

CURRICULUM POLICY

Last reviewed: August 2025

Next review: August 2026

This policy will remain valid until the end of the academic year 2025-2026

This policy should be read in conjunction with the Early Years Policy and the SEND Policy.

Background

In line with the School's core purpose, we aim to prepare pupils for life in the 21st century. The School motto, *'By Love, Serve One Another'*, epitomises the School's special ethos, where individual talent is fostered, celebrated and appreciated, and where contribution to the community is greatly valued.

Aims of the curriculum

PGHS aims to provide a curriculum which:

- takes into account the ages, aptitudes and needs of all pupils, including any with an EHC plan. (Please also refer to the PGHS Special Educational Needs and Disability Policy.); and
- does 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.

Within the context of the School, the curriculum is designed to be balanced and broadly based in order to encourage pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests, and at each level prepares them for the opportunities, responsibilities and experiences of the next stage of their education and their lives.

The main school in Hoppers Road provides full-time supervised education for pupils between the ages of 4 and 16 (construed in accordance with section 8 of the Education Act 1996), which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education appropriate for their ages and aptitudes.

All pupils are expected to acquire skills in speaking, listening, literacy and numeracy.

The Personal, Social, Health and Economic Education (PSHEE) programme reflects the School's Aims and ethos, and encourages respect for other people, paying particular regard to the protected characteristics set out in The Equality Act 2010, which states:

"It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity"

As an academically selective girls' school Palmers Green High School reserves the right to refuse to admit pupils of the opposite sex and those who are unable to access the curriculum offered at the

School. If a pupil has a disability for which reasonable adjustments would be required during their career, these will be discussed with the parents prior to assessment and/or offer.

The Careers Education (within PSHEE lessons) in the Senior School (Years 7-11) includes access to accurate and up-to-date careers guidance, especially at key points in the Senior School, which is presented in an impartial manner, enables pupils to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

Pupils in the Nursery (aged 3-4 years old) access a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

At each stage, the curriculum provides the opportunity for all pupils to learn and make progress and it also prepares them for the opportunities, responsibilities and experiences of life in British Society. We are a selective school and as such our standards and expectations are high. However, we recognise that different pupils may excel in different areas and therefore teaching and learning is differentiated to cater for pupils' needs.

Lower School

Early Years Foundation Stage

There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes Music, Drama and Physical Education which are taught by specialist teachers in the Reception Class.

Key Stages 1 and 2

There is a broad and balanced curriculum with plentiful opportunities for independent and active learning. The pupils are taught the following subjects:

English, Mathematics, Science, Art, Design & Technology, Drama, French, Geography, History, Computing/ICT, Music, PE, PSHEE, RE and Spanish.

Within the multi-cultural School community, mutual respect and tolerance of those with different faiths and beliefs is promoted. In addition, within the ethos of the School, British values, such as democracy, the rule of law and rights/responsibilities regarding individual liberties are taught.

Senior School

Key Stage 3 (Years 7 – 9)

The curriculum during the first three years of the Senior School (Years 7-9) is designed to give a broad and balanced education. The following subjects are taught: English, Mathematics, Science (Biology, Chemistry & Physics), Art, Design & Technology (curriculum time allocation in Years 7-8 and extracurricular opportunities for Year 9), Drama, French, Geography, History, Computing, Music, PE, PSHEE and Careers, and Spanish. The usual size of teaching groups in KS3 is 12-16 pupils.

In KS3, pupils are set by ability or selected specifically by specialist subject staff in English, Maths, Science and French. In other subjects, pupils are taught using groups selected for English, Maths,

Science or French. Pupils commence GCSE Science studies from September of Year 9, allowing many to access GCSE certification in three separate science subjects.

In addition to the timetabled PSHEE lessons, this programme is also delivered through a combination of tutorials during Form time and in assemblies.

Key Stage 4 (Years 10 – 11)

The curriculum in Years 10 and 11 offers a wide range of subjects at both GCSE and IGCSE, with some pupils accessing AS level course material, e.g. bilingual pupils and those taking the FSMQ Additional Mathematics qualification. All pupils study a core of English Language, English Literature, Mathematics, French or Spanish, Biology, Chemistry and Physics (triple or double science as appropriate). Pupils select a further three additional subjects from Art, Design and Technology (D&T), Drama, Geography, History, ICT, Computer Science, Music, PE and Spanish.

Pupils who demonstrate particular aptitude in Mathematics are invited to take additional classes before/after school in order to prepare for the OCR Free Standing Maths Qualification 'Additional Maths'. Pupils who are proficient in an additional language e.g. Modern Greek, Turkish, Gujarati, Russian or Chinese are encouraged to take GCSE/IGCSE in these subjects, although tuition cannot under normal circumstances be offered in School.

In addition, each week all pupils attend lessons in PSHEE and Careers and PE. In addition, the programme for PSHEE is also delivered through a combination of tutorials during Form time, in assemblies, and via cross-curricular provision.

Individual Needs and English as an Additional Language

Pupils who have Individual Needs and/or English as an Additional Language are supported through a range of formal and informal measures. These include differentiated planning by class and subject teachers, classroom activities in which they can be supported by Teaching Assistants or the Head of Learning Support, and sessions where pupils are given specific help, which may incur an additional charge for personalised provision. Pupils with more specific needs have access to the Head of Learning Support who can liaise with external tutors and other specialist agencies. Occasionally, by mutual agreement, pupils in the Senior School may have study time in place of core Modern Foreign Language tuition and/or an optional GCSE/IGCSE subject.

Linked Policies:

PSHEE Policy
Equal Opportunities Policy
Accessibility Policy
RSE Policy
SEND Policy