



Emanuel School

Curriculum Policy

Introduction

Emanuel School is a 10-18 co-educational, academically selective, independent day school. It provides full-time supervised education for pupils of compulsory school age.

In accordance with The Education (Independent School Standards) Regulations, DfE 2014 the curriculum offered incorporates experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It embraces both the prescribed and optional learning opportunities provided by the school.

This policy outlines the Emanuel curriculum in terms of its aims and construction. It should be read in conjunction with the:

- Individual subject departments' schemes of work
- Able, Gifted and Talented Policy
- Learning Support and Special Educational Needs Policy
- English as an Additional Language Policy
- Life Education Policy and schemes of work
- Careers Education Policy

For further details regarding implementation, please refer to the following policies and procedures:

- Academic Structure;
- Assessment Policy;
- Literacy Policy;
- Presentation of Work;
- Homework Policy;
- Marking Policy;
- Examinations Policy;
- Tracking Academic Performance Policy;
- Reporting Policy;
- Use of the Library;
- Monitoring and Evaluating Teaching and Learning;
- Monitoring and Supporting Departments

Aims

The aims of the Emanuel curriculum are:

- to provide a first class education to all pupils, who, whatever their individual needs, are young people of high intellectual promise and academic potential;



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- to provide a broad and balanced range of subjects and learning opportunities appropriate to pupils' ages and levels of study, in stimulating learning environments which challenge and inspire enthusiastic participation;
- to empower all pupils to learn effectively and make good progress whatever their aptitudes, aspirations and abilities, including those with special educational needs and those with particular abilities, gifts or talents;
- to enable pupils to acquire and develop learning skills and transferrable skills such as speaking and listening, literacy and numeracy in the teaching of the subjects offered, maintaining focus upon academic development and high standards;
- to provide, progressively, a level of choice in the curriculum offer which meets individuals' needs, abilities and interests;
- to enable pupils to develop logical, critical and imaginative thinking skills to a high level across a full range of academic disciplines;
- to facilitate and support each pupil's development personally, socially and culturally;
- to encourage the growth of healthy, balanced and well-adjusted pupils who enjoy their time at school;
- to foster energetic and positive pastoral care and ensure that the personal, social and health education helps pupils to develop resilience as they learn to exercise choice and to take personal responsibility in the adult world
- to encourage the continuation and evolution of aspects of school life which provide opportunities to serve the school community and develop personal qualities of leadership, initiative, judgement, sensitivity, tolerance and understanding of the needs of others;
- to promote fundamental British values, such as democracy, individual liberty, the rule of law, mutual respect and tolerance amongst those of different faiths and beliefs;
- to provide a framework which enables pupils to achieve excellence in the sports offered;
- to further cultural and aesthetic understanding and appreciation through the visual arts, music, drama and language and to continue to achieve this beyond the formal framework of provision, for example in concerts, dramatic productions and exhibitions;
- to provide appropriate and up to date careers guidance and prepare all pupils for the opportunities, responsibilities and experiences of adult life so that they can make informed choices about a broad range of career options and fulfil their individual potential.

In this way the curriculum serves the school's aims of: *"promoting independent thought and a lifelong curiosity for learning; the pursuit of academic excellence; providing a broad based education enabling all pupils to discover their talents and prepare for higher education and adult life; providing supportive pastoral care that nurtures health and well-being, emotional maturity and spiritual richness; engendering respect, tolerance and understanding of the importance of caring for others and the environment."*



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The school's curriculum for 2018-19 is outlined below:

Periods	Year									
	Hill	7	8	9	10	11	L6	U6		
1	English	English	English	English	English	English	Option 1	Option 1		
2										
3										
4										
5										
6										
7	Maths	Maths	Maths	Maths & ICT	Maths	Maths	Option 2	Option 2		
8										
9										
10	Science	Biology	Biology	Biology	Biology	Biology			Option 3	Option 3
11										
12										
13										
14										
15										
16	MFL	Lang 1	Lang 1	Physics	Chemistry	Chemistry	Option 4	Option 4		
17										
18										
19	Geography	Latin	Latin or Lang 2	Lang 1	Physics	Physics			Option 1	Option 1
20										
21										
22	History	Geography	Geography	Lang 2	Lang Option	Lang Option	Non-contact time	Non-contact time		
23										
24										
25	Art	History	History	Ar/Mu	Option 1	Option 1			Life Ed	Life Ed
26										
27										
28	DT	Art	Art	Geography	Humanities Option	Humanities Option	Games	Games		
29										
30										
31	Music	DT	DT	History	Option 2	Option 2			Games	Games
32										
33										
34	RS	Music	Music	DT/Dr	Option 1	Option 1	Games	Games		
35										
36										
37	PE	RS	RS	PE	Option 2	Option 2			Games	Games
38										
39										
40	Drama	PE	PE	Drama	Option 1	Option 1	Games	Games		
31										
32										
33	ICT	Drama	Drama	PE	Option 2	Option 2			Games	Games
34										
35										
36	ICT	ICT	ICT	PE	Option 1	Option 1	Games	Games		
37										
38										
39	Life Ed	Life Ed	Life Ed	Life Ed	Life Ed	Life Ed			Games	Games
40										
41										
42	Games	Life Ed	Life Ed	Life Ed	Life Ed	Life Ed	Games	Games		
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The timetable for the school day is as follows:

Registration	08.25 - 08.35
Period 1	08.40 - 09.15
Period 2	09.20 - 09.55
Break	09.55 - 10.15
Period 3	10.20 - 10.55
Period 4	11.00 - 11.35
Assembly	11.35 - 11.55
Period 5	12.00 - 12.35
Period 6	12.40 - 13.15
Lunch	13.15 - 14.15
Registration	14.20 - 14.25
Period 7	14.30 - 15.05
Period 8	15.10 - 15.45

The **allocation of time** between subjects reflects the school's experience of the relative demands that these subjects make upon pupils. The range of choices as pupils progress is broad, and systems of options are guided by the school's desire to maintain academic breadth. Heads of department are responsible for the schemes of work in their subjects for pupils in each year group. These will facilitate progression from year to year and will provide enrichment and extension suitable for their age and ability. This includes those with statements of educational needs and disability (SEND) and those with education, health and care plans (EHC), and appropriately differentiated work for those who are exceptionally able, gifted and talented.

Sport is an important part of the school's culture. It is understood as a medium through which personal, emotional, and social cognitive qualities are enhanced, such as discipline, responsibility, self-confidence, co-operation and leadership. Each week every student participates in a 70 minute games session in one of the core or additional sports that the school offers, and further provision is offered during co-curricular time before school, lunch times, after school and weekends. Co-curricular sport is highly valued by the school community, and provides the opportunity for mass participation, and further avenues for the pursuit of excellence. The school's aim is to help pupils learn to cope with success and failure, to understand and appreciate the importance and the value of contributions of others, and to encourage the appreciation of fair play and of abiding by the rules and codes of conduct in all activities.

Cultural, practical and creative dimensions play an equally important role within the curriculum in Art, Design Technology, Music and Drama in addition to the attention they receive through our extensive programmes of co-curricular activities such as concerts, plays and exhibitions.



Year 6 to year 9 curriculum

Pupils in **year 6 (Hill form)** follow a broad and balanced curriculum of English, Mathematics, Science, Geography, History, Religious Studies, ICT, Music, Art, DT, Drama and PE. In modern foreign language lessons, over the course of the academic year, they have taster courses in French, German and Spanish. As well as a double period PE lesson, pupils have a Games afternoon of two periods and a Life Education lesson each week.

Pupils in **year 7** study English, Mathematics, Biology, Chemistry and Physics (as separate sciences), Latin, Geography, History, Religious Studies, ICT, Music, Art, DT, Drama and PE, and choose one language from French, German and Spanish, where there is partial setting, depending on numbers. Mathematics is set from midway through year 7. As well as a double period PE lesson, pupils have a Games afternoon of two periods and a Life Education lesson each week. In **year 8** the provision broadly remains the same, but pupils can opt to replace Latin with a second modern foreign language. Mathematics is fully setted in year 8.

In **year 9** pupils study English, Mathematics (which incorporates some ICT lessons), Biology, Chemistry, Physics, Geography, History, Religious Studies and PE. They are expected to continue with the study of their two languages from years 7 and 8, although a small number of pupils may study Classical Civilisation in place of one of their languages. This is usually for pupils who join Emanuel at year 9 who have previously studied only one language. In addition, pupils follow courses in Art, DT, Drama, and Music on a rotational arrangement. Mathematics is fully setted in year 9, with partial setting in languages, dependent upon numbers. As well as a double period PE lesson, pupils have a Games afternoon of two periods and a Life Education lesson each week.

Pupils in years 6 to 9 follow a programme in **Life Education** to which form tutors, heads of year and external speakers contribute. Topics are covered in different ways at different times over these four years, and include: friendship; bullying; digital awareness; personal safety; citizenship; study skills; sex and relationships; self-esteem and body confidence; loss and bereavement; saving and spending money; developing resilience.

Careers Education and guidance is given within these sessions, with early consideration of the difference between a career and a job, identifying important life skills and transferable skills and exploration of aspirations. In year 9 the form tutor leads discussions in which pupils are encouraged to consider their own personal qualities, the processes by which they can make informed decisions and the link between this and making sound GCSE choices.

In years 6 to 8 pupils have a timetabled lesson each week in **ICT**. Year 6 develop understanding and practical skills in topics such as security, communication, and applications, and develop creative talent by making an animation and basic robotic programming. Year 7 students make a detailed study of security, privacy, word processing, and presentation software in line with the internationally recognised MOS (Microsoft Office Specialist) qualification. Emphasis is placed on how they can use these skills for both their current learning and future careers. Multimedia topics undertaken include creating 3D graphics and photo stories and an interactive robotics project. Year 8 continue with the MOS course and pass the associated Excel exams in order to gain the qualification. They will also tackle extended multimedia projects involving editing with Photoshop and video editing with Premiere, giving them planning experience while developing stimulating topics of their choice. Pupils also work collaboratively on a robotics programming project. Year 9 pupils choose one of seven projects to complete independently from a selection including spreadsheets, databases, robotics, programming, cryptography, and video editing. For year 10 and 11 the school offers the CIE IGCSE Computer Science course which trains students in the mechanics of computers and coding. Further opportunities exist to develop these skills though academic



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subjects, particularly in the sixth form, where pupils are encouraged to bring in their own devices and to make use of shared files systems for effective collaborative learning.

Year 10 to year 11 curriculum

In years 10 and 11, all pupils study for (I)GCSEs in English Language and English Literature, Mathematics, Biology, Chemistry and Physics and a language (from French, German, Latin and Spanish). The majority of pupils currently study the three separate Sciences to IGCSE, but a number, on advice, may follow a dual science course leading to two, rather than three, IGCSEs.

Pupils then choose a further three subjects from a wide range:

Art, Classical Civilisation*, Computer Science, Design and Technology,
Drama/Theatre Studies, Economics*, Geography*, History*, Music,
Physical Education, Religious Studies*.

(*At least one of the options must include a humanities subject, marked with an asterisk.)

Pupils are setted in Mathematics and the Sciences, and Modern Foreign Languages where numbers permit this; and partially in English.

In addition, pupils have Games and timetabled lessons in Life Education (following a programme to which the form tutors, heads of year and external speakers contribute). Topics include: citizenship; mental well-being; study skills; drugs and alcohol; sex and relationships. In **year 10** the careers department provides a number of these sessions, which include: exploring possibilities; interests and career goals; interviews; rights and responsibilities at work.

In **year 11** the Life Education programme includes further sessions on topics such as mental well-being and citizenship, but focuses on choices post 16. Pupils have sessions which consider apprenticeships and alternatives to A Levels; the world of work; the creation of a CV and the use of career investigation software.

Parents are invited to the year 11 options evening at which there are presentations about A Level options. Pupils can discuss 16+ options individually with their tutor and/ or the head of careers.

In the spring term they are invited to the school's annual careers convention, and are enrolled in the Inspiring Futures scheme: "Futurewise". This scheme aims to promote self-awareness and understanding of their opportunities as they establish relevant career objectives and make decisions about higher education choices. It includes Morrisby psychometric profiling of aptitudes and career-related interests, which highlights a pupil's interests, strengths, weaknesses and aptitudes and lists possible career areas for discussion as a background to subject choices. Pupils also receive individual interviews with an Inspiring Futures careers adviser for discussion of the results of this profile, suggested career areas and related A-Level option choices.

Every member of year 11 is expected to complete at least one week of work experience in the summer term after the GCSE exams to help prepare for life after school and provide first-hand experience of the world of work. Pupils are also encouraged also to participate in the NCS 'The Challenge' programme upon completion of the GCSE exams.

Sixth form curriculum

The majority of the school's sixth form pupils are expected to study three linear A levels and pursue an EPQ*. The subjects the school offers are:



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Art, Biology, Business, Chemistry, Classical Civilisation, Design and Technology, Drama/Theatre Studies, Economics, English Literature, French, Further Mathematics, Geography, German, Government and Political Studies (Politics), History, Latin, Mathematics, Music, Physical Education, Physics, Psychology, Philosophy and Theology (RS) and Spanish.

Each subject is taught for 8 periods per week for both years of the sixth form. Pupils in both years also have timetabled lessons in Life Education and Games.

*The EPQ or Extended Project Qualification is delivered as part of the curriculum to all pupils studying three A levels. It is delivered in a taught course of four periods a week for lower and upper sixth as their fourth option. (It is only not available to the small number of pupils who choose to study four A levels.)

In addition, pupils have Games and timetabled lessons in Life Education (following a programme to which the form tutors, heads of year and external speakers contribute). This includes a strong focus on careers and university choices. Sixth formers begin the lower sixth by writing their CV and setting goals for building their CV over their 2 years in the sixth form. In the second half of the autumn term assemblies are used to encourage wider reading and for pupils to find out what their passions are. In the spring term they have talks in Life Education on how to use the online and paper resources in the careers library to explore their options in HE and to start to make choices. Pupils are introduced to a wide range of options including studying abroad and the options should they not want to go to university. Parents are invited to attend an evening event about the UCAS application process and pupil finance. Throughout pupils are supported by 'buddies' in the upper sixth who have already gone through the process.

At the end of the summer term two days are devoted to making the UCAS online application, writing the personal statement and other options for pupils who would prefer to seek employment. As they begin their research into university degree courses as well as the UCAS process, pupils are encouraged to arrange visit to university open days. As well as this, the Oxbridge coordinator takes a selection of pupils on a trip to Oxford.

In the upper sixth the majority of the Life Education lessons in the first half term are devoted to pupils completing their UCAS applications with the support of their form tutor. There is also support for pupils applying to art foundation, drama school and music conservatoires. Pupils also receive sessions on making their firm and insurance choices, pupil finance and budgeting and safety during gap year travel. The sixth form team provides support on results day for pupils who need to use clearing or adjustment or to change their plans.

Extra guidance and information for studying abroad is provided within the Life Education programme and related presentations are made by external speakers and organisations. Pupils are encouraged to seek places on Futurewise courses and events, and to attend the school's careers convention in the spring term. Lower sixth pupils have the opportunity to take an active part in the Young Enterprise scheme overseen by the Economics department. Upper sixth pupils are invited to compete for internship posts made available by companies with whom the school has built connections. Lower sixth pupils are encouraged to undertake further voluntary work experience placements in the summer upon completion of the lower sixth year and additional to the compulsory scheme at the end of year 11.