

Woodbridge School

CURRICULUM POLICY

1 Policy Statement

Woodbridge School provides full-time supervised education for pupils of compulsory school age, which gives them experience in, and the opportunity to learn and make progress in, linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum provides breadth and balance for all pupils, with an element of choice post age 14, allowing increasing specialisation at GCSE and A level. Through its pre-prep department, Queen's House, Woodbridge School also provides full time supervised Early Years education for pupils aged 4-5 years. Early Years education is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child with no one area standing in isolation from the others.

Subject matter is appropriate for the ages and aptitudes of the pupils, including those pupils with special educational needs, those with learning difficulties and/or disabilities, and those for whom English is an additional language, allowing them to acquire skills in speaking and listening, literacy and numeracy. The curriculum provides equal access and opportunities for all pupils and ensures that differentiation, progress and continuity are present.

The School reinforces its aims and ethos through the Personal, Social and Health Education programme (for the Senior School programme, see appendix 1) and through the tutorial support network. It offers its pupils appropriate careers guidance and supports the application process for those who seek to enter university (see appendix 2). It seeks to provide its pupils with an excellent preparation for the opportunities, responsibilities and experiences of each next phase of their education, and of their adult life.

2 Procedure: Queen's House (Years 0-2)

The Foundation Stage Curriculum is followed by pupils in Reception: communication, language and literacy, problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development, creative development, personal, social and emotional development. In addition French and food technology are also taught. Food technology is taught to small groups of children on a rotational basis, in the Summer Term.

The following subjects are studied throughout each year by pupils in Years 1 and 2 (KS1): English, mathematics, science, ICT, French, music, religious studies, PSHE, art, physical education and games. History and geography are taught as follows: Year 1: history, term 1; geography, term 2; as a joint subject, term 3. Year 2: history and geography half a term each for two terms, then taught as a joint subject in term 3.

In addition, food technology is taught to groups of 5 or 6 children, on a rotational basis to Year 2 in the Michaelmas Term, and Year 1 in the Spring Term; and design technology is also taught in blocks.

In Year 2 pupils learn to play the recorder. The majority of pupils in Year 2 attend swimming lessons, though these are not compulsory.

3 Procedure : The Abbey (Years 3-6)

The Abbey reinforces its aims and ethos through the Personal, Social and Health Education programme which is taught once a week to all classes as a curriculum subject. The Abbey seeks to provide its pupils an excellent preparation for the opportunities, responsibilities and experiences of secondary school life.

The curriculum is organized as following for Years 3 to 6:

Year 3: English, mathematics (in sets), science, ICT, Italian, history, geography, PSHE, religious studies, music, design technology/handwriting (classes divide for these two subjects), art, physical education, games, swimming (for half of the year)

Year 4: English, mathematics (in sets), science, ICT, Spanish, history, geography, PSHE, religious studies, music (one lesson will be a strings lesson), design technology/handwriting (classes divided for these two subjects), art, c, games, swimming (for half of the year)

Year 5: English, mathematics (in sets), science, ICT, German and language awareness, history, geography, PSHE, religious studies, music, design technology/handwriting (classes divide for these two subjects), art/food technology (classes divide for these two subjects), physical education, games

Year 6: English (in sets), mathematics (in sets), science, ICT, French and language awareness, history, geography, PSHE, religious studies, music, design technology/handwriting (classes divide for these two subjects), art/food technology (classes divide for these two subjects), physical education, games.

Each subject has a teacher responsible for it, overseen by the Director of Studies. Heads of Department at the Senior School have an annual liaison meeting with the teacher responsible for that subject at the Abbey to ensure continuity of content and skills.

All classes attend Hymn Practice for the form period on Wednesday mornings.

The lessons are 35 minutes in length. There are occasions when double periods are timetabled.

4 Procedure: Senior School

The following subjects are studied by pupils in Year 7: English, drama, mathematics, science, French, religious studies, history, geography, music, art, design & technology, ICT (a specification based on putative GCSE Computer Studies course, with elements to enable students to take examinations towards the ECDL basics certificate. Year 7 work towards ECDL Module 2, Year 8 Module 1 and Year 9 Module 7), PE (Athletics, Badminton, Gymnastics, Health Related Fitness, Swimming, Tennis, and The Development Programme), games (rugby (boys), hockey (boys and girls), netball (girls), cricket (boys), rounders (girls)), and on Friday afternoons along with the rest of the school The Seckford Scheme (for Year 7 this takes the form of a circus of taster and skills courses including Mandarin; touch typing, drama, musical composition, chess, sports development etc). Pupils may continue with Mandarin as part of the clubs and activities offered at lunch times.

In Year 8 pupils continue to study English, drama, mathematics, science, French, religious studies, history, geography, music, art, design & technology, ICT (see above), PE and games (as Year 7). They also begin a second modern language (either Spanish or German) and Latin. The Seckford Scheme continues with a second year of rotated activities (art, film, golf, keep fit, multi media, swimming etc).

This curriculum remains in place for Year 9 (apart from one change to PE, which replaces gymnastics with basketball). In addition, pupils may start Japanese and may continue to GCSE in Year 11, but these lessons take place outside the normal curriculum time. In Year 9, science is taught as three separate subjects: physics, chemistry and biology. Some pupils follow a continuation music course instead of design and technology. The Seckford Scheme now offers a range of activities (which change a little from year to year) which are pursued for the whole year. At this stage the vast majority join the CCF. Other options they might pursue in any of their remaining years at school (some are restricted to sixth formers) include archery, arts awards, CCF, charity work, chess, community service, cookery, dance, digital photography, drama, horse riding, music, sailing, sports leaders, theatre support, textiles, class assisting at a special needs school, and the Woodbridgian magazine.

At the end of Year 9 pupils choose the GCSEs to study in Years 10 and 11. GCSE examinations are taken at the end of Year 10 (in some subjects) as well as at the end of the GCSE course in Year 11. Pupils may opt for GCSE physical education as an additional subject in both years. The core curriculum is English Language, English Literature, Mathematics, Science (science and additional science, or biology, chemistry and physics separately), one modern foreign language, and three or four other subjects drawn from business studies, drama, religious studies, history, geography, music, art & design, design & technology, Latin, French, German and Spanish. For those pupils who have been regularly and successfully attending the programming club or who otherwise show a particular aptitude in computing, AS Computing is offered. In addition all pupils continue with PE (as Year 9) and games (as above) for Year 10, and the Seckford Scheme (as above) for both years. Year 11 PE (non-examined) covers

Athletics, Badminton, Basketball, Health Related Fitness, Resistance Training (Gym), Trampolining and Tennis. Year 11 pupils join the Sixth Form year groups for games sessions. The choices widen beyond the team sports listed above to include: Athletics, Badminton, Basketball, Football (boys), Health Related Fitness, Resistance Training (Gym), Shooting, Squash, Swimming, Tennis (indoor) and Trampolining.

In the Lower Sixth, most pupils take four or five AS Levels which allows them to keep the curriculum broad or to specialise. The subjects available may vary slightly from year to year but will usually include: art & design, biology, business studies, chemistry, classical civilisation, computing, design: product and 3D design, drama, economics, English language and literature, English literature, French, German, geography, history, Latin, mathematics and further mathematics, music, philosophy, physical education, physics, psychology, religious studies, and Spanish. Those who opt for further mathematics may take five subjects. Italian GCSE is available *ab initio*, and one period per week is devoted to non-examined critical thinking until the end of the fifth term in the Sixth Form. Some students opt for the AQA extended project. In addition all pupils continue with games (as Year 11 above), and the Seckford Scheme.

In the Upper Sixth, most students will continue with three subjects (some with four) to A2 Level. For all pupils critical thinking classes continue also for the first two terms, as do games and the Seckford Scheme until the start of study leave.

Separate booklets outlining GCSE and A Level courses are available on the School's website.

All pupils are encouraged to access the Sports Development Programme.

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Governor Agreement	

Checked by M R Streat 10/10/09

Appendix 1

PSHE – Senior School

1 Policy Statement

The school recognizes its responsibility in developing pupils' spiritual, moral, social and cultural awareness. The Personal, Social and Health Education programme forms an integral part of how the School meets this responsibility.

The PSHE programme contributes to the work of other areas of the school in enabling pupils to develop their self-knowledge, self-esteem and self-confidence; in enabling them to distinguish right from wrong and to respect the law; in encouraging them to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life; in providing them with a broad general knowledge of public institutions and services in England; and in assisting them in acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

2 Definition

Spiritually in the non-material element of a human being, acquiring a sense of identity, self-worth, personal insight, meaning and purpose, within a system that gives opportunities to explore values and beliefs, including religious beliefs, and the way they affect people's lives.

Morally, including their ability to distinguish right from wrong and to respect the law.

Socially, through an ability to accept responsibility for their behaviour, show initiative, and understand how they can contribute to community life, and through a broad, general knowledge of public institutions and services in England.

Culturally by acquiring an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions. (Information provided by the Independent Schools' Inspectorate.)

3 Procedure

PSHE is delivered through a formal series of presentations, lectures and workshops at fixed points in the year. In addition the tutorial sessions, and various ad hoc meetings supplement and enhance this provision. Support materials for the tutorial sessions are available to assist tutors.

The formal PSHE programme includes issues such as smoking, drugs, alcohol, relationships and sex education, as well as exploration of other adolescent anxieties. Treatment of such topics must be along two parallel paths:

Firstly, pupils should recognize the disciplinary aspects; they must be fully aware of the consequences of any behaviour which contravenes either School rules or national laws. Treatment of any pupil who breaks these rules, whenever he or she is recognizable as a member of the School community, will be unequivocal. (See below) Although it overlaps to some extent with PSHE, “Citizenship” is covered in a separate course.

Secondly, the treatment must be educational and supportive; it would be rare for any adolescent, either at Woodbridge or elsewhere, not to be put under some kind of pressure at some stage during his or her teenage years. Pupils must be fully aware of the biological aspects of these topics; they must be fully aware of the statistical evidence that has been built up over many years and they must learn about them in a context that is broadly Christian.

There is much debate on the best time for dealing with these issues. Certainly, we believe that it is wrong to talk about them as a one-off and most experience in the field of health education would acknowledge the appropriateness of a cyclical approach.

Pupils receive their science textbooks in September, and this includes a chapter on sexual reproduction. Parents may wish to view the approach. However, the topic is not addressed until December/January. A video is usually shown which includes a live birth and animated drawings of sexual intercourse. It also explains IVF treatment, puberty etc. The subject is taught from the biological viewpoint and does not include contraception unless the class discussion goes in that direction. It is however made clear that one act of intercourse can result in pregnancy.

Any useful PSHE course will, as a result, always be in a state of flux in the light of this debate; the School Medical Officer and the Chaplain are fully involved, along with the PSHE coordinator. At present, the course is delivered by a combination of outside experts and members of the Common Room. Time is given for tutorial discussion. Parents have the right to withdraw their child from any session and should do so in writing to their child’s tutor beforehand. In addition, a group of trained students from Years 12/13 offer “Pupil Support” to younger pupils.

In the sixth form, PSHE provision is steered towards helping pupils prepare for life beyond school. Leadership, self-motivation and independent learning are covered, alongside issues such as safe driving, charitable work and GAP year planning.

The current formal PSHE programme is provided; that for 2009-2010 academic year is in preparation.

PRESENT YEAR GROUP	2006 –2007		2007 –2008		2008 –2009	
	NOVEMBER	JUNE	NOVEMBER	JUNE	NOVEMBER	JUNE
Year 7	Body Awareness Anti-Bullying Quizzes	Fire Safety Smoking Healthy Eating Games/Quizzes	Body Awareness, emotional & physical changes Anti-Bullying – why does it happen? What should you do if it happens to you? Friendships – what makes them work or not work?	Healthy Eating – A Diet to Keep you Fit Smoking and its hazards Fire Safety	Body Awareness, emotional & physical changes Anti-Bullying – why does it happen? What should you do if it happens to you? Friendships – what makes them work or not work?	Healthy Eating – A Diet to Keep you Fit Smoking and its hazards Fire Safety
Year 8	Embryology & Childbirth Alcohol Listening Skills	Health/Relationships Drug Awareness Internet Safety	Alcohol Awareness Listening Skills Embryology & Childbirth	Positive Mental Attitude/Positive Thinking Drugs Awareness Internet Safety Understanding Your Emotions	Alcohol Awareness Listening Skills Embryology & Childbirth	Positive Mental Attitude/Positive Thinking Drugs Awareness Internet Safety Understanding Your Emotions
Year 9	Relationships Careers Healthy Eating	Relationships Self Awareness Drugs	Travel Safety Abroad: Malaria Awareness Careers Chemicals	Relationships Self Awareness Drugs	Travel Safety Abroad: Malaria Awareness Careers Chemicals	Relationships Self Awareness Drugs

Year 10	Contraception Cancer	Calculated Risk Self Esteem Careers	Cancer Awareness Contraception Drug Awareness	Calculated Risk Self Esteem Careers	Cancer Awareness Contraception Drug Awareness	Calculated Risk Self Esteem Careers
Year 11	STIs, Personal Awareness Study Skills	Alcohol Self Esteem Careers	Study Skills STIs AIDS Awareness	Alcohol Self Esteem Careers	Study Skills STIs AIDS Awareness	Alcohol Self Esteem Careers
Year 12	Independent learning, self- motivation, and study skills	Leadership and self- awareness	Independent learning, self- motivation, and study skills	Leadership and self-awareness	Independent learning, self- motivation, and study skills	Leadership and self-awareness

Appendix 2

CAREERS PROGRAMME

General

Tutors are involved with their pupils throughout the process of guidance.

Year 9

- November
As part of PSHE morning, Year 9 students are introduced to personnel from the local Connexions Service who explain their role in school, then deliver a practical session on making choices. This includes work on computers which pupils can follow up on their own at a later date.
- February/ March
Head of Careers visits all Year 9 tutor groups to discuss GCSE options: compulsory subjects, number of choices, compatibility issues, suitability for further study etc. Pupils are then offered the chance to have a more detailed session in a smaller group, or in one-to-one interviews, by making an appointment via their tutor.
- March
Both the Head of Careers and a representative from Connexions are available at Parents Evening for Year 9.

Year 10

- May
As part of the PSHE programme, Head of Careers delivers a session of linking skills to jobs, using multi-media resources.

The programme for Careers Guidance for the three senior years is given in outline to show the full support system available.

Year 11

- September
COA careers questionnaire 'Preview' taken by all Year 11, which provides each pupils with a personalised booklet in response to their answers. This facilitates discussion with tutors prior to the Sixth Form Open Evening
- November
Sixth Form Open Evening.
- January
Mock Examinations, followed by Year 11 Parents Evening. Both Head of Careers and a representative from Connexions are available. Pupils can request a personal interview with Connexions, organised through Head of Careers.
- August

Post GCSE results, Senior Tutor, Director of Studies and Head of Careers available to advise.

Year 12

- January
COA questionnaire (Centigrade), based on GCSE results, proposed A levels and career preferences and aspirations. A personalised booklet gives pupils, parents and teachers ideas for further discussion.
- February
Potential Oxbridge candidates identified and programme delivered.
- June
Head of Sixth Form provides advice on filling in UCAS form. All Year 12 are taken to UCAS Higher Education Convention in Ipswich. Once AS modules are over, pupils are encouraged to attend university Open Days.

After the announcement of AS results, staff are available to advise on module re-sits, and choice of university.

Year 13

- September
Year 13 Parents Evening: discussion and review of results. Tutors and Head of Sixth Form guide pupils through creation of personal statements. Head of Careers available for personal discussion concerning university application. Interviews also available with Connexions. All UCAS forms should be in by end of term, preferably by half term.

After the announcement of A level results, the Head of Sixth Form, Head of Careers, Heads of Department, Senior Management and Examinations Officer are available to advise where necessary.