

Liverpool College Curriculum Policy



Mission Statement

Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

- We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*
- We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*
- We work** together to create a happy and caring school community which is engaged in our local community and the wider world*
- We pursue** high standards in every area of school life*

This is a whole College policy and applies to the Primary and Secondary Phase, Boarding, Breakfast Club and after school activities



Approved Date	15 th September 2023
Review Date	15 th September 2024
Principal	 Mr H vM Broekman

Liverpool College Curriculum Policy

1. Liverpool College Curriculum Intent: The aims and underlying values of the curriculum

The curriculum is designed to provide a broad and balanced education for all students appropriate to their ages, abilities and aptitudes. Our curriculum aims at all times to be coherently planned and sequenced to provide cumulatively sufficient knowledge, both substantive and disciplinary, to equip pupils with the skills and understanding to succeed at the next stage of their lives. Our curriculum intends to provide high academic ambition for all pupils, from the youngest children to the eldest in our all-through school.

Our curriculum aims to:

1. Create learners who know more and remember more than the national curriculum and the examination and testing content and specification require
2. Equip learners with the knowledge and cultural capital they need to succeed at the next stage of their lives
3. Engage learners who are developing better moral, cultural, spiritual, emotional and social habits and dispositions as they progress through the school
4. Create fluent and confident writers and readers by placing reading at the heart of our learning for all ages
5. Create purposeful learners able to use numeracy and critical thinking skills to ask questions and solve problems
6. Create passionate learners who know how they learn and who love to learn
7. Create learners who are healthy, both physically and emotionally, and who are proactive in taking responsibility for their own good health
8. Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
9. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

The primary purpose of the curriculum is to develop to the maximum extent the academic and personal potential of each pupil. Our curriculum, called the LCA+ curriculum (Liverpool College Academic Plus Curriculum), is driven by the PPC learner profile and by the Schools of Character framework.

Purpose Passion Challenge – The Learner Profile

At Liverpool College we are all learners and this learning of both teachers and students is framed by our Purpose, Passion and Challenge Profile.

Purpose

We reflect deeply on our experience of the world and our place in it.

We consider the meaning and the purpose behind our experiences and our plans, and reflect upon them.

We make consistent progress towards clear and ambitious goals.

We can visualise and plan our future, our ambitions, and our opportunities. We understand clearly how our actions and learning today will impact that future.

We understand and accept our responsibilities to others.

We respect others and show concern and compassion for those who need us. We serve our school and community. We strive to improve the lives of others and in the world around us.

Passion

We learn independently and enthusiastically

We nurture our curiosity. Our love of learning enables us to pursue inquiry and research on our own or with others. Our zeal for learning means we learn enthusiastically and eagerly in and out of the classroom.

We create and innovate

We dare to do new things in new ways, taking considered risks, and accepting the possibility of failure. We understand our own interests, our strengths and weaknesses and are developing new interests and embracing new ideas.

Challenge

We improve our knowledge, skills and character through determination and application.

We tackle things which are difficult in and out of the classroom, and understand how that difficulty promotes our learning and improves our resilience and character.

We are resilient and determined when we meet challenges.

We stick to our tasks, persevere, and overcome challenges. Setbacks do not deter us.

This is expressed for clarity and impact by the following characteristics of a Liverpool College Learner:

Purpose: we are **reflective**
we are **ambitious**

Passion: we are **curious**
we are **innovative**

Challenge: we are **focussed**
we are **resilient**

A School of Character

The formation and maximum development of character is the purpose of every great school.

Character is the unique and personal aggregate and combination of features, traits, habits, talents and interests which form the essential nature of the individual person.

Schools of Character focus their energy and resources on the maximum development of character by specifically and systematically and measurably actualising the intellectual, moral, spiritual, artistic, leadership, and physical potential of their pupils.

Specifically, a **School of Character** centres and focuses its resources, human and material, to:

- **Challenge and guide** every pupil to engage in serious, demanding and ambitious learning leading to better than expected outcomes through the development of resilient and internalized working habits.
- Deliver a systematic and articulated programme and curriculum of **social and moral education** to all its pupils in every Chapter group.
- Deliver a systematic and articulated programme and curriculum of **leadership education** to all its pupils in every Chapter group.

- Deliver a systematic and articulated programme and curriculum of **artistic and creative challenges** leading to performances, artefacts, and creative achievements for every pupil in every Chapter group.
- Deliver a systematic and articulated programme and curriculum of **physical activities and competitive sports** which measurably improves the wellbeing of pupils.
- Provide a framework and programme of **community service and school service** as central to the purpose of the school, the leadership of teachers and the learning of pupils.
- Actively promote and develop **teachers as learners and leaders** in the formation of character of the whole child.
- Demand and build systematic **involvement of parents and carers** in the holistic education of pupils.
- Promote the school as a **community of relationships** which exists to form the character as well as the intellect.

We express our mission of **Learning with Character** through our **Character Charter**:

Purpose > we not me, give not take, improve not excuse

Passion > heal not harm, include not exclude, respect not mock

Challenge > care not hurt, support not neglect, unite not divide.

We also articulate our **Learning with Character** through the **LCA+ curriculum**.

The **LCA+** curriculum is both **challenging** and **engaging**.

It consists of seven academic and subject strands (**LCA**) as well as seven strands of personal and social education and development (**LC+**).

The strands together prepare and equip pupils with the knowledge, curiosity and personal traits for success in the next phase of their education and life.

We challenge and support all pupils to engage in a demanding study in core subjects and subject disciplines i.e. the **LCA curriculum**. We maintain the value of a place for arts, design technology and language within our seven curriculum **LCA strands**. These are:

- English
- Technology, Enterprise and Sport
- Science
- Expressive Arts
- Maths
- Languages
- Humanities

We also deliver a graduated programme of character education referred to in the College as the **LC+ curriculum**. The seven strands of this holistic curriculum ensure pupils develop their character and resilience, giving them the confidence and skills to succeed at university and in the world of work.

The seven **LC+ strands** are:

- Physical fitness
- Artistic Expression
- Awe and Wonder
- PSHE (Personal, Social and Health Education)
- Life Skills
- Service and Community
- Leadership Education

The LC+ curriculum is delivered primarily via the **Personal Development (LC+) curriculum** and is assessed via the **Chapter Diploma**, awarded to each student that demonstrates progress in the LC+ elements of the Liverpool College curriculum.

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the *Academies Act 2010*.

It also reflects requirements for inclusion and equality as set out in the *Special educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*, and refers to curriculum-related expectations of governing boards set out in the Department for Education's *Governance Handbook*.

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Chapters Foundation Stage (EYFS) statutory framework*.

3. Roles and Responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements

- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Principal

The Principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Curriculum Leaders

Curriculum Leaders will ensure that the curriculum for their subject areas is implemented in accordance with this policy.

3.3.1 The Academic Curriculum (LCA)

In terms of the academic curriculum, subject coordinators, line managed by the Assistant Principal: Prep and Assistant Principal: PrePrep are responsible for the design and implementation of the curriculum in their subject areas in the primary phases of Key Stage 1 and 2. The EYFS Lead is responsible for the EYFS curriculum implementation and design, line managed by the Assistant Principal: PrePrep. Classroom teachers are responsible for the appropriate delivery of the curriculum as per this policy and agreed curriculum plans.

In the secondary phase, responsibility for the design and implementation of the academic curriculum lies with the Heads of Faculty, line managed by the Assistant Principal: Academic and Systems. Classroom teachers are responsible for the appropriate delivery of the curriculum as per this policy and agreed curriculum plans.

3.3.2 The LC+ Curriculum (part of the LC+ curriculum)

Responsibility for the design and implementation of the LC+ and LC+ curriculum lies with the Deans in both the primary and secondary phases of the school. The LC+ and LC+ curriculum is delivered primarily by House Mentors in the secondary phase and classroom teachers in the primary phase, monitored by the Deans.

3.3.3 The Behaviour Curriculum

The Behaviour Curriculum is a term that we use to describe the principles behind our routines for learning, our expectations for our learners i.e. the Lerpopolitan Standard, as well as our responses to behaviour that goes both above and beyond our expectations or behaviour that falls below.

The Behaviour Curriculum is a curriculum to promote positive behaviour and an alternative to the improvised responses from staff, especially at the end of the day/week/term. It is a representation of the collective approaches and clear responses when children present behaviour that goes above and beyond or falls below our expectations.

In the Secondary phase, Heads of Faculty are responsible for establishing collective approaches and clear responses to behaviour in their subject areas in line with the behaviour policy. Classroom teachers are responsible for delivering this behaviour curriculum in their classrooms and establishing positive routines for learning in their classrooms, supported by their Heads of Faculty.

In the primary phase classroom teachers are responsible for establishing positive routines for learning in their classrooms for all, including the youngest children, supported by the Assistant Principals of Prep and PrePrep.

3.4 Other Instructional and Operational Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and Planning

Pre-Prep School Timetable: (EYFS and KSI)

Early Years Foundation Stage

Reception classes follow the Early Years Foundation Stage. This covers seven areas of learning and development.

At Liverpool College English and Maths will be taught as discrete subjects in Reception, with the same allocation as in KSI. All other areas of learning will be taught through continuous provision.

KSI

Subject	Hrs per week	Taught by	Other information
English	5	Class teacher	'Read to Write' will be used by all teachers
Maths	5	Class teacher	Mathematics Mastery used in all Chapters, Reception to Chapter 2.

Phonics	2.5	Class teacher /TA	Phonics is set across Pre-prep in small groups led by teachers and LSAs. Read Write Inc. compliments the Read to Write Programme. Y2 pupils who have passed the phonics test will use this time for SPAG.
Science	1	Class teacher	
Spanish	0.5	Specialist teacher	
Humanities	1	Class teacher	History and Geography will be taught on rotation.
Art/DT	1	Class teacher	Art and DT will be taught in rotation.
ICT	1	Class teacher	
Personal Development: PE	1	Specialist teacher / class teacher	
Personal Development: RS	0.5	Class teacher	
Personal Development: PSHE	0.5	Class teacher	
Music	0.5	Specialist teacher / class teacher	

In addition, pupils will receive 30 minutes per day of numeracy and 30 minutes per day of Guided Reading time. All pupils will also have a 30 minute library lesson per week.

Prep School Timetable (KS2)

Subject	Hrs per week	Taught by	Other information
English	5	Class teacher	Read to Write will be used by all classes
Maths	5	Class teacher	Mathematics Mastery will be used by all teachers
Science	2	Class teacher	
Spanish	1	Specialist teacher	
Humanities	1 in Y3 & Y4 2 in Y5 & Y6	Class teacher	History and Geography will be taught in rotation in Y3 & Y4.
Art/DT	1	Class teacher	Art and DT will be taught in rotation.
PE/Games	2	Specialist teacher	1 hour of PE and 1 hour of Games per week
ICT	1	Specialist teacher	
Music	1	Specialist teacher	

In addition, there will be 15 minutes of Numeracy time each morning. PSHE and RS will be taught in Personal Development time. All pupils will also have two LC+ periods per week on Tuesday and Thursday afternoons, in which they undertake the activities programme.

Middle School Timetable (KS3)

Subject	Hrs per fortnight	Set/Mixed ability	Other information
English	8	Two setted bands	
Maths	8 (7 in Y9)	Two setted bands	Mathematics Mastery and White Rose Maths used in Y7 and Y8.
Science	6	Two setted bands	
Spanish	5	Two setted bands	
History	3	Two setted bands	
Geography	3	Two setted bands	
Classics/Latin	3	Two setted bands	
Art	2	Mixed	
DT	2	Mixed	
PE/Games	4	Mixed	2 hours of PE and 2 hours of Games per fortnight
ICT	1	Mixed	
Music	2	Mixed	
Drama	1	Mixed	
RS	1	Mixed	RS in Y9 is the Archbishop of York award.

In addition, pupils in Chapters 7 to 9 will receive c275 minutes LC+ time each week in which PSHE will be delivered, as well as activities, physical fitness, service to society and spiritual learning and SMSC.

Upper School Timetable (KS4)

Compulsory GCSE Subjects taken by all pupils:

Subject	Hrs per fortnight	Set/Mixed ability	Other information
English	8	Set	All pupils take English Language and Literature
Maths	8	Set	
Science	5	Set	

GCSE Option Blocks 2023/24:

Block A	Block B	Block C	Block D
Classics Geography History PE Spanish Separate Science	DT Engineering Geography Music Spanish Separate Science	Art Drama DT Geography Latin RS Spanish	Art Computer Science History IT Geography

Pupils study one option from each block. Option blocks are created after pupils have made their choices so that the curriculum is guided by informed pupil choice and need. Pupils are assisted in their decision making by a Chapter 9 Information Evening as well as guidance during both form and lesson time. Pupils in the top streams must follow the traditional EBacc GCSE pathway by studying either Spanish or Latin as well as either Geography or History in addition to their mathematics, English and science GCSE subjects.

Option subjects have 5 hours per fortnight. Some will be taught in sets and others in mixed ability groups, depending on the number of pupils and demands of the subject.

A small number of pupils who would not be best served by following the EBacc will be identified in Ch9 and may chose an alternative suite of GCSE subjects to study. Other pupils may find it a challenge to access all nine GCSE subjects and would benefit from the opportunity to take one less GCSE subject and instead study a skills pathway or extra Maths and English qualifications (Functional Skills) depending on their need. Some students will also follow a Statistics GCSE course, either as an additional GCSE for the higher sets or as additional maths support for the lower sets. Each of these personalised pathways through the GCSE curriculum is driven by the individual strengths and needs of each pupil and is done in consultation with both pupils and parents.

In addition, pupils will receive 2.5 hours per week LC+ time in which NSI (PSHE) will be delivered. All pupils participate in 2 hours of Games and 1 of RS per fortnight. All pupils in Chapters 7 and above also have two LC+ periods per week on Tuesday and Thursday after school, during which time they undertake the activities programme.

Sixth Form Timetable (KS5)

Sixth Form Option Blocks 2023/24:

Most option subjects have 9 hours teaching per fortnight. Students also have a ‘10th period’ of independent study skills for each subject on their individual timetables. Some very small classes may have 8 hours per fortnight. Students are recommended to take 3 Level 3 subjects, but can take 4.

In addition, students will receive one hour per week LC+ time in which NSI (PSHE) will be delivered. There is a weekly Sixth Form Lecture which is compulsory. All sixth formers complete the AQA Extended Project Qualification. All students participate in 2 hours of Games per fortnight. All pupils will also have two LC+ periods per week on Tuesday and Thursday lunchtimes, in which they undertake the activities programme.

Block A	Block B	Block C	Block D
Maths Biology Media PE Physics Music Govt and Politics	Business Studies Business Studies BTEC Chemistry English Literature English Language Maths Physics	Classics DT Further Maths Maths Spanish	Art Biology Chemistry Computer Science Economics Geography History

Literacy

At Liverpool College we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers. Our Literacy programme in the secondary phase is known as 'LCWrites' and 'LCReads'. This is led by the Head of Faculty: English as part of her whole school leadership responsibility. We also have a Reading Champion who is primarily responsible for improving the reading ages of our weakest readers in the secondary phase.

We have a team of adults who work with pupils to enable them to improve their literacy led by the English Co-ordinators in KS1 and KS2, the Head of Faculty: English in the Senior School and the SENCO.

Pupils' reading ages are assessed every Chapter from KS1 to the end of KS3. In the primary phase targeted phonics intervention is used to improve reading ability for those whose reading age is significantly behind their chronological age. In both the primary and the secondary phase, the Accelerated Reader programme and the 'Fresh Start' phonics programme linked to Read, Write Inc are used to help these pupils catch up.

English and Phonics setting arrangements allow for pupils who would benefit from focussed literacy work to be taught together with extra support available both in class and outside through specific and targeted interventions. This is the case in both the primary and secondary phases of the school. The work in this context supports that done during intervention sessions as well as addressing handwriting and spelling issues and the broader demands of the English curriculum.

Writing across the curriculum is a particular focus of the College. Secondary phase faculties each identify one task per term for each Chapter group which are then explicitly taught for writing, using the three part approach: Model/Scaffold – Write – Polish. These are pieces that are typical of the writing in the subject e.g. recording an experiment in Science. These pieces of work are assessed for Spelling, Punctuation And Grammar (SPAG) using the SPAG checklist.

The SEN team address literacy issues both in terms of targets for pupils as part of their pupil profiles and on a lesson by lesson basis by supporting pupils in lessons.

SMSC

We provide a full curriculum for Spiritual, Moral, Social and Cultural education.

The impact of this is a school where relationships are at the heart of all we do, which is inclusive and aware of each other's needs and feelings. We encourage pupils to be open to new ideas and other cultures.

Aspect	Definition	Curriculum coverage
Spiritual	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect 	<p>Pupils from Ch3 upwards attend Reflection weekly. KS1 pupils attend Reflection for special events in the Christian calendar such as Harvest and Christmas.</p> <p>Liverpool Anglican Cathedral is the venue for an annual Founder's Day Service and Senior School Carol Service. Mossley Hill Church is the venue for the Senior School Easter service.</p> <p>RS is taught to all pupils from KS1 to KS4.</p> <p>All pupils have daily assemblies in the Primary phase and weekly assemblies in the Secondary phase. These cover major religious festivals and encourage reflection. In the primary phase each class leads an assembly regularly.</p> <p>Sixth Form lectures are led by speakers and pupils of different faiths.</p>
Moral	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions 	<p>This aspect of SMSC is covered extensively in RS and in LC+ time.</p> <p>Teachers seek opportunities to include aspects of moral education in their lesson planning.</p> <p>Teachers of all subjects explore moral and ethical issues with pupils in their lessons.</p> <p>Problems and disputes of all kinds handled sensitively and supportively by pastoral staff.</p>

	<ul style="list-style-type: none"> • interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. 	<p>Learning Mentors run sessions covering self-regulation, behaviour and consequences in all phases of the school.</p> <p>Heads of Chapter and Heads of School promote positive behaviour and understanding the consequences of behaviour.</p> <p>The Primary phase Code of Conduct was written by pupils.</p> <p>Assemblies in all parts of the College, including those led by outside speakers, promote positive behaviour and explore moral and ethical issues.</p>
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<p>Social</p>	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds, including pupils from a care background • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<p>Pupils engage in a variety of charity events every Chapter for national charities such as Children in Need & Save the Children, NCS and various local charities, for example Charity Week in the Prep School.</p> <p>Relationships are covered extensively in the SRE units in PSHE/NSI.</p> <p>Prefect teams in all key stages give pupils the opportunity to lead and help others. There are Buddy systems in Pre-prep and Prep.</p> <p>Pre-prep, Prep and Senior schools each have their own school council.</p> <p>Team building activities are included in tutor time, drama and in PE.</p> <p>CCF and DofE develop leadership and team building skills and also give opportunities for volunteering and service.</p> <p>Pupils in the Senior School undertake “Learning to Lead” qualifications.</p> <p>Pupils in all parts of the College volunteer to help others, notably Y9 through the Archbishop of York Award and the Gladstone Scholars in the Sixth Form.</p> <p>Staff are positive role models and work hard to maintain positive and respectful relationships between pupils and adults.</p> <p>The PPC framework encourages active teaching with discussion and group activities.</p> <p>See next section for our coverage of fundamental British Values.</p>
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<p>Cultural</p>	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, sporting and cultural opportunities <p>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities</p>	<p>The Sixth Form lecture programme has speakers from different cultures and traditions.</p> <p>There is a range of school trips and visits which expose pupils of all ages to other cultures, such as the Ch6 trip to visit their pen friends in Barcelona or the Auschwitz visit in the Senior School as well as local and national sites of interest.</p> <p>The boarders bring their own varied cultures to the College – both in lessons, in social interactions and in organised events such as Boarders" Dinners.</p> <p>The College holds mock elections whenever there is a General Election to engage pupils with our democratic system.</p> <p>Teachers in all subjects take every opportunity to explore other cultures, particularly in MFL, the Arts, Humanities and English.</p> <p>There is a strong artistic, musical and dramatic tradition at the College with regular performances and exhibitions by pupils of all ages. Pupils regularly exhibit at galleries in Liverpool and perform in Sefton Park Palm House as well as other parts of Europe and the Liverpool Philharmonic Hall. There are numerous choirs, orchestras and bands. Around 180 pupils across the College take instrumental lessons.</p>
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British Values

At Liverpool College the curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and LC+ as well as via our school ethos which celebrates every child and marks significant events. The table below gives some examples of when and how we cover British values in our curriculum but is by no means exhaustive:

Aspect	Curriculum coverage
Democracy	<ul style="list-style-type: none"> • Democracy in Britain is explored from different viewpoints throughout the history curriculum from KS2 – KS5. • Politics A Level studies the British political system in depth. • KS3 Classics looks at the beginnings of democracy and discusses this in relation to our modern democracy. • Pupils run their own General Elections and referendums whenever there is such an event taking place. • <i>Animal Farm</i> is one of the set texts for GCSE English Literature – democracy is studied for AO3 context. • There are active School Councils in all phases of the College, whose members are elected democratically. • “Politics Watch” is a LC+ activity. • Sixth Form pupils have participated in the count at General and local elections. • MPs from a range of political parties have spoken at the weekly Sixth Form lecture. • Actively involved in School Parliament
The rule of law	<ul style="list-style-type: none"> • Units of learning in a variety of subjects examine the rule of law: History, Business Studies and Economics, Geography, English Language and Literature would be example. • The importance of abiding by the law is covered in several of our LC+ units such as Drugs Education. • Speakers at the Sixth Form lecture include lawyers and the police. • EYFS and KSI study “People who help us” and have visits from police officers.

Individual liberty	<ul style="list-style-type: none"> • Individual liberty is explored in English through texts such as <i>Good Night Mr Tom</i> and <i>Carries War</i> (KS2), <i>Dr Jekyll and Mr Hyde</i>, and <i>Animal Farm</i> (KS4) and <i>The Tempest</i> (KS5) • Free Will is explored throughout the College and particularly in RS in KS4 • The Learning Mentors work with pupils to develop their skills of self-regulation. • Remembrance Sunday is commemorated with a service in Reflection and CCF parade. • Art and Music explore the work and self-expression of a variety of British artists.
Mutual respect	<ul style="list-style-type: none"> • Mutual respect is explored in assemblies in every phase of the school from EYFS to KS5. • Buddy systems are used in Pre-prep and Prep Schools to support pupils. • Circle Time is used to explore feelings and encourage a respect for each other. • SEAL, PSHE, LC+ and NSI units of work explore mutual respect. • Pupils from KS1 to KS5 attend Reflection, where services often discuss mutual respect as a Christian concept. • Prevention and danger of Radicalisation
Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Speakers of different faiths regularly visit the school and speak to children from KS1 to KS5. • Tolerance for those of different faiths is covered in the History and RS curriculum in a number of key stages. • The canteen regularly themes lunch to celebrate the festivals of different religions.

Careers

In the primary phase pupils enjoy an introduction to Careers and follow a planned programme of events. In the secondary phase the programme is designed to cover the 8 Gatsby Benchmarks. The Careers Programme and the PHSE Programme are written together, taught in tandem (Gatsby) and delivered during one fortnightly hour session. The programme has been signposted with the Gatsby benchmarks and the CDI framework, to show full coverage of both the benchmarks and the framework.

The programme also includes Employer Masterclasses, whereby pupils opt to attend careers talks by employers. These classes run once a fortnight throughout the whole Chapter and embraces the idea of meaningful employer encounters (Gatsby 5)

As part of the programme, Morrisby Online is used to facilitate personal guidance and LMI; it is designed to meet the needs of the individual pupil (Gatsby 2 and 3). In KS4 and 5 all pupils take the full psychometric test which provide the stimulus and a starting point for personal guidance meetings that take place in Chapter 10 and 13. Selected Chapter 11 pupils have review meetings to ensure that they have progression routes for

their next steps (Gatsby 8). All disadvantage pupils and SEND in Chapter 10 and 11 have extra careers guidance. In KS3 pupils take optional tests which give indications of the types of careers that may be suited to them. All pupils can retake tests at any stage.

Throughout the Chapter, 'breakdown' days are planned, these include a Careers fair, Chapter 9 Provider Event and Chapter 11 Mock interviews and various trips to companies.

There is a full STEM programme (Including Go4set involvement).

Chapter 12 engage in a one-week work experience programme and selected Chapter 10 and Chapter 11 pupils go out on work experience (Gatsby 6). As part of the Sixth Form career preparations all pupils go out on a university visit (Gatsby 7) and the Chapter 9 Provider event gives opportunity for providers from higher and further education to engage with the pupils. In the summer term, Chapter 10 pupils will visit a local university.

The College delivers an LC+ Programme that takes place twice a week. This programme includes a range of activities, some of which are career based.

There also has a Gifted and Talented Programme known as the Wilton Scholars. This programme is funded by the Foundation Governors and provides numerous careers opportunities.

General careers advice provision

Chapter/Phase	Careers provision
Pre-prep	<ul style="list-style-type: none"> • Visit from parents to describe their career. They include: Authors Architects Vets Dentist Doctors Fireman • Month of books in library dedicated to occupations □ EYFS- Topic on People who help us • Trips to Liverpool University for Ch6 pupils focussing on careers in Science, Technology and STEM
Prep	<ul style="list-style-type: none"> • Various trips to John Moores University linked to environment day • Maths in the working world sessions within the curriculum • Visiting speakers e.g. children's authors/illustrators/poets/digital film making etc –all speak about the jobs they do • Ch6 cover world of work in PSHE • Visits from the Police to talk about their role in society as well as delivering all important message on e-safety/keeping ourselves safe etc.

Chapter 7	<ul style="list-style-type: none"> • Subject links to Careers • LC+/ Careers Programme • Morrisby Online • Employer Master Classes
Chapter 8	<ul style="list-style-type: none"> • Subject Links to Careers • LC+/ Careers Programme • Morrisby Online • Employer Master Classes
Chapter 9	<ul style="list-style-type: none"> • Subject Links to Careers • LC+/ Careers Programme • Morrisby Online • Employer Master Classes • Careers Fair • Provider Event- Impartial advice
Chapter 10	<ul style="list-style-type: none"> • Subject Links to Careers • LC+/ Careers Programme • Morrisby Online • Employer Master Classes • Careers Fair • I:I Guidance Interviews • Work Experience • Apprenticeship Talk
Chapter 11	<ul style="list-style-type: none"> • Subject Links to Careers • LC+/ Careers Programme • Morrisby Online • Employer Master Classes • Careers Fair • I:I Guidance Interviews • Mock Interviews • Apprenticeship Talk
Sixth Form	<ul style="list-style-type: none"> • Subject Links to Careers • LC+/ Careers Programme • Morrisby Online • Employer Master Classes • Careers Fair • I:I Guidance Interviews • Visits to Universities • Weekly lectures • Apprenticeship Talk

Special Educational Needs

We aim to provide an inclusive education that enables every child to succeed. We recognise that for this to happen, some pupils will need additional support from time to time.

The SEN team includes a number of Learning Support Assistants who offer support across all areas of the curriculum. They facilitate learning and give personalised mentoring opportunities alongside close liaison with the pupil's class teacher, subject teachers, House Mentor and beyond to the pastoral team and home.

The SEN team also includes three Inclusion Mentors. One of these works in the primary phase and two in the secondary phase. They support pupils with SEMH (Social, Emotional, Mental Health) concerns as well as working with other pupils to remove barriers to learning.

The SEN team is led by the SENCO and Deputy SENCO, who both work across the phases of the College.

We also liaise with a number of outside agencies to offer specialist support when required.

The SEN protocol explains to all teachers how the Assess, Plan, Do, Review cycle is implemented at Liverpool College.

Every effort and opportunity is taken to provide the most appropriate and challenging education for every pupil, whatever their needs, which are monitored and assessed with sensitivity.

More Able Provision

We aim to create opportunities for all pupils to achieve their full potential through our classroom teaching which should challenge every pupil regardless of ability and through the generosity of the Wilton Trust.

Intervention programmes focus on all groups of ability.

The programme is led by the More Able co-coordinator who organises a full programme of activities and events for our most able pupils. The register of More Able pupils includes pupils from Ch1 to Ch13 and identifies specific areas of the curriculum in which each child excels. In the Secondary Phase these pupils are collectively termed the Wilton Scholars. In the primary phase More Able children participate in trips, visits and events both inside and outside of school and are invited to weekend events run by NWGT. In the secondary phase there is a programme of lunchtime master classes for each Chapter group in addition to regular trips, visits and events. There is an identified Oxbridge preparation group in Y12 and Y13.

The following are examples of specific activities outside of lessons which More Able pupils participated in in recent Chapters:

Primary phase:

- National Junior Language competition
- Mathematical Challenge workshops
- KS1 and Ch6 Architecture workshops
- Ch5 and Ch6 Business Enterprise day
- Children's Author visits
- Robotics events
- Animation Challenge day
- Historical Discovery workshops: Tudors and Romans

Secondary phase:

- Ch9 Science and Technology Challenge
- IGGY Litro Writers Prize
- Ch12 Introduction to Criminology at LJMU
- Ch8 Climate Change: Fact or Fiction
- Ch9 Classical Greek workshops
- MEM Junior Maths Challenge
- Ch7 CAS Computer Science Explore Day
- Ch11 and Ch12 “From Arithmetic to Modern Cryptology” at Liverpool Hope University

The Learning with Character Curriculum:

The purpose of the Learning with Character programme is to drive self-efficacy in pupils and academic optimism in the College. These traits will be measured along with academic progress allowing pastoral and academic intervention to operate holistically.

The LC+ Curriculum: NSI and Personal Development (LC+)

Personal Development is a key aspect of the Learning with Character LC+ programme across the College. For all Chapters in the primary phase PSHE/NSI is timetabled weekly in the primary phase and fortnightly in the Secondary School for Chapters 7 and above. It is taught by all staff and is the central structure of the pupil experience. It is led by the VP (Education) in the Secondary Phase and Heads of School in Pre-prep and Prep schools. The LC+ programme is taught primarily by House Mentors.

The Programme includes:

- Health and well-being education
- Sex and relationship education
- British Values, Citizenship and Prevent
- Safeguarding
- Pupil Voice
- Mindfulness and leadership theory

Chapter Group	Curriculum Content Summary	
Reception	Being Me In My World Celebrating differences Dreams and Goals Healthy Me Relationships Changing me	Each term looks at a different topic and builds on the previous Chapter's learning. In this way we have a spiral and progressive PSHE curriculum.
Chapter 1	Being Me In My World Celebrating differences Dreams and Goals Healthy Me Relationships	We additionally teach PSHE lessons that are responsive to the needs of the children in the class during the Chapter. This can include topics like bullying as we

	Changing me	feel it is important to address these issues in a timely manner.
Chapter 2	Being Me In My World Celebrating differences Dreams and Goals Healthy Me Relationships Changing me	Assemblies are based around these themes or relevant PSHE issues as they arise e.g. Safer Internet Day
Chapter 3	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Chapter 4	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Chapter 5	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Chapter 6	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Chapter 7	E-safety Relationships (including GBLT) Stereotypes Mental health- What is happiness – Where to get help, British values Anti-Bullying Healthy eating including vegetarians and links to environment Diet and effects on health Hygiene Sleep and its importance Puberty – periods Contraception/teenage pregnancy Knife Crime – Safety Gangs and Culture The Environment	

Chapter 8	<p>Relationships – stereotypes, GBLT, respect and discrimination, healthy intimate relationships, trust</p> <p>Mental health – common types of illnesses (including E safety), where to get help</p> <p>E-safety: comparison between online world and the physical world, relationships and gaming</p> <p>Anti-bullying including cyber bullying</p> <p>Knife Crime</p> <p>Budgeting</p> <p>Drug and Alcohol Awareness – Amy Winehouse Foundation</p> <p>Health and Safety</p> <p>Puberty</p> <p>Changing bodies, rape, contraception, STIs</p> <p>Environment – climate worries</p> <p>British Values</p>
Chapter 9	<p>Archbishop of York Qualification</p> <p>Anti-Bullying</p> <p>Tolerance - GBLT</p> <p>Keeping safe</p> <p>E-safety</p> <p>Drugs and Alcohol Awareness</p> <p>Personal Finance</p> <p>Sexual health</p>
Chapter 10	<p>E-safety</p> <p>Harassment and stalking</p> <p>Gambling, advertising and gaming</p> <p>Anti-bullying- Homophobic bullying</p> <p>Hate crime</p> <p>British Values</p> <p>Discrimination</p> <p>Drugs and Alcohol Awareness – Amy Winehouse</p> <p>Budgeting</p> <p>Contraception, pornography, sex advice clinics, where to get help</p> <p>Sexual relationships, fertility, Scenarios for sex- in marriage and partnerships</p> <p>FGM, abuse, violence.</p> <p>Mental health- where to get help</p> <p>Coping with stress- welfare sessions</p> <p>Self-esteem and body image, dealing with unhealthy thoughts/self-harm</p>
Chapter 11	<p>Budgeting</p> <p>Work life balance</p> <p>Body Image</p> <p>Efficacy</p> <p>Self-harm, eating disorders</p> <p>Anti-bullying</p> <p>Hate crime, harassment, E-safety</p> <p>Democracy, Voting, British Values</p> <p>Pregnancy, miscarriage, parenting, abortion</p> <p>Recognising how drugs and alcohol impact sexual behaviour</p> <p>STDs</p>

Chapter 12 and 13	Money Management Communication Sexual health and consent Safety, protection and bullying Party safe Drugs and Alcohol Awareness Techniques for avoidance Work life balance Study skills
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The LC+ curriculum: Personal Development

LC+ is delivered daily in 25 minute sessions at lunchtime and also in hour sessions twice a week after school. It is delivered primarily by House Mentors.

The LC+ sessions are part of the LC+ curriculum but not to the exclusion of the LCA curriculum e.g. the inclusion of literacy and numeracy activities.

Examples of activities in the LC+ programme in the PrePrep School:

- mindfulness, massage in schools, meditation, KlassenTime (Danish), cosmic yoga
- physical movement
- plus 1 hour per week of Personal Development (PHSE & RE)
- plus 1 hour per week PE Lesson (curriculum)
- plus 4 hours outdoor play per week (break and lunch).

Examples of activities in the LC+ programme in the Prep School:

- Reflection
- CCF
- Forest School
- Outdoor Structured Play e.g. adventure playground
- 15 mins of "Fit in 15" daily
- Unstructured Play to practise social skills
- Activity times including First Aid, Bikeability, Cookery, Craft
- 30 Mins RE per week
- 30 Mins PSHE per week

Contents of Chapter 7 - 11 Personal Development Themes

- Relationships = PSHE, RSE, Philosophy for Children, GROW (Jon Whitmore model)
- Service = CCF, community service, citizenship, political awareness, debating, charity, careers, financial awareness, eco-awareness
- Activity = Entrepreneurial skills, Forest school, Bikeability, cooking, First Aid, Youth Sport Trust
- Games = Games lessons led by JC
- Fitness = daily movement e.g. Youth Sport Trust activities, walk a mile.

In the Sixth Form the LC+ programme is referred to as 'Block 5'. This is because many LC+ activities such as the Sixth Form lecture programme are timetabled as part of an additional extra-curricular block scheduling, as well as Tuesday and Thursday after school activities in line with the rest of the college.

The whole LC+ curriculum and all the activities above are underpinned by values of:

- healthy minds, healthy bodies
- aspiration
- resilience
- competition
- inclusive of all abilities
- challenging for all abilities
- recognised success for all

Related policies and documents

CP03 Sex and Relationships

E01 Accessibility

E02 Equal opportunities

GB02 Admissions

SM01 Appraisal and Capability

TL01 Teaching and Learning

TL03 Collective Worship

TL05 English as an Additional Language

TL06a Special Educational Needs and Disabilities (SEND)

TL09 Homework and Independent Learning

TL12 Talented and more able pupils

Subject Schemes of Work

Job Descriptions for Subject Leaders