stages.

Oracy is taught discreetly through Key stage 2 and a range of languages are taught throughout the Junior School by subject specialists.

Academic enrichment is introduced as a weekly lesson from Year 4.

PSHE is taught in class but, reflecting the School's aims and ethos, explicitly links objectives across all subjects and, in particular, reinforces the importance of an awareness and understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The programme of study for PSHE in the Junior School aims to support the development of the skills, attitudes, values and behaviour, which enable Students to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals.

We allocate one hour to PSHE each week to teach PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Form time
- Praise, and the school rewards system
- Through relationships child to child, adult to child and adult to adult across the School. We aim to 'live' what is learnt and apply it to everyday situations in the School community.

All year groups study the same unit at an age-appropriate level, on a cyclical basis to enable whole school foci:

<b>Term</b>	<b>Unit name</b>	<b>Content</b>
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 1:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change
<b>Summer 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices

### Assessment in Rainbow – Year 6

<b>Junior School – Calendar of Summative Assessment</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Rainbow	Phonics assessment EYFS Baseline	Phonics assessment Pira	Phonics assessment x2 PUMA PIRA
Year 1	Phonics assessment Puma Pira Gaps	Phonics assessment Writing – comparative judgment PUMA PIRA GaPS	Phonics assessment Phonics screening PUMA PIRA GaPS
Year 2	Phonics assessment Hast Assessment PUMA PIRA GaPS	Phonics assessment Writing – comparative judgment PUMA PIRA GaPS	Phonics assessment PUMA PIRA GaPS
Year 3	Hast Assessment Writing – comparative judgment PUMA PIRA GaPS	PUMA PIRA GaPS	PUMA PIRA GaPS
Year 4	Hast Assessment PUMA PIRA GaPS	Writing – comparative judgment	Writing – comparative judgment



		PUMA PIRA GaPS	PUMA PIRA GaPS
Year 5	Hast Assessment Writing – comparative judgment PUMA PIRA GaPS	PUMA PIRA GaPS	Writing – comparative judgment PUMA PIRA GaPS
Year 6	Hast Assessment PUMA PIRA GaPS	Writing – comparative judgment PUMA PIRA GaPS	PUMA PIRA GaPS

## 6 Senior School

### 6.1 Key Stage 3 (Years 7-9)

The curriculum during the first three years of the Senior School is designed to give a broad and balanced education. The following subjects are taught: English, Mathematics, French, German, Spanish, Latin, Geography, History, Computing, Biology, Chemistry, Physics, Religion & Philosophy, Music, Art, Design & Technology, Drama, Physical Education, Outdoor Education (Year 8 and 9) and Academic Enrichment. Students choose two modern languages in Year 7 for further study in Year 8. Most lessons are taught in form groups. There is a fortnightly tutorial lesson for every form, designed by the Head of Year. and each year group follows a specific programme of Personal, Social, Health and Citizenship Education. This includes sex and relationships education, drugs and alcohol awareness, substance abuse including alcohol and smoking, healthy living and mental health matters, keeping themselves safe, elements of citizenship, aspects of financial awareness. PSHE is taught through fortnightly sessions, alternating weekly with the tutorial programme. In addition, Upper 4 (Year 8) and Lower 5 (Year 9), receive additional, timetabled sessions each week. All year groups receive supplementary half-day sessions of PSHE that cover topics in greater depth, often using external providers.

### 6.2 Key Stage 4 (Years 10-11)

A broad spread of subjects in the Upper School (Years 10 and 11) offers the best possible range at GCSE. All students study a core of English, English Literature, Mathematics, a Modern Foreign Language, Biology, Chemistry and Physics and one of the Humanities. Students opt to study additional subjects to a maximum of ten. Ancient Greek may be taken as an 'optional extra' and will include some lessons in the lunch hour. Students can also opt for Double Award Science as part of their programme of GCSE study. In a small number of cases, students can opt to study two single sciences, opening up an extra option on their timetable. In addition, each week, all attend a tutorial lesson, follow a specific programme of Personal, Social and Health Education (covering religion and ethics, careers, health education, politics and economics, budgeting, see attached schedule) and follow a compulsory programme of physical education (for Year 11 students this takes the form of a Senior Games afternoon).

## **7 Sixth Form**

Students in our Sixth Form take part in the Habs Diploma, which frames their programme of study (see Appendix C). This includes their A Level study. In the Sixth Form, a total of approximately twenty subjects are offered from which Students will choose three at A level in the Lower Sixth (unless students opt to take Further Mathematics as a fourth). The Sixth Form provides a sound academic and social basis for progression to university and careers.

In the Lower Sixth, the Habs Diploma also includes a programme of elective modules, Subject Enhancement, an extended research project, a fortnightly visiting speakers programme and community service much of which is run jointly with Haberdashers' Boys' School.

All students at the School are taught at least one of their A Levels in co-educational groups alongside students from Haberdashers' Boys' School. These lessons can take place with Girls' School teachers at the Girls' School, with Boys' School teachers at the Boys' School or with teachers split across both schools in a small number of subjects. A small number of A Level subjects are taught solely at the Girls' School. Teaching of some smaller A Level subjects may move between schools year-on-year, depending on timetable and staffing constraints.

## **8 Careers Guidance**

Our aim is to prepare Students from year 7 onwards for life beyond School in a way that maximises their potential and focuses on skills. The School has a dedicated Careers and Higher Education Advisor who works with Students individually and through curriculum-based activities to make them aware of all the options available to them. The School uses the complete destinations platform, Unifrog, to give Students access to the best possible information. Students have access to a broad range of speakers as part of the Visiting Speakers Programme. Higher Education Advice starts from year 7, with students being encouraged to consider top UK universities, international universities and degree apprenticeships.

In the Sixth Form, specific guidance and advice is offered on university applications (including Oxbridge, Medical Schools and overseas options), as well as information and support for applications to degree apprenticeships, is offered on an individual basis from specialist staff as well as tutors and senior staff.

## **Appendix A – PSHE Outline of Study for Senior School**

### **Middle School**

#### ***Lower 4 (Year 7)***

- Introduction to PSHE and “What to do at school if ...”
- Friendships
- Friendships with boys
- Bullying
- Physical Development (Puberty)
- Health and Hygiene
- Emotional Development
- Self Esteem

#### ***Upper 4 (Year 8)***

- Financial Awareness
- Body image, nutrition & eating disorders (carousel)
- Citizenship & British values
- Relationships and identity (awareness of LGBTQ+ rights and terminology, relationship values and online)
- Stress management (carousel)

#### ***Lower 5 (Year 9)***

- Drugs and Alcohol awareness
- Self-Awareness
- Relationships Education
- Sex Education, consent, contraception, STIs, pornography (carousel)
- Managing change, including within families
- First Aid and introduction to CPR
- Politics and citizenship, including an exploration of the origins and dangers of radicalisation
- Stress management (carousel)
- Mental health (on carousel), including self-harm and depression

### **Upper School**

#### ***Middle 5 (Year 10)***

- First Aid
- Wellbeing and mental health – anxiety and fear, eating disorders, self-esteem, bereavement, stress
- Online communication
- Risk taking and drugs
- Fundamental British Values, focussed on the concepts of equality and justice
- Relationships and sex – sex, contraception, STIs
- Goals: resilience, values and approaches to planning
- Introduction to Higher Education - introduction to careers’ vocabulary/terminology, investigating personal qualities and skills, introduction to computer programmes, writing CVs, job applications

### ***Upper 5 (Year 11)***

- Choices -building a portfolio, sources of information, work patterns, preparation for work experience, interview preparation
- Wellbeing and mental health
- Adulthood and the law - young people and the law, FGM, sexuality, gender identity. Exploitation, the criminal justice system in the UK, citizenship
- Management of risks - sexual health, pregnancy, drugs, spiking
- Current affairs - current affairs and the political landscape
- Financial capability - value of money, salaries, financial responsibility and managing debt.

### ***Sixth Form***

#### **Lower 6 (Year 12)**

- Financial awareness - starting salaries, credit cards, living arrangements
- Relationships and sex education - safety in relationships, pregnancy, marriage
- Wellbeing - nutrition and fad diets
- Managing mental health, including stress and depression
- Drug use, crime and the law

#### **Upper 6 (Year 13)**

- Health and wellbeing - cancer screening, health services, sleep, media distortions of body image
- Media and citizenship - fake news, whistle blowing, wealth and power
- Relationships - respect for others, online behaviour, recognising unhealthy behaviour
- Diversity and disability rights

## Appendix B – Extended Research Project

