

Habs

HABERDASHERS'
GIRLS' SCHOOL

Curriculum Policy

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Approval Committee	Teaching and Learning Committee
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1	Related Information	3
1.1	Statutory Guidance	3
1.1	Supporting Documents	3
1.2	Terminology	3
2	Introduction	4
3	Aims of the Curriculum	4
4	Fundamental British Values	5
5	Junior School	5
5.1	EYFS / Reception	5
5.2	Key Stage 1 and 2 (Years 1-6)	7
6	Senior School	9
6.1	Key Stage 3 (Years 7-9)	9
6.2	Key Stage 4 (Years 10-11)	9
7	Sixth Form	10
8	Careers Guidance	10
	Appendix A.....	11
	PSHE Curriculum Map 2024-25	11
	Appendix B – The Habs Diploma overview	13

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 which is operated by the Haberdashers' Aske's Elstree Schools Limited, the Schools 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 full-time 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 fully develop 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
- Encourages a love of learning and the pursuit of scholarship
- Gives all students the opportunity to learn and make progress
- Is broad and balanced, giving students the chance 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 enabling students to participate fully as active members of society
- Enables students to think critically, take risks and 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 magistrates’ court
- A wide-ranging partnerships programme
- Community service being a central aspect of the ‘Habs Diploma’

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

Reception is exempt from following the EYFS Statutory Framework. However we 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 Spanish and Performing Arts taught by specialist subject teachers.

Assessment

Baseline assessments are carried out in the first half of the Autumn Term. Assessment in reception 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 Learning Support Assistant (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 reception.

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, 'Firefly'.

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 Spanish, 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. In Year 6 pupils learn Latin and a rotation of Spanish, French and German.

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 focus:

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

Assessment in Rainbow – Year 6

Junior School – Calendar of Summative Assessment			
	Autumn	Spring	Summer
Rainbow	Phonics assessment EYFS Baseline	Phonics assessment	Phonics assessment
Year 1	Phonics assessment Quest Standardised Assessments Reading, Writing and Mathematics	Phonics assessment Quest Standardised Assessments Reading, Writing and Mathematics	Phonics assessment Quest Standardised Assessments Reading, Writing and Mathematics
Year 2	Phonics assessment Quest Standardised Assessments Reading, Writing and Mathematics	Phonics assessment Quest Standardised Assessments Reading, Writing and Mathematics	Phonics assessment Quest Standardised Assessments Reading, Writing and Mathematics
Year 3	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics

Year 4	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics
Year 5	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics
Year 6	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics	Quest Standardised Assessments Reading, Writing and Mathematics

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 and Philosophy, Music, Art, Design and Technology, Drama, Physical Education, Outdoor Education (Year 8 and 9) and Academic Enrichment. Students choose two modern languages for study in Year 7. 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 Economics (PSHE). 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, Year 8 and 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, Science 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. In addition, each week, all students 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) 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 university-accredited Habs Diploma, which frames their programme of study (see Appendix B. This includes their A Level study. In the Sixth Form, a total of approximately twenty subjects are offered, from which Students will choose three or four at A level in Year 12. The Sixth Form provides a sound academic and social basis for progression to university and careers.

In Year 12, 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 or Boys' 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 all Students for life beyond School, in a way that maximises their potential and focuses on skills. This work is overseen by the Head of Futures who works with Students from all years 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 is led by our Head of University Applications starts from Year 7, with students being encouraged to consider top UK universities, international universities and degree apprenticeships.

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

Appendix A

PSHE Curriculum Map 2024-25

	Units delivered by tutors/in form time	Unit 1	Unit 2	Unit 3	Unit 4
Year 7	<p>Transitions and Friendship</p> <p>Careers: one 30 minute careers session per half term (directed by Head of Careers, using Unifrog)</p>	<p>Health, Hygiene and Puberty</p> <p>What does healthy mean? Personal Hygiene Puberty and body changes</p>	<p>Self Esteem</p> <p>Role models Appearance ideals Media messaging Challenging body talk</p>	<p>Relationships</p> <p>Definitions of consent; consent in relationships; definitions of abuse; reporting concerns</p>	<p>Diversity and Inclusion</p> <p>Key definitions; the Equality Act; how a welcoming and inclusive community can be fostered at Habs</p>
Year 8	<p>Financial Awareness</p> <p>Careers: one 30 minute careers session per half term (directed by Head of Careers, using Unifrog)</p>	<p>British Values</p> <p>Extremism and radicalisation; sexual Identity and equal rights.</p>	<p>Body Image and Nutrition</p> <p>Nutrition Myth busting; media and advertising; eating disorders.</p>	<p>Healthy Relationships</p> <p>Relationship values; Consent; Online relationships and image sharing.</p>	<p>Equality and Justice</p> <p>What is equality? gender inequality; the relationship between history and racism; Activism</p>
Year 9	<p>Relationships (i.e. non-intimate relationships)</p> <p>Careers: half hour careers/options talk with Head of Careers; half hour Futures panel discussion and three 30 minute psychometric testing sessions)</p>	<p>Drugs and Alcohol</p> <p>risk taking; Cannabis and Vaping; Drugs categorisation and definitions; alcohol; spiking.</p>	<p>Intimate Relationships</p> <p>recap on consent; Sexting; STIs; Contraception</p>	<p>Citizenship</p> <p>Online disinformation and radicalisation; Activism</p>	<p>Managing Change</p> <p>Societal change; Change within families.</p>

<p>Year 10 (Carousels)</p>	<p>Futures <i>A-level and university choices; introduction to unifrog; aptitude testing and careers research</i></p>	<p>Citizenship Politics and the environment; party policies; democratic and international institutions; special interests</p>	<p>Drugs Vaping; alcohol; class B, class C and prescription drugs; festivals</p>	<p>First Aid Assessing the situation; Unresponsive; Skills check</p>	<p>Mental Health Stress and anxiety; healthy and unhealthy coping strategies; destigmatising and myth-busting; Support</p>	<p>RSE Intimacy and pleasure; Pressure persuasion and coercion; Managing relationship conflict; Addressing relationship abuse</p>	<p>Stress Management Practical techniques, including some derived from yoga and mindfulness.</p>
<p>Year 11 (Carousels)</p>	<p>Digital Wellbeing What is Digital Wellbeing and risks/ dangers; Digital Footprint and Fake News; How to stay safe online and signposts.</p>	<p>Extremism Far-right extremism; how do extremist groups recruit; causes and dangers.</p>	<p>Finance Economic choices; COVID-19 case study; Government spending and taxation</p>	<p>Safety in Public Becoming an adult; living independently; strategies to support personal safety; attitudes towards personal safety and violence against women; apps which can aid our safety.</p>	<p>RSE Long term commitment; Sexual health; fertility and routes to parenthood; Pregnancy outcomes; Pregnancy choices: abortion</p>	<p>The Law Young People and The Law; Criminal Trial; the British citizen's test; Consumer Law</p>	
<p>Year 12 (YJOL materials in form)</p>	<p>Financial Awareness Starting salaries and deductions; living arrangements; luxury items and their costs.</p>	<p>Citizenship The democratic system; LGBTQ+ issues; sustainable living.</p>	<p>Personal life and health Marriage; responsible sexual activity; managing mental health.</p>	<p>Safety Learning to drive; crime and your behaviour; travelling safely.</p>	<p>Health Food and exercise; drug use; pregnancy.</p>	<p>Work and the law Responsible borrowing; credit cards; employment rights and responsibilities.</p>	
<p>Year 13 (YJOL materials in form)</p>	<p>Media and Communication Conflict management; fake news and media ownership; media distortions of body image.</p>	<p>Beyond School Emergencies and accessing NHS services; credit scores; ramifications of online behaviour.</p>	<p>Health and wellbeing Addiction; sleep; preventative screening and tests.</p>	<p>Citizenship Whistle-blowing; disability; the distribution of wealth and power.</p>			

Appendix B – The Habs Diploma overview

