

CURRICULUM POLICY SENIOR SCHOOL

Introduction

Our curriculum policy is underpinned by the aims of MHSG which are to:

- Develop an understanding of the value of education as an end in itself and to instil a love of excellence and culture
- Encourage the achievement of the highest academic standards and individual potential
- Provide a broad and varied choice of subjects and activities offering each girl the opportunity to develop her talents within a single sex school
- Educate the whole person so that girls leave school with a sense of self-worth, self-discipline, and an ability to contribute with confidence in an increasingly competitive and technological world
- Draw on the School's social, cultural and religious mix of pupils, to enable girls to live and grow in an atmosphere of mutual respect
- Encourage qualities of caring, kindness, honesty and loyalty and to foster high moral standards

In all the stages of MHSG, from our Reception class in the Prep department through all the key stages up to the Sixth Form, the curriculum is planned to ensure a breadth and balance of subjects studied and to engage and challenge our pupils. We carefully review and develop schemes of work at all levels, following the intentions of the National Curriculum and other DfE guidelines, but broaden the scope to ensure that courses are constructed to suit the abilities and interests of our pupils and to focus on the development of the individual. Our House system and extensive extracurricular and Well Being programmes form an important part of the whole educational experience alongside the way pupils are treated and are expected to behave in order to promote the values and ethos of MHSG. Heads of Department in the senior school liaise with subject leaders in Prep to ensure a coherent curriculum throughout the school.

Key Stage Three

Drama, Geography, History, Music, Physical Education and Religious Studies are taught in tutor groups. The four tutor groups are usually split into six groups for Art and Graphics, Biology, Chemistry, Computing, Physics and Technology if the number of pupils in the year group warrants this. A circus operates for Food, Textiles and Art and Graphics.

In Mathematics, in Year 7, there is some setting from the start of the year based on entrance test results. Each pupil's ability is assessed throughout Key Stage 3 using internal tests, standardised data and the knowledge of the class teacher in order to ensure that she is in the ability grouping best suited to her needs.

In Years 7 and 8, English is taught in mixed ability tutor groups. In Year 9, English is taught in ability groups with some setting to enable weaker girls to access additional support. In Year 7, girls are given a taster of French, German, Latin and Spanish then choose three of the four languages to study for Year 8 and two of the languages to study in Year 9. In Year 9, all girls will complete the Higher Project Qualification, HPQ, which is worth a half GCSE. This is intended to improve their independent study and research skills.

Key Stage Four

In Years 10 and 11 girls study nine GCSEs. Our compulsory subjects are English Literature and Language, Mathematics, a Modern Foreign Language and either three separate sciences (Biology, Chemistry and Physics) or Dual Award Science. English is taught in ability groups. Mathematics is set across the year in five groups. In addition, all girls study the GCSE short course in Religious Studies, which is examined in Year 10, and enjoy a wide range of Physical Education activities including climbing, use of the fitness suite and the option to study GCSE Dance as an extra-curricular subject.

Girls are then able to choose two or three optional subjects. Each subject provides a summary for girls and parents in an information booklet supported by an options process during the spring term in Year 9. The optimum size of groups is about 18 but in less popular subjects this can be as small as five. The option pool structure in the timetable is designed after the girls make their choices so that the maximum number of girls can study their first choice options. Subjects available are: Art, Computing, Drama, French, Food Technology, Geography, German, Graphics, History, Latin, Music, Physical Education, Religious Studies and Spanish.

Pupils are encouraged to engage in activities such as the Model United Nations group or the Duke of Edinburgh bronze award expeditions to develop their wider interpersonal skills.

The Sixth Form

The entry requirement for the sixth form is 4 grade 7s at GCSE level, or equivalent, with at least grade 7 in their chosen subjects.

For AS Level, most girls choose four AS-levels from a list of over twenty subjects in a pool structure that is designed to accommodate each pupil's choice. It is therefore very flexible allowing most combinations of subjects. Each subject is allowed six periods with a group size of about 10 to 14 pupils. If the number falls below five, subjects are asked to teach either in a reduced number of lessons or have some joint lessons between Junior and Senior Sixth. AS examinations are taken at the end of Junior Sixth with mock examinations after the February half term; the progress of each individual girl is monitored carefully throughout the year. Most girls will continue to study three of the four original AS-level subjects in the Senior Sixth as full A-level courses. Pupils may continue with four, though this is not advisable for most pupils. Where there are several teaching groups for a subject, we make an attempt to balance the numbers of girls in each teaching group at the start of the Senior Sixth when we know all the pupils' intentions and how many have dropped out of each subject. This, inevitably, can lead to a change in teacher between AS and A-level but is always kept to a minimum. We do not allow girls to *choose* their teachers. All AS pupils are expected to complete an Extended Project Qualification, EPQ. One period each week is supervised by an EPQ tutor with an expectation that all pupils will complete by the end of the year.

Pupils in our Senior Sixth are the last cohort at MHS taking the IB Diploma. For the IB Diploma, pupils study 6 subjects which include English, Mathematics, a science, a language, a humanities subject and an 'elective' choice, which could be a second science or language or an arts subject, alongside Theory of Knowledge. Internal examinations for this course are scheduled at the beginning of June in Junior Sixth and the final examinations take place at the beginning of May in Senior Sixth. Whilst there are formal assessments throughout the course, the main assessment is by terminal examination at the end of the course.

Full details of the Sixth Form curriculum, including information on specifications for A-level subjects are updated annually and are available in the Sixth Form Information booklet.

Well Being Programme

All pupils follow a coordinated programme, which includes health, personal, social and careers education, study skills and citizenship. The material is delivered via a weekly taught period, theme days and tutorial periods by form tutors, specialist staff or external 'experts'. Some aspects of the programme are delivered in subject lessons whilst other aspects are reinforced by subject teachers during lessons. The Well Being programme is at the heart of reinforcing our MHSG values:

- Respect others regardless of age, race or background
- Help to create a caring environment where all relationships are open and friendly
- Be honest when dealing with others
- Discourage malicious gossip and realize that teasing can go too far
- Be happy at others' success and give support in times of disappointment
- Value extra-curricular achievements as well as academic success
- Keep our school clean and tidy and show respect for others' property

As part of the Well Being programme, pupils in all year groups are taught about the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, clearly, these values overlap with our MHSG values and are therefore actively promoted by the school.

Personal skills, such as resilience and others which enable our pupils to become more resourceful human beings have been included as well as theme weeks, such as '*blow your own trumpet*'

Inclusion and Learning Support

The curriculum is designed to be accessed by all pupils who are selected to join MHSG but if we need to modify it in any way, this is always done in consultation with parents. For instance, some girls who join the school through occasional vacancy places after Year 7 may have their languages programme adjusted depending on prior experience and pupils who participate in sport at national / international level may follow a reduced curriculum if they are required to miss a lot of school time.

We have a clear learning support policy which enables the individual needs of gifted and talented girls, pupils who are bilingual, or have specific learning needs or English as an Additional Language to be met. Where appropriate, Individual Support Plans are provided by the Learning Support Co-ordinator.

We are committed to meeting the needs of children with disabilities and MHSG complies fully with the requirements of the Equality Act of 2010. This could involve the use of ICT to adapt curriculum materials or allowing additional time, for example, should the need arise.

Educational visits

Almost all subjects offer a variety of educational visits and other curricular enhancement activities. The demands on girls at this level can be overwhelming for some weaker pupils, or some who have poor organisational skills.

- We allow each subject to organise one visit each year in the examination years.

- Colleagues are asked not to arrange any external visits in September or at the start of the summer term in the run up to both internal and external examinations.
- Heads of Year will monitor girls closely and pupils who are a real cause for concern may not be allowed to participate.
- Open day visits to universities are limited to 2 days during school time.
- All proposals must be agreed by the Curriculum Deputy and the Co-curricular Assistant Head who will attempt to minimise disruption to teaching time and will monitor the *whole picture*.
- As with any guidelines, we attempt to ensure that if there is an extraordinary opportunity for enrichment, it is fully exploited.

Monitoring and Review

The Curriculum Deputy is responsible for the organisation of the timetable which is part of an annual cycle of review with Heads of Department. The Head Mistress, SLT members attached to specific departments and Heads of Department monitor the curriculum through lesson observations, work scrutinies and feedback from pupils and parents as well as external examination results. This policy is reviewed annually by the Curriculum Deputy and is presented to the Governors' Academic Development Committee every two years, or before if necessary. Governors are invited to observe lessons as part of the planned monitoring of the curriculum.

Appendices

Curriculum Cycle diagram

Well Being summary

Reviewed by Jennie Hodson September 2017

Approved by Academic Committee of Governors, 26th September 2017

CURRICULUM 2017 ~ 2018

6 x 50 minute periods per day in a 5 day

Year	En	Ma	Sciences			Languages	RS	Hi	Gg	Fd/Tx/Art	ICT	Mu	Dr	Other	PE	WB	Total
			Bi	Ch	Ph	Fr/Gn/Sp/La											
7 <i>100tbc</i>	4	3 6 sets				4 ⁴		2	2	3 ¹		2 6.7%	 3.3%		3		30 20 subjects
8 <i>106</i>	4	4 5 sets				2p x 3 ⁴				3 ¹			 3.3%		3		30 19 subjects
9 <i>90</i>	4 5 sets	4 5 sets	4 ⁷			2p x 2 ⁴	2			3 ¹			 I ⁶ (HPQ)	3		30 19 subjects	
KS3 totals	12 13.3%	11 12.2%	10 11.1%			14 15.6%	4 4.4%	4 4.4%	4 4.4%	9 6.7%	3 3.3%	4 4.4%	2 2.2%	1 1.1%	9 6.7%	3 3.3%	90
10 <i>89</i>	4 13.3% 5 gps	4 ⁵ 13.3% 5 sets	In options for Separate Sciences (3 x 3p) or Double Award Science (2 x 3p)			Options (2/3 dep on Science) given 3 periods each = 3 x 10% Must choose one Modern Foreign Language							I ³ (RS)	2 ⁵		30 13 subjects	
11 <i>105</i>	5 16.7% 6 gps	4 ⁵ 13.3% 5 sets												2 ⁵		30 12 subjects	
JVI <i>95tbc</i>	Most students do 4 AS choices ² given 6 periods each = 4 x 20% plus EPQ and community service													2		27	
SVI <i>75tbc</i>	Most students do 3 A-level choices ² given 6 periods each = 3 x 20% IB Diploma award = 3 subjects at HL, 3 at SL, TOK, CAS and extended essay													2		20	

Notes....

- Fd/Tx/Art in Years 7/8/9 taught in a circus.
- A small number of students will do 3 or 5 AS-levels in Junior Sixth (JVI). Similarly, some girls may continue 4 A-levels levels in Senior Sixth (SVI).
- All girls study the GCSE short course in Religious Studies in Year 10.
- French, German, Latin and Spanish are taught for a half year each in Year 7. Girls then have a choice of 3 languages in Year 8 and 2 in Year 9 from French, German, Latin and Spanish.
- Girls can opt to study GCSE Dance as an extra GCSE. Girls in sets 1 and 2 in Mathematics are usually given the option of entering the Further Mathematics qualification.
- All students in Year 9 will complete a higher project qualification, HPQ, Level 2.
- In Year 9, students are taught Science in 7 "blocks" of 2 lessons per week of 2 subjects at a time.

THE WELL BEING PROGRAMME OVERVIEW

1. The Well Being Programme provides training and education for life in order for students to develop the self-confidence and resilience they need to make the right decisions, flourish and feel able to take on all kinds of new challenges with the determination to succeed.
2. The programme is centred on 8 key words: Happiness, Resilience, Integrity, Perseverance, Self-development, Courage, Mindfulness and Balance. These words are displayed around school as a reminder to the students to reflect on them as part of their everyday life.
3. By participating fully in the sessions, students will gain the knowledge, interpersonal and social skills and understanding to play an effective role in society at local, national and international levels. It will help them to become informed, considerate and responsible citizens, aware of their duties and rights. The course also seeks to promote spiritual, moral and cultural development, making students more self-confident and accountable, both in and beyond the classroom. It encourages them to play a helpful part in the life of Manchester High School for Girls, their own neighbourhoods, communities and the wider world. It also informs them about our economy and democratic institutions and values; encourages respect for different national religions and ethnic identities, and develops their ability to reflect on issues and take part in discussions.
4. Through their Well Being sessions, the students learn how the political and social culture of the country has changed in the past, is changing now and will continue to change in the future. They are encouraged to understand how these changes impact on them, and how they can help to shape the changes that are yet to come.
5. The sessions are held as form tutorial groups, House groups, half year groups and whole year groups. In addition, we encourage sessions which interlink the year groups, for example, Year 7 students work on a project with Year 10, Year 13 work with Year 11 etc.
6. Year 7: How to make and keep friends; the importance of good relationships; working and living with others; resolving conflict; dealing with bullying; children's rights; e-safety; introduction to the working world; healthy eating; mindfulness; positive mental health; relaxation through music; growth mindset; sustainability; making a change (looking at the work of women in the School's history)
7. Year 8: Working with others: peer pressure; respect for others; e-safety on chat line MSCB; study skills and target setting; assertiveness; equal opportunities; central, local and regional government; effective participation in society; managing finances; the power of television; mindfulness; healthy living - body image, hygiene; sustainable living; alcohol awareness; sexual health; jobs and skills.
8. Year 9: Mindfulness; the role of family life; negotiation and compromise within relationships; dealing with change and loss; confident communication with peers and adults; the impact of media on society; the European community; the electoral system and the importance of voting; healthy living- skin care, healthy living; contraception; study skills; sharing achievements; e-safety- grooming; considering careers; debating skills; ethical dilemmas; drugs awareness; basic first aid; learning about the 2011 riots through drama.

9. Year 10: Confident communication and the use and interpretation of body language; the management of conflict; how the economy functions; the role of the media in society; mindfulness; e-safety- selfies; business planning; real business experience-coca cola challenge; sun-safety; sustainable living through creativity; revision techniques; careers; furthering debating skills; yoga/Zumba;
10. Year 12: Community service; mindfulness; HIV; women's health; the age of majority; road awareness and safe driving; referencing, research and study skills; conflict resolution through drama; social media – mistakes made; health awareness; drug awareness and understanding; introduction to Ethics/Philosophy; charity – Genesis; careers; being British- democracy; fire safety; UCAS preparation; financial capability; safe driving.
11. Year 13: The electoral system and electoral reform; women in politics; leadership; interview skills; mindfulness; an ethical life; HIV (with Year 12); healthy living beyond Sixth Form; Samaritans; Working with Year 11 as role-models and for guidance; sustainability through a joint project with Year 11; improving self-awareness through improvisation; sexual health; the right to vote; pensions and debt; resilience; what makes the difference – selling yourself; achieving balance through creativity; practical skills eg. Ironing, changing the oil in a car; safe driving.