



HEADINGTON
SCHOOL • OXFORD

Curriculum Policy

Senior School

Approved by Council:	10 Sep 2021
Reviewed by:	Academic Deputy Head
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Meets:	2a

Headington's aspiration is for each pupil to develop an enquiring mind and the confidence to tackle new things. Our aim is for each pupil to achieve beyond their expectations and to become independent thinkers and learners.

We offer an exceptional range of choice in academic subjects and the flexibility for older pupils to follow a curriculum that is suitable for them. The curriculum policy, plans and schemes of work are designed to take into account the ages, aptitudes, diversity and needs of all pupils, including those with EHC plans, and will 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.

Above all we acknowledge that self motivation and a love of learning are inspired by excellent teaching.

Headington's priorities in encouraging academic achievement are to:

- attract, appoint and retain outstanding teachers
- involve pupils of all ages in an exciting and relevant curriculum
- present breadth of choice in subjects at GCSE and A Level
- develop thinking skills, creativity and the ability to solve problems
- encourage academic rigour, independence and initiative.

The Curriculum Policy at Headington School aims:

1. To provide a curriculum for our pupils that gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
2. To promote the intellectual and personal growth of each pupil to enable them to make the most of the opportunities offered and to develop their intellect, talents and the confidence to believe that their aspirations are achievable.
3. To provide breadth, balance and relevance, and to deliver progression in understanding, knowledge and skills.
4. To provide access to a broad range of subjects at an appropriate level, and to offer the opportunity for students to specialise in their areas of strength.
5. To move students forward at a rate appropriate to their abilities.
6. To meet the wider demands of the National Curriculum and take into account Government initiatives.
7. To actively promote the fundamental British values of democracy, the role of law, individual liberty and mutual respect and tolerance of those with different faiths, and to integrate the values of diversity and equality in teaching and learning.

We hope that our pupils will develop:

- lively and enquiring minds, with the ability to think imaginatively and creatively and a breadth of knowledge
- a flexible outlook
- skills of innovation, enterprise and leadership
- a thirst and capacity for life-long independent learning.

There are many opportunities for supra-curricular enrichment: cross-curricular links, educational visits both day and residential, foreign exchanges, links with the local community, cultural visits and field courses.

The school implements a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for:

1. Full-time supervised education for pupils, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The school devises its own curriculum at Key Stage 3, with GCSE programmes beginning in Year 9 in Mathematics the Sciences. Science subjects are taught separately from Lower Four. Pupils study GCSEs/IGCSEs at Key Stage 4 and all girls take English Language, Mathematics, at least one Science (or Trilogy Science), and a choice of three from Humanity subjects, English Literature, Ancient and Modern Languages, or further Science subjects. They have a further free choice of up to four subjects, including Art, Fashion Textiles, Music, Drama, Dance, PE, F&N and Computer Science. A further option is to take the Higher Project Qualification in place of a full GCSE subject. From 2020, the School made the decision to move to GCSEs in all subjects rather than a mixture of GCSEs and IGCSEs. In the Sixth Form, students can choose from a wide range of Advanced Levels. All students in the Lower Sixth choose three options from a broad range of Electives and follow the in-house Creative and Critical Thinking course. There is an option for Sixth Form students to take the Extended Project Qualification in addition to their A Level courses.

Where appropriate, the curriculum for individual girls is adjusted to meet their needs. For example, by reducing the number of courses studied, by providing Learning Development support or by providing additional support for EAL students. Pupils identified as Able, Gifted and Talented (referred to as Exceptional Students) are offered appropriate additional activities both within lessons as appropriate and through the wider supra-curricular programme. Progression between Key Stage 3 and Key Stage 4 and Key Stage 4 to Key Stage 5 is monitored by Heads of Department. Meetings between the Prep School and relevant subject coordinators and the Senior School Heads of Department take place to plan curriculum developments and improve transition between the key stages.

The School has a two week timetable with 6 periods of 50 minutes each day and works for 168 days per year.

National Curriculum Years 7-9 (U3-U4)

At Key Stage 3, the curriculum is broad and balanced. Pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the core and extended curriculum. All pupils also follow a course of PSHE. The timetable is designed to have two extended lunch periods per week to enable all Upper Three and Lower Four pupils to take part in the extra-curricular programme within the school day and one extended lunch period for Upper Four pupils.

Linguistic: pupils have the opportunity to develop their communication skills and increase their command of language through listening, speaking, reading and writing in English, Drama and language lessons. In Upper 3 (Year 7), pupils follow a carousel of three modern languages (French, German and Spanish) in addition to Latin. Pupils in Year 8 & 9 (L4 and U4) choose two modern languages to continue with, in addition to Latin.

Mathematical: the Mathematics curriculum helps pupils to develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. Pupils develop their ability to make calculations, understand relationships and patterns in number and space and their capacity to think logically and to express themselves clearly. Mathematics is taught in divisions, enabling all pupils to make progress at a rate appropriate to their abilities.

Scientific: all pupils study Science in the Upper Third (Year 7) and separate sciences (Biology, Chemistry and Physics) from Lower 4 (Year 8). Pupils gain knowledge and an understanding of nature, materials and forces through scientific enquiry, forming hypotheses, conducting experiments and recording their findings.

Technological: pupils are introduced to technological skills through computing from Upper 3 (Year 7), where they learn the key skills and an ability to develop, plan and communicate their ideas. In Upper 3, Lower 4 and Upper 4 (Years 7- 9) pupils also follow courses in Food Technology and Fashion and Fabric Design, and Creative Engineering Design, enabling them to work with tools, equipment, materials and components to produce good quality products and to evaluate both processes and products. All pupils in Upper 3 to Upper Five (Years 7-11) are issued with a school-based iPad, which gives them the potential to use technological skills in every lesson and to access the Google suite for Education.

Human and social: all pupils follow courses in Geography, History and Philosophy & RS, enabling them to gain an understanding of people and their interaction with their environments. They examine how human action, both now and in the past, influences events and conditions.

Physical: The Physical Education, Games and Dance curriculum aims to develop pupils' physical control and coordination as well as their tactical skills and imaginative responses, and helps them to evaluate and improve their performance. Pupils are also taught the principles of fitness and health. In years Upper 3-Upper 4 (Years 7-9), the curriculum is divided into Games Dance and PE lessons.

Aesthetic and creative: Pupils' creativity and their ability to develop personal, imaginative and practical responses is developed through their Art, Drama, Fashion and Fabric Design, Music, Creative Engineering & Design, and literature lessons. Upper 4 (Year 9) pupils are able to choose three creative subjects to study in more depth.

Curriculum Diagram for Key Stage 3

Subject	No of Lessons 2 week cycle Year 7 (U3)	No of Lessons 2 week cycle Year 7 (L4)	No of Lessons 2 week cycle Year 7 (U4)
LINGUISTIC			
English	6	6	6
French	4 ¹	4	4
Spanish		4	4
German		4	4
Latin	3	3	2 ²
MATHEMATICAL			
Mathematics	6	6	6
SCIENTIFIC			
Biology	6	2	3
Chemistry		2	3
Physics		2	3
TECHNOLOGICAL			
Computing	2	2	2
Food Technology	3*	2*	2**
Fashion and Fabric Design	3*	2*	2**
Creative Engineering & Design ³			2**
HUMAN & SOCIAL			
Geography	3	2	3
History	3	2	3
Philosophy & RS	3	3	2
PSHE	2	2	2
PHYSICAL			
P.E.	2	2	2
Games	4	4	4
Dance	2	2	2**
AESTHETIC/ CREATIVE			
Art	3	2	2**
Drama	2	2	2**
Music	4	4	2**
*Taught for half the year			
** Three options are selected			

¹ U3 MFL currently taught on termly rotation.

² U4 Classics taught in streamed groups according to ability and experience, with additional/alternative focus on Greek and Classical Civilisation where appropriate.

³ Creative Engineering and Design is offered within the Art Curriculum for U3 and L4

National curriculum Years 10 – 11 (L5 and U5)

At Key Stage 4 pupils are given experience in linguistic, mathematical, scientific, and physical education through the core curriculum; human, social, technological, aesthetic and creative education is provided through the optional subjects and the extended curriculum. All pupils also follow a course of PSHE.

All pupils are required to take the following core GCSE courses: English Language, Mathematics, a Science (the majority taking 3 separate sciences or the Combined Science (Trilogy) award). They select 3 subjects from: English Literature, Ancient Languages (Latin, Greek); Modern Languages (French, German, Spanish); Humanities (History, Geography, Religious Studies, Classical Civilisation). Pupils have a free choice of up to four further subjects from those previously listed with additional options in Computer Science, Art, Fashion and Fabric Design, Music, Drama, PE and Dance. There is also the option to take the Higher Project Qualification in place of a full GCSE subject qualification. These options enable each individual to design a curriculum to suit their interests and ability.

Linguistic: pupils further develop their communication skills and increase their command of language through listening, speaking, reading and writing in English Language (core) and Literature. Pupils have the option to take at least one language to GCSE level (ancient or modern).

Mathematical: pupils follow the GCSE Mathematics course, further developing their mathematical and logical reasoning skills. Very able mathematicians may have the option to follow accelerated courses in addition to their GCSE course in Year 11– options have included a Free Standing Maths Qualification, Further Maths GCSE, Statistics GCSE.

Scientific: all pupils take at least one of Biology, Chemistry and Physics, with the majority taking GCSEs in the separate sciences or the Combined Sciences (Trilogy) award.

Technological: pupils develop their ICT skills through the curriculum in most subject areas and through the option choices of Computing and Food and Nutrition.

Human and social: pupils have the opportunity to extend their understanding of people and their environment through English Literature, the Humanities (Geography, History, Religious Studies, Classical Civilisation).

Physical: The Physical Education curriculum continues to develop pupils' fitness and health and introduces them to a wider range of sports. In years 10 (L5) and 11 (U5), the curriculum is divided into a Games session each week and PE lessons. Pupils can develop their understanding of the physiological aspects of sport by choosing PE and Dance GCSEs.

Aesthetic and Creative: all pupils develop their ability to use their imagination and develop their creative and aesthetic understanding through the English Literature GCSE course. In addition, pupils can choose to follow creative courses in Art and Design, Drama, Art Textiles, Food and Nutrition, and Music GCSE.

Curriculum Diagram for Key Stage 4*

Subject	No of Lessons 2 week cycle Year 10 (L5)	No of Lessons 2 week cycle Year 11 (U5)	No of Lessons 2 week cycle Year 11 (U52021-22)*
LINGUISTIC			
English Language	4	4	6
English Literature	5	5	
French	5	5	5
Spanish	5	5	5
German	5	5	5
Latin	5	5	5
Greek	5	5	5
MATHEMATICAL			
Mathematics	7	7	6
SCIENTIFIC			
Biology	5	5	4
Chemistry	5	5	4
Physics	5	5	4
Trilogy Science	10	10	12
TECHNOLOGICAL			
Computing	5	5	5
Food Technology	5	5	5
HUMAN AND SOCIAL			
Geography	5	5	5
History	5	5	5
Philosophy & RS	5	5	5
Classical Civilisation	5	5	5
PSHE	2	2	2
PHYSICAL			
P.E.	2	2	2
P.E GCSE	5	5	5
Games	4	4	4
Dance	5	5	5
AESTHETIC/ CREATIVE			
Art	5	5	5
Fashion and Fabric Design	5	5	5
Drama	5	5	5
Music	5	5	5
HPQ (Higher Project Qualification)	3		
*The Middle School Curriculum was reviewed for 2021-22.			

2. Subject matter appropriate for the ages and aptitudes of pupils, including those with an EHC plan

Baseline testing takes place at Year 7 /U3 (MidYIS), Year 9 for new entrants to the school (MidYIS), Year 10 /L5 (Yellis) and Year 12 /L6 (Alis) and in all subjects this is used to determine ability and promote differentiation. Year 7 (U3) are given the LUCID Rapid dyslexia screener as well as screening for visual processing, reading and free writing. Year 8 take the Edinburgh

Reading Test. In Year 9 (U4) are tested on spelling and reading comprehension. They also undertake a sentence completion assessment. Further assessment takes place if there are any anomalies. The L5 and the L6 are screened using the Lucid EXACT. Maths is streamed from Year 7 (U3), Languages from year 8 and Latin from Year 9 and Science from Year 10 (L5).

Departments use subject material to support teaching, which is specifically aimed at the age group and caters for a range of abilities. In Years 10-13 (L5-U6) departments follow public examination specifications, which specify material appropriate for pupils in each year group. A variety of different teaching and learning methods and materials are used in all courses to suit pupils' different needs. The Head of Department is responsible for ensuring that schemes of work contain differentiated activities.

LDD pupils have access to the same subject material as their peers across the curriculum and differentiation is evidenced by outcome and groupings. The LDD department regularly communicates with teachers to ensure that the subject material delivered is matched to needs and aptitudes.

EAL students identified by early screening are supported and tracked by the EAL department, working in classes and with one to one support towards appropriate examinations - Cambridge First Certificate Examination (FCE), which is taken in Year 10 or 11 (L5 or U5) or the International English Language Testing System (IELTS) taken in Year 12 (L6).

3. Pupils to acquire skills in speaking and listening, literacy and numeracy

Pupils are given many opportunities to express their views and to listen to others in lessons. Many subjects set formal speaking and listening exercises, ranging from pair or small group work within lessons to individual speeches for a wider audience such as the annual Rhetoric Cup competition. In lessons, pupils often listen to audio/visual material and drama is used in many subjects to reinforce learning. All form groups lead an assembly during each academic year. PSHE provides the opportunity for discussion and debate.

Literacy is built into all subjects through their assessment criteria for written work.

Many subjects aid numeracy through data analysis and through the construction of timelines, graphs etc.

4. Where a pupil has an EHC, education which fulfils its requirements.

The school is a selective independent school and entry is determined by the School's entrance procedures. The school has a Learning Development Department and a Special Educational Needs Policy which applies to those with an Education, Health and Care Plan and those with learning difficulties and/or disabilities. For those with an EHCP, the School follows the recommendations which were established at the annual review and stipulated within the Plan. Support is given from all staff - in particular, teaching staff, learning support staff and the SENCo. The SENCo works in partnership with parents and with the appropriate outside agencies, such as Speech and Language Therapists and Teachers of the Deaf. All pupils are given the opportunity to access the full curriculum.

5. Personal, social and health education, which reflects the school's aims and ethos

Headington School believes that PSHE is an intrinsic part of the development and education of the pupils in the school. It is taught once a week in a discreet lesson, by tutors. Topics that

are looked at are in line with the national curriculum strands. The progressive programme is prepared in advance by the Heads of Section and placed on Moodle, together with a variety of resources. There are several occasions in the year and across the Key Stages where specialist speakers from outside of the school come in and deliver to the different cohorts on relevant topics.

The P.S.H.E. and Citizenship curriculum aims to:

- Develop self-esteem, confidence, independence and responsibility
- Encourage students to make the most of their abilities
- Encourage students to play an active role as citizens and as members of society
- Develop a healthy lifestyle that keeps themselves and others safe
- Develop effective and fulfilling relationships and learn to respect differences between people
- Meet the broader aims and values of the school through key themes
- Encourage an environment where the way in which students and staff are treated and treat each other reinforces the positive messages given by the lessons.

To plan and develop a curriculum that:

- Enables us to build on what we are already doing in a flexible and innovative way is relevant to pupils, connecting with their interests and experiences
- encourages pupils to investigate and think critically about issues of current interest, using problem solving, reasoning and evaluation skills
- relates to pupils' abilities and backgrounds
- provides comprehensive, unbiased and correct information
- provides pupils with opportunities to discuss and address real-life issues, and to see that they can participate in activities that make a difference in the school and the wider community.

Through the teaching of PSHE:

- allows the exploration of many issues, especially those related to being a responsible adult and preparing pupils in a safe and supportive atmosphere for life after school
- allow pupils to gain the self-confidence and self-esteem to make informed decisions in all aspects of their lives
- provide a safe environment for the discussion of sensitive, controversial and challenging social and moral issues, and to help pupils to make sense of them in the context of their own life experiences.

Through the teaching of Citizenship:

- involves pupils positively, encouraging participation in school and community life · encourage pupils to become well informed, responsible citizens of a future world, being both assertive and tolerant, and having the ability to question their own and others beliefs and values
- promotes positive behaviour, equal opportunities, respect and responsibility
- provides a focus for celebrating and publicising school activities.

Each year group has the opportunity to study a variety of topics, which provide opportunities for individual, paired and group work. Discussion is a key component for the PSHE lessons, with girls encouraged to express their opinions and to listen to others'. External speakers are invited to speak to pupils as appropriate.

6. Appropriate careers guidance for pupils receiving secondary education

Careers education is provided at each key stage and is based on the philosophy that every individual can and should follow a path in life which is based on their own interests, so that they engage in work which they enjoy. As a result of this, they need to inquire into what it is that interests them, and look critically at their own actions, so that they can determine what comes naturally to them. The careers education and guidance programme aims to help students to discover more about specific careers through information, access to 1-2-1 guidance and work experience days.

Years 7 – 9 (U3 – U4)

In Year 8 (L4) the girls take part in a Careers morning where they spend time exploring the world of work. This is followed by a further day in the Spring term of Year 9 (U4) developing career research skills, CV writing and interview techniques. In Year 9 (U4) there is an Options evening to discuss GCSE options and consultations are arranged over subject choices. There is a biannual Careers Fair in the Spring term, for students of U4 age and above.

Years 10-11 (L5-U5)

L5 students have the opportunity to use an online personality and skills profiling service, which helps them find which possible career choices are the most appropriate for them. The profile will form the basis for individual discussions with the Head of Careers. At the end of the year the school holds a two day programme called '5 to 6' where the students experience life as a sixth former and attend sixth form lessons. This is followed by discussion talks with members of the academic team to explore their interests and thinking about the future.

In Year 11 (U5) there is a third introduction to the sixth form day (5 to 6), when pupils have taster lessons especially in the sixth form only courses. This is followed by a Sixth Form Options evening to introduce the courses and subjects available in the Sixth Form. Outside speakers from our parent and Headingtonian body help with a series of PSHE lessons looking at preparing CVs, application letters and interview skills aimed at securing work-experience placements. All Year 11 (U5) take part in a work experience programme following their GCSEs in the summer.

Year 12 and 13 (L6 & U6)

The careers programme includes:

Throughout: students sent up to date information about open days, MOOCs, (Massive Open Online Course) work experience opportunities via email. Assemblies and PSHE sessions advising on making subject choices, finding work experience, future steps.

Autumn Term Year 12 (L6):

PSHE session on "Making the Most of Sixth Form" covering work experience and volunteering. SAT course runs (open to Yr 12 and Yr 13). Information about Headington Connect.

Spring Term Year 12 (L6):

UCAS; Subject and course interest questionnaire through tutors; PSHE about making choices and how to start research. Higher Education Evening for parents and students (including Oxbridge, Medics and information about degree apprenticeships and non HE routes, studying abroad). Specialist preparation courses for potential medics, vets, dentists, lawyers and architects and higher education fortnightly sessions for all students. Russell group HE institution talk about choosing the right course.

Summer Term Year 12 (L6):

Upper Sixth Meets Lower Sixth to discuss University Entrance; Russell group HE institution talk about writing personal statements. UCAS Days after summer exams are complete; sign on to UCAS and personal statement day; interviews with HoD and/or Head of Sixth form and Tutors to establish direction; Higher Education mentoring including Oxbridge continues Overseas University Fair (also open to Yrs 10 and 11).

Autumn Term Year 13 (U6):

UCAS day in late September; Higher Education mentoring continues including mock aptitude tests where relevant. Completion and sending of UCAS applications; Mock Interviews as appropriate; entrance assessment test preparation.

Spring Term Year 13 (U6):

Information on Student Finance as part of the Higher Education evening, covering student loans, employment, budgeting, rent, cost of living.

Summer Term Year 13 (U6):

Information on making final choices for university and how to use Clearing and Clearing Plus: Information about Headington Connect

7. Where the school has pupils above compulsory school age, a programme of activities, which is appropriate to their needs.

National Curriculum Years 12 and 13 (L6 & U6)

Headington offers a rich A Level programme.

Pupils choosing an Advanced Level programme will normally take three or four subjects. They will also follow an academic skills programme, a Creative and Critical Thinking course, an Electives programme, Physical Education, Community Service and PSHE. All pupils are also offered the opportunity to taken the Extended Project Qualification.

There are 28 subjects offered at Advanced Level: Mathematics, Further Mathematics, English Literature, Physics, Chemistry, Biology, Computer Science, Psychology, History, Geography, Religious Studies, Politics, Business, Economics, History of Art, Latin, Ancient Greek, French, German, Spanish, Fine Art, Fashion Textiles, Photography, Music, Music Technology, Drama, PE and Dance. The curriculum is designed to accommodate individual subject choices enabling pupils to tailor their curriculum to their interests and abilities.

8. All pupils have the opportunity to learn and make progress

The curriculum is open to all pupils of all abilities and each individual has the ability to access the full provision offered.

Whole school assessment is undertaken through MidYIS, Yellis and Alis testing as well as internal examinations and external qualifications. The data from these tests is made available to all staff through the school information management system and they form the basis of progress tracking and target grade setting with pupils sitting external examinations. They are also used as a tool by the Heads of Departments and the SLT for self and departmental review and planning. During the course of the academic year the school has at least six points of contact with parents through Parents' evenings, Tutor progress reports, full reports and

Learning Profiles.

Heads of Department monitor pupil progress and Teaching and Learning within their departments through the use of regular progress tests.

Heads of Section and Heads of Year track pupil progress and have an overview of both the academic and pastoral life of the individual pupils. The Form Tutors track progress through the Learning Profiles and pupils have one to one meetings with their tutors to discuss progress made and to set future targets after each grading period. The progress of EAL and SEN students is assessed following the publication of external exam results.

9. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life

The school offers and encourages many opportunities for pupils to develop leadership skills and to have a voice.

Lower School:

Each form has a Form Captain elected who is in charge of class rosters and is the spokesperson for any concerns the form may have. This role changes for each term in order to provide opportunities for those pupils who would like to step into this leadership role. Each form also has an elected member to represent the form for the year on the Student Council. The council meeting is run by the Head Girl, Head of Day and Head of Boarding. They meet at least once a term with the represented council to discuss and act on any issues raised by the pupils. Additional opportunities are provided through the roles of sports captains, eco-representatives, food representative, digital representative, diversity champions and charity representatives.

Middle School:

Each year group has a year group Congress. The Congress is run by the Year Head (elected student) and its members are changed halfway through the academic year to allow for more of the year group to have an opportunity for leadership and promotion of student voice.

The Congress is made up of:

Year Head

Form Captain (1 per form)

Diversity Reps (1 per form)

Eco Rep (1 per form)

Social Rep (1 per form)

Wellbeing Rep (1 per form)

Charities Rep (1 per form)

Each group of reps meets either weekly or fortnightly to work on a project or discuss ideas which they then bring to the whole congress twice per half term. The minutes of these meetings are then discussed by HoY/HoS and changes implemented where possible. Eco reps meet with the Staff eco rep once per term.

Houses:

Through the House system, there are opportunities to be Heads of House in Sixth Form and Middle School, leaders for inter-house activities and sports captains.

Prefects:

Sixth Form Prefects have an important role in the running and working of the school. They provide excellent lines of communication between the Head, staff and pupils. The Prefect body provides a channel for student voice and prefects run a befriending scheme, which is especially helpful in the welcome of new girls in September. Prefects are attached to form groups and make a significant contribution to the life of the form group.

There is an assembly most days and each form leads an assembly every academic year. Citizenship and international awareness are fostered in many areas of school life such as International week, International evening, charity fund-raising and involvement in the Model United Nations General Assembly, as well as through school visits abroad and the curriculum.

There are music concerts and drama productions every term and many opportunities to enter music, drama and sporting competitions. There is an extensive programme of visits to places such as Botswana, Russia and Ethiopia, as well as visits to the theatre, conferences and field trips. In the Sixth Form, there is an opportunity to be part of Headington Enterprise and to organise the leavers' ball.

10. The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

British values are examined in the academic curriculum, especially through the humanities subjects, through PSHE and through extra-curricular activities. This includes, in suitable parts as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain.

The curriculum aims to enable pupils to develop their self-knowledge, self-esteem and self-confidence and to respect all backgrounds, cultures and identities both through curriculum opportunities and PSHE and assembly. It encourages pupils to have respect for the civil and criminal law of England, and to acquire a broad general knowledge of and respect for public institutions and services in England.

The promotion of partisan political views in the teaching of any subject in the School is not allowed. Political issues are introduced in a number of courses and supra-curricular activities and are presented in a balanced manner.