



Liverpool College

UPPER SCHOOL

CURRICULUM POLICY

The aims and underlying principles of the curriculum

The curriculum is designed to provide subject matter for all students appropriate to their ages and aptitudes, including those with statements of special educational needs and English as an additional language, the opportunities to:

- Experience a broad and balanced education which encourages them to fulfil their potential in the linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative spheres
- Develop the essential skills of speaking and listening, literacy, numeracy and ICT.
- Enable them to develop a sense of personal and cultural identity that is confident and open to change and is receptive and respectful to other identities.
- Follow a programme of personal, social and health education (Choices) that inspires a healthy lifestyle and develops co-operative and interpersonal skills.
- Receive appropriate careers guidance so that they can make informed decisions about progression beyond school.
- Acquire the study skills for life necessary to realise their learning potential.
- Become receptive to new ideas and to make independent and informed decisions which affect themselves and others.
- Acquire an understanding of the social, economic and political issues of the world and of the interdependence of individuals, groups and nations.
- Appreciate the complex human interaction with, and dependence upon, the local and global environment and to develop a caring and responsible attitude towards the environment.
- Appreciate human achievement in the creative and expressive arts, science, technology, humanities and physical pursuits; and to experience a sense of personal achievement in some of these fields.
- Engage students of all ages, including those above compulsory school age, in a wide variety of extracurricular activities appropriate to their needs.
- Acquire and develop the knowledge, understanding, skills and qualifications necessary to equip them for the opportunities, responsibilities and experiences of adult life in a changing world.

Principles and how they are achieved

- **Academic Challenge.** A wide range of subjects are offered, setting is used where appropriate, and the staff review system promotes good teaching.
- **Breadth and balance.** Pupils study a broad mix of compulsory core subjects and optional subjects. In selecting options at GCSE and in the Sixth Form, pupils are encouraged to keep options open.
- **Flexibility and choice.** As pupils progress through the school, they gradually select subject combinations to suit their abilities and interests. A wide range of options are made available, and every effort is made to schedule minority subjects within economic constraints.
- **Disapplication.** The school will respond to individual needs and will, for example, exempt a pupil from a curriculum subject if learning support or English as an Additional Language (EAL) lessons are more appropriate.
- **Access and suitability for all.** All pupils have equal access regardless of gender, ethnic origin or special educational need. The school, however, reserves the right to make a professional judgement regarding the suitability of a pupil for a course.
- **National Curriculum.** The school is mindful of the national curriculum and seeks to offer greater choice and opportunity.
- **Religious Education** is available to all pupils. Parents have the right to withdraw their children from religious education.
- **Sex Education.** The school provides sex education in the basic curriculum for all pupils, in which pupils are encouraged and guided by moral principles and taught to recognise the value of family life. A full statement of the school's sex education policy is available to parents. It has been drawn up in consultation with staff, pupils and parents, and takes into account the views of representatives from the community. It has regard for to the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.
- **Political Education.** The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.
- **Physical Education and Games.** All pupils are expected to participate, and there is a games afternoon for every year group and timetabled PE lessons for pupils in Y7-11.
- **Co-curricular activities.** A central part of our educational philosophy is that such activities, including the CCF, community service, Duke of Edinburgh, school drama and music productions, fund raising activities, school teams, visits, residential camps and Work Experience all contribute to the curriculum.
- **Choices.** Personal, social, health, citizenship and careers education is provided to all pupils from year 7 to 13. Careers education includes the ISCO Futurewise programme.

The Key Stage 3 Curriculum

The subjects and their timetable allocations based on a thirty period cycle are as follows:

Subject	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	4	4
Science	4	4	6
French	2	(3)	(3)
Spanish	2	(3)	(3)
History	2	2	2
Geography	2	2	2
Religious Studies	1	1	(1)
Choices	1	1	0
Art	1	1	1
DT	1	1	1
Drama	1	1	1
Music	1	1	0
ICT	2	(2)	(1)
PE	1	1	(1)
Games	2	2	2

English, science, history, geography, RS, Choices, art, DT, drama and ICT are taught in class groups throughout the three years. The target class size is 20 pupils. Music is taught in smaller groups.

Mathematics is set from Year 8. French and Spanish are taught in Year 7; from Year 8 onwards pupils must select at least one language. Pupils who select two languages drop ICT within the formal timetable. Integrated science is taught in years 7 and 8; from Year 9 biology, chemistry and physics are taught as separate subjects.

Students with Special Educational Needs, and those with EAL, may take extra lessons replacing some of the above.

The Key Stage 4 Curriculum

All students follow a core curriculum:

English: Students study for two GCSEs in Language and Literature. Most of the students are entered for the Higher papers. A few are exempted English Literature e.g. those for whom English is an additional language.

Mathematics: Students are taught in setted groups across the year. Most take the IGCSE course with approximately 20% taking the examinations a year early.

Science: Students must study at least two from GCSE Biology, Chemistry, Physics and Design Technology.

Modern Languages and Humanities: All students must select at least one foreign language and one humanity subject from the option blocks.

PE and games: All students have two lessons of games.

Choices: All students have two lessons of Choices in form periods; the programme encompasses personal, social, health, and citizenship education and careers guidance.

Options

Students have a choice from 6 Option blocks. The blocks are designed to give maximum flexibility of choice. GCSE subjects on offer are: Art and Design, Drama, Music, French, Spanish, Latin, History, Geography, PE, and DT. In addition to GCSE, two vocational courses which are assessed through coursework are offered: The Certificate in Digital Applications (CiDA) and OCR Media.

The time allocation per subject is based on a thirty period timetable. English and Mathematics are allocated 4 periods, Games 2, and the remaining subjects 3 periods.

The Post-16 Curriculum

Two programmes are offered: the International Baccalaureate Diploma (IBDP) and the AQA Baccalaureate.

Students are expected to have attained at least five GCSE grades at C or above with B grades in the subjects that they wish to study at A level or IBDP Higher Level.

The Post-16 subjects on offer are:

IBDP subjects offered are: Art & Design, Biology, Chemistry, Physics, Geography, History, Italian (*ab initio*), Business, Economics, ICT, Music, Physical Education, Design Technology, English, French, Spanish, Latin, Mathematics and Theatre Arts. In addition, IBDP students complete the core programme of Theory of Knowledge, Creativity, Action and Service (CAS) and the Extended Essay. Each IBDP Higher Level subject is usually timetabled for a maximum of four periods per week, IBDP Standard Level for three periods a week. If numbers in a set are below 5, the number of periods may be reduced.

A level subjects offered in 2009 are: Art & Design, Business Studies, Design Technology, English Language, History, ICT, and Physical Education. In addition, AQA Baccalaureate students complete the core programme of General Studies, Enrichment and the Extended project. Each A level subject is usually timetabled for a maximum of six periods per week. If numbers in a set are below 5, the number of periods may be reduced.

Games, every Wednesday afternoon, forms part of the programme for all students.

SPD

November 2009

Related policies and documents:

Homework
Equal Opportunities
Sex Education
Special Educational Needs
Faculty Schemes of Work

Regulations

DCSF Standard 1(2) *The Quality of Education provided (curriculum)*