



## Curriculum Policy

### Warwick School

This policy applies to Warwick Senior School only.

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# **CURRICULUM POLICY WARWICK SENIOR SCHOOL**

## **Aims**

Warwick Senior School provides full-time supervised education for pupils aged 11-18 which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Every pupil at Warwick School should have the opportunity to learn and make progress. The School provides, through its curriculum, subject-matter appropriate for the 11-18 age range and caters for the aptitudes of all pupils in the school, including those with special educational needs (including where pupils have a statement) and those identified as Gifted and Talented. Through the curriculum provided, pupils acquire speaking, listening, literacy and numeracy skills. In addition, Warwick School looks to provide a PHSEE curriculum that reflects the school's aims and ethos, appropriate careers guidance for pupils in the Senior School and ensures that all pupils receive adequate preparation for the opportunities, responsibilities and experiences of life in British Society. In response to worldwide and national events in 2020 and 2021, the School has actively looked to promote an understanding of colonial history, racial discrimination, inclusivity and current themes in global citizenship, through not only PHSEE but also through undertaking departmental audits and in changing the content delivered by some departments.

In addition; a programme of activities that meets the needs of pupils above compulsory school age is provided.

At Warwick, it is our aim to maximise every pupil's academic potential. While our curriculum is broad and encompasses a full range of subjects, and our examinations results consistently place us among the leading boys' schools in the country, we recognise that to be successful requires our pupils to develop as learners.

To facilitate their learning, at whatever stage of their Warwick school career, all pupils are encouraged to adopt the school's learning values.

## **Overview**

The curriculum at Warwick School provides for pupils in full-time supervised education from the ages of 7 – 11 (in the Junior School) and 11- 18 (in the Senior School), thus covering pupils of compulsory school age. The curriculum is designed to provide a balance between subject areas (specifics detailed below) but also to encourage the wider development and experience of education in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative skills. While some specific subjects will naturally lend themselves to the acquisition of speaking, listening, literacy and numeracy skills, all subjects recognise their role in developing these.

All pupils follow a two-week timetable of six, 50 minute periods a day. The full curriculum diagram, with numbers of periods allocated to each subject, is presented on the School Website and in the Staff Memoranda and Academic Guidance for parents.

The timetable allows time for selected year groups to undertake specialist lessons. These include such areas as well-being, careers and the extended project qualification which is undertaken by majority of the Lower Sixth year group on a topic of their choosing. In addition, each Friday afternoon is reserved for Activities. This provides

opportunities for pupils to participate in a wide ranging extra-curricular programme of school and community-based activities.

All pupils attend one Chapel Service per fortnight, and one period of Theology and Philosophy is part of the compulsory core for Year 7 to the Year 10.

School assemblies, Chapels and Form periods are timetabled for the start of the school day. PHSEE is taught in timetabled lessons by specialist teachers.

The PHSEE programme and policy is documented separately but provides the main vehicle through which British values are actively promoted and through which spiritual, moral, social and cultural development (SMSC) of pupils is achieved. This includes the requirements of the values of British democracy, rule of law, individual liberty and tolerance of those with different faiths and beliefs. Appropriate consideration of the issues highlighted over racism in recent times is also given. Within the same PHSEE programme, consideration of differing political viewpoints and prevention of radicalisation are considered. While the PHSEE (and related programme of assemblies and chapels) is extensive in this regard, individual departments are required to demonstrate and document (through departmental documentation) how their particular subject areas contribute to SMSC and, where appropriate, the promotion of British values.

The Curriculum also recognises the requirements of equal opportunities as stated in the school's Equal Opportunities Policy. The School will endeavour to deliver the curriculum such that teaching covers issues, thoughts and ideas of all kinds and does not subject individual pupils to discrimination in relation to the protected characteristics listed in the Equal Opportunity Policy. Staff are expected to be sensitive about equal opportunities in their teaching and guard against the transmission, through the content and delivery of the curriculum, of attitudes which stereotype people or label individual pupils as inferior or limited. This includes through the planning of lessons, teaching methods, classroom resources, behaviour management, etc., and through the 'hidden lessons' implicit in other activities about their value as a person, their human rights, the options available to them and their expectations for adult life.

The curriculum from Year 7 to Year 11 covers a wide range of subjects and we ensure that it is balanced so that choice at Sixth Form level and higher will not have been unduly restricted by earlier decisions.

Most pupils enter the School at 11 (Year 7). The forms are not streamed on entry. The forms are the pastoral unit and are House based, with pupils staying in the same House for their school career. In Year 7 most subjects are taught in form groups. Currently all forms make up the six Houses in each year group, with mixed age form groups within sections composed of pupils from the same House. Teaching groups in years 8-9 are distinct from form groupings. Teaching groups are reorganised at the end of Year 7,8 and 9 (the latter being the creation of option groups and sets for GCSE subjects).

In addition to the formalised curriculum there is an extensive range of academic extension (for example through the Floreat Academic Enrichment programme detailed in a separate booklet and subject specific societies) and support (through academic clinics, pupil mentors and revision classes). Provision for SEND, EAL and Gifted and Talented pupils is provided, details of which are documented separately.

The curriculum also provides the opportunity for an extensive array of Activities. From Year 9 - 13, a dedicated programme of Activities is provided for pupils (in Years 10, 11 and the Sixth Form jointly with the King's High School). In Years 7 and 8, the extensive clubs and societies programme (which continues in the later years) also provides many opportunities for pupils outside of the classroom. The full details of the Activities programme are documented separately in school publications.

Pupils who are gifted in specific areas such as Art, Music or Sport will be given every opportunity and encouragement to develop their talents to the full. Where appropriate, we provide a bespoke curriculum to allow pupils gifted in a particular area to explore and develop their talent further.

A dedicated Careers department with a Head of Careers and administrative secretary drive the provision of careers education within the school. This provision is documented separately, including the opportunities for work experience, careers-related educational visits and where careers-specific lessons are integrated into the curriculum.

The structure of the school day, schedule for pastoral periods and other significant curriculum information is contained with the Staff Memoranda and the Academic Information booklet provided for parents at the beginning of each school year.

## **Year 7**

The Year 7 curriculum is designed to introduce pupils to a range of academic and creative subjects, while at the same time allowing them time to settle and adjust to life in a busy school.

The year group is divided into six teaching groups, all following the same curriculum.

The subjects taken are English, Mathematics, Science, Latin, Geography, History, Computing, Drama, Music, Art, Design Technology (DT), Theology and Philosophy, Food Science and Physical Education. On entry two modern foreign languages are studied from a choice of French, German and Spanish. The year group has two sessions of games per week, with School team games played on a Saturday. In addition, all pupils have the opportunity to learn a new musical instrument free of charge.

One timetabled period a fortnight is devoted to personal and social development and one to IT specific skills.

## **Year 8**

The Year 8 curriculum follows a similar pattern to Year 7, building upon the work undertaken and setting the foundations for GCSE level study. In addition, pupils follow courses in design thinking and critical thinking.

The year group remains divided into six teaching groups.

The year group has one afternoon session of games per week, with School team games played on a Saturday.

One timetabled period a fortnight is devoted to personal and social development, one period to critical thinking and one period of design thinking.

## **Year 9**

Year 9 marks a significant point in a Warwick School pupil's education. While in certain subjects GCSE level content will be taught, there is a much greater element of choice regarding subjects taken.

The year group remains divided into six (or sometimes seven) teaching groups. All forms take Mathematics (which is setted), English, Biology, Chemistry, Physics, a modern foreign language (French, German or Spanish) Geography, History, Theology and Philosophy and Physical Education.

In addition, pupils choose an additional four subjects from the following:

French, German, Spanish, Latin, Greek, Classical Civilisation, Computing, DT, Art, Drama, Music, Food Science.

The year group has one afternoon session of games, with School team games played on Saturdays. One afternoon per week is reserved for the Activities programme. One timetabled period a fortnight is devoted to teaching PHSEE.

### **Year 10 and Year 11**

At Warwick we enter pupils for both GCSEs and International GCSEs. Departments are free to choose which courses they believe will best enthuse, challenge and suit Warwick School pupils. This policy is kept under constant review.

Teaching is organised on set or option principles. This allows different teaching groups for different subjects and permits, as appropriate, setting based on academic ability in those subjects.

All pupils take a core curriculum of English (Language and Literature), Mathematics (Further Mathematics will also be studied for the top sets), either three single sciences (Biology, Chemistry, Physics) or Combined Science. Pupils choosing three single sciences are on the 10 GCSE pathway and will then choose four further options, which must include a modern language (French, German or Spanish). Those choosing Combined Science can choose either four further options (the 9 GCSE pathway), which must include a modern language, or any three further options (the 8 GCSE pathway). The options are chosen from the following:

Art, Classical Civilisation, Computing, Design Technology, Drama, French, Food Preparation & Nutrition, German, Greek, Geography, History, Latin, Music, Religious Studies, Physical Education, Spanish.

Those pupils choosing the 8 GCSE pathway have five study periods a fortnight as part of their timetable in place of one of the options.

One period a fortnight is devoted to the teaching of PHSEE in Year 10 and Year 11.

Year 10 and Year 11 each have one afternoon session of games, with School team games played on Saturdays. One afternoon per week is reserved for the Activities programme.

Full details of the GCSE curriculum are available in the GCSE Curriculum booklet.

### **The Lower and Upper Sixth (Years 12 and 13)**

The Sixth Form represents a significant change in lives of many of our pupils. Smaller teaching groups, university style seminars, time for private study as well as the introduction of new subjects for study, make the Sixth Form experience challenging but hugely rewarding for Warwick School pupils.

In terms of curriculum, Warwick has looked to respond positively to the challenges presented by A level reform. All pupils are now entered for linear A levels. We believe that focusing on the full A Level with a linear approach to subject choice will allow pupils to study in more depth their chosen subjects, be able to develop the school's learning values at a higher intellectual level and ultimately be much better prepared for university and life beyond.

All pupils are required to choose at least three subjects to study at A level. For more academically able pupils, a fourth subject may also be chosen. We endeavour to provide teaching for any desired combination of subjects from the following list:

Art, Biology, Business Studies, Chemistry, Classical Civilisation, Computing, Design Technology, Drama, Economics, English Literature, French, Further Mathematics\*, German, Greek, Geography, Government and Politics, History, Latin, Mathematics, Music, Philosophy, Physics, Psychology, Sociology, Spanish.

\*Pupils taking Further Mathematics must take 4 A levels.

All pupils in the Lower Sixth follow a study and revision skills carousel of three lessons in both the Michaelmas and Lent terms, to embed key working skills as part of their adjustment to sixth form working habits. One period a fortnight is also officially assigned for extension sessions, either as formal participation in the Assessment & Interview Pathway (AIP) for access for particularly competitive university courses, or for other formal enrichment with their A level subjects.

In the Lower Sixth pupils also have the opportunity to study for the Extended Project Qualification (EPQ) with supervision and the necessary skills lessons provided, for four periods a fortnight within curriculum time.

All pupils participate in an extended range of activities on one afternoon per week.

Games occupy one afternoon session and School teams have a full set of fixtures on Saturdays.

In some cases we collaborate with King's High School so that pupils of one school might be taught jointly and/or attend lessons at the other institution.

In both Lower and Upper Sixth, one timetabled period a fortnight is devoted to personal and social development, delivered jointly with King's High School.

### **Curriculum Review**

As part of the School's and Foundation Strategic Development Reviews, , we continue to review our curriculum at key stage 3, at GCSE level and in the sixth form, to make sure it is fit for purpose and that we can provide a route which allows all pupils at the school to gain qualifications which will lead to the best possible outcomes. For example, recently we have included Sociology at KS5 and Food Science at KS3 and 4. Previous to that, we introduced Design Thinking and Critical Thinking at KS3.

## Full Curriculum 2024

SUBJECT	YEAR 7		YEAR 8		YEAR 9		YEAR 10		YEAR 11		L6th		U6	
	Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle	
	Minut es	Perio ds	Minut es	Perio ds	Minut es	Perio ds	Minut es	Perio ds	Minut es	Perio ds	Minut es	Perio ds	Minut es	Perio ds
English	300	6	300	6	300	6	400	8	400	8	600	12	600	12
Mathematics	300	6	300	6	300	6	300	6	400	8	600	12	600	12
Physics	-	-	150	3	200	4	250	5	250	5	600	12	600	12
Chemistry	-	-	150	3	200	4	250	5	250	5	600	12	600	12
Biology	-	-	150	3	200	4	250	5	250	5	600	12	600	12
Science	300	6	-	-	-	-	-	-	-	-	-	-	-	-
Religious Studies							250	5	250	5	-	-	-	-
Physical Education (Exam)	-	-	-	-	-	-	250	5	250	5	600	12	600	12
Physical Education	100	2	100	2	100	2	100	2	-	-	600	12	600	12
Games	400	8	200	4	200	4	200	4	200	4	200	4	200	4
Activities	-	-	-	-	200	4	200	4	200	4	200	4	200	4
Geography	150	3	150	3	200	4	250	5	250	5	600	12	600	12
History	150	3	150	3	200	4	250	5	250	5	600	12	600	12
I.T./Computing	150	3	100	2	200	4	250	5	250	5	600	12	600	12
Latin	150	3	150	3	200	4	250	5	250	5	600	12	600	12
Music	100	2	100	2	200	4	250	5	250	5	600	12	600	12
Drama/Theatre Studies	100	2	100	2	200	4	250	5	250	5	600	12	600	12
Art	150	3	100	2	200	4	250	5	250	5	600	12	600	12
Design and Technology	100	2	150	3	200	4	250	5	250	5	600	12	600	12
Food Science	50	1	50	1	200	4	250	5	-	-	-	-	-	-
French	150	3	150	3	200	4	250	5	250	5	600	12	600	12
German	150	3	150	3	200	4	250	5	250	5	600	12	600	12
Spanish	150	3	150	3	200	4	250	5	250	5	600	12	600	12
Greek	-	-	-	-	200	4	250	5	250	5	600	12	600	12
Classical Civilisation	-	-	150	3	200	4	250	5	250	5	600	12	600	12
Philosophy	100	2	100	2	100	2	100	2	-	-	600	12	600	12
Sociology	-	-	-	-	-	-	-	-	-	-	600	12	-	-
Business Studies	-	-	-	-	-	-	-	-	-	-	600	12	600	12
Further Mathematics	-	-	-	-	-	-	-	-	-	-	500	10	500	10
Economics	-	-	-	-	-	-	-	-	-	-	600	12	600	12
Politics	-	-	-	-	-	-	-	-	-	-	600	12	600	12
Psychology	-	-	-	-	-	-	-	-	-	-	600	12	600	12
Private Study	-	-	-	-	-	-	-	-	-	-	-	up to 7	-	up to 7
PSHEE	50	1	50	1	50	1	50	1	50	1	50	1	50	1

Critical Thinking	-	-	50	1	-	-	-	-	-	-	-	-	-	-
Design Thinking	-	-	50	1	-	-	-	-	-	-	-	-	-	-