



Trinity 2023

## **CURRICULUM POLICY**

The aim of the St Helen and St Katharine curriculum is to promote academic curiosity, develop the scope and depth of students' knowledge, and broaden their intellectual perspectives. Students will become confident, tenacious, self-motivated learners who enjoy the challenge of both individual and collective problem solving, and who happily embrace intellectual risks. They leave St Helen's, with an appreciation of scholarship, well-equipped for life and well-prepared to contribute positively to society.

We offer a broad range of subjects to enable students to develop their interests, abilities and ambitions as they move through the School and increasingly choose an individual programme of study. The curriculum is reviewed regularly with regard to statutory requirements, qualifications and the needs of all students. The Education Committee (Headmistress, Deputy Head, Head of Sixth Form, Director of Academic Development and Governors) meets every term to discuss curriculum provision, development and resource requirements. Schemes of work are reviewed regularly by subject staff to ensure the subject matter and skills are age appropriate and reflect the abilities of all students enabling them to learn effectively and make progress.

Where possible teaching takes place in subject areas so specialist facilities such as the Language Learning Centre, laboratories, computer science, 3D building and art rooms are used to best enhance learning. The library supports the development of skills and knowledge of subject curricula and enrichment; librarians collaborate with subject staff, to support learning and teaching, and with students to develop their independent learning skills. Study periods take place in the library for Middle School students to facilitate this and the Sixth Form study areas in the Benedict Building and Library are designed so older students become familiar with a university style working environment.

Learning skills in Year 7, Personal Development and critical thinking and pre-university skills in Lower Sixth aim to further develop study skills taught across the curriculum and in the Personal Development (PD) course.

Personal Development time is embedded in the curriculum and form time enables pastoral staff to discuss academic progress and effort and other pastoral issues with students. In the

The timetable is suspended on St. Kate's Day each year for the school community to celebrate the traditions and history of the school. Likewise in the Trinity term, the whole school is off timetable for Activities Week.

Our high expectations of students are underpinned by the expectation that staff provide challenge for all in lessons, and take opportunities to teach beyond the curriculum. Teaching is adaptive, so that all students are provided with ambitious goals and supported to achieve them.

The curriculum is further enhanced through student participation in a range of activities which seek to broaden and enrich the curriculum, for example subject Olympiad competitions, Crest project-based work and an annual trip to the First World War battlefields. A broad and accessible range of extracurricular activities and academic enrichment opportunities (as detailed in the Beyond and

Going Beyond programme) provide the opportunity to enrich curriculum experience, to develop leadership skills and to celebrate student success in their chosen activities.

The school day comprises seven forty-minute periods and one thirty five minute period, making a total number of periods in the curriculum of 40 per week. All students in Years 5 to 9 have a full timetable, although Years 5 and 6 go to lunch 10 minutes before the rest of the school. When students in Years 10 and 11 have a study period they are expected to sign in and work in the library unless they have a supervised activity elsewhere in school such as an individual music lesson.

### **Areas of experience:**

#### **Linguistic**

Students develop their communication skills and increase their command of language primarily through English teaching, which is the principal language of instruction and compulsory until GCSE. Linguistic skills are also developed in Modern Foreign Languages (with at least one of French, German, Mandarin or Spanish studied to GCSE and linguistic and cultural courses offered in Mandarin and Arabic for the Sixth Form), the classics (Latin is compulsory in Years 7 and 8 and, with Greek, is then offered as an option from Year 9) and the humanities subjects.

#### **Mathematical**

Many subjects contribute to the development of numeracy skills in a variety of ways and mathematics is compulsory to GCSE. Mathematics is taught in ability sets from Year 6 to GCSE in order to support and stretch a range of abilities.

#### **Scientific**

Science is taught in Years 5 and 6 with biology, chemistry and physics taught as separate sciences from Year 7, it is compulsory to GCSE. A level, biology, chemistry and physics are Sixth Form options.

#### **Technological**

Students study computing in Years 5 and 6 and Computer Science (CS) in Years 7 – 9 as a discrete subject. Computer Science is taught as an optional subject at GCSE and A level. Cross curricular ICT is supported throughout the school curriculum and subject use is noted in Subject Handbooks. A general provision of devices and software is available in the ICT rooms, library, Lecture Theatre and via a set of iPads. Specialist provision is made through the Design Hub, Language Learning Centre and Music Technology Room as well as specific devices in art, drama, DT, geography, the Junior Department, PE and across science. The School expects all students in Year 9 to be equipped by their parents with a school provisioned iPad. Year 11 are supported to bring their own device for independent study, while the Sixth Form are required to bring their own device in support of curriculum and independent learning.

Students study design technology to Year 8 (in rotation with food and nutrition) and it is then an option for Years 9 to 11. Subject to demand and blocking, A Level DT may be studied at Abingdon School.

#### **Human and social**

Students study history, geography and religion, philosophy and ethics (RPE) to Year 9. In addition, subjects across the curriculum and the extra-curricular provision contribute to the understanding of people, their environment and the impact of human action. The curriculum reflects the nature of

the world we live in and in their delivery of the curriculum teachers are expected to respect the rights of others and present balanced and appropriate views. Leadership opportunities, available in each Section of the school, in subjects and extra-curricular activities also help to develop an understanding of human and social interaction.

## **Physical**

All students have a compulsory Physical Education curriculum throughout their time at the school. PE is offered as an option for GCSE and A Level. An extensive range of extra-curricular PE and fixtures is offered. In addition, biology, food and nutrition and PD contribute to the understanding of the principles of health and fitness.

## **Aesthetic and creative**

Art (including ceramics), drama and music are studied in Years 5 to 8. In Years 7 and 8 the teaching of art is divided into art and ceramics and all students study art and ceramics for half a year. In Years 7 and 8 students study music and drama all year. They are then offered as options in Year 9 when students are required to study at least one of art, ceramics, drama, Design Technology (DT), food and nutrition or music. Art, ceramics, drama or music are then offered as options for GCSE and, with the exception of ceramics, for A Level. The aesthetic and creative timetabled curriculum is enhanced by work across the curriculum e.g. the study of literature and extensive extra-curricular opportunities in art, drama and music, some offered in conjunction with Abingdon School. Food and nutrition and DT are also studied in Year 6. In Years 7 and 8 Food and Nutrition and DT are studied in rotation. DT may then be chosen for GCSE.

## **Students acquire speaking, listening, literacy and numeracy skills**

The development of these skills is an integral part of the formal curriculum supported by collaborative learning in lessons, our academic enrichment and extracurricular provision.

## **The curriculum also offers:**

### **Subject matter appropriate for the age, needs and aptitudes of students, including those with an Education Health Care Plan**

The curriculum is designed to be broad and balanced and accessible for all students who meet the criteria for admission, in order to foster effective learning, self-belief and confidence. In Years 10 and 11 St. Helen's follows I/GCSE courses and linear A Level courses in the Sixth Form. AS mathematics and classical civilisation and the Extended Project Qualification are also part of our Sixth Form offer. Homework also encourages independent learning and supports students to develop the skills, confidence and motivation to study effectively on their own.

The school aims to meet the needs of any student identified as having SEND, making reasonable adjustments when and where possible thereby following the guidance of the SEND Code of Practice (2015). The Head of Learning Support works closely with Heads of Section and Heads of Department to ensure that students with identified or suspected SEND are supported. The School's Special Educational Needs (SEN) policy further details the provision made for students with SEND.

Students for whom English is an Additional Language (EAL) are identified on entry, assessed for their level of proficiency by the Head of Learning Support who then ensures that all relevant information and support strategies are shared with staff so that they are able to fully access the curriculum.

The school is academically selective and many of our students fall into the category of most able. Staff are expected to meet the needs of all the students in their class through appropriate differentiation and some smaller teaching groups and setting is used to facilitate this (e.g. in mathematics and lead modern foreign language in Year 9). Academic enrichment activities such as competitions and qualifications (e.g. the Royal Academy Young Artist completion which is open to all year groups and ARTiculation in the Sixth Form), while not the preserve of the most able, also provide additional challenge. Where a student has a significantly different level of attainment from her peers (e.g. because she is a native speaker of a foreign language) we endeavour to offer an individual curriculum more suited to her needs.

### **Where a student has an Education Health Care Plan (EHCP), education which fulfils the requirements of their EHCP**

The Head of Learning Support will work closely with any student attending the School who is under an EHCP and their families. This will include regular liaison with the Local Authority under which the plan has been issued, as well as relevant medical and social care professionals. All appropriate information, such as the plan's required outcomes, will be regularly shared with staff by the Head of Learning Support along with appropriate strategies and support in meeting these. The Head of Learning Support will organise Annual Reviews, co-operating with the LEA and other parties as required in this.

### **Personal, social, health, citizenship and economic education 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**

Personal Development (PD) at St. Helen's reflects the school's aims and ethos and contributes to the development of each student as detailed in the PD programme (and PD and Equal Opportunities for Students policies). Years 5 and 6 PD scheme of work and delivery is monitored by the joint Heads of the Junior Department. The Head of PD is responsible for the schemes of work and monitoring the effectiveness of the timetabled single lesson for Years 7 to Upper Sixth. PD lessons involve a range of activities including role-play, debate and teamwork that stimulate discussion, provide important information and allow students to reflect and respond in a safe and supported environment. Students develop self-esteem, confidence, independence and responsibility. Students in Year 5 are provided with relationships education and from Year 6 -11 relationships and sex education. Specific lessons across the PD curriculum examine the protected characteristics and the ways in which they should be respected.

The Sixth Form have a timetabled double Personal Development lesson. This is a non-examined course with a varied programme including health and wellbeing, relationships and living in the wider world. Both Lower Sixth and Upper Sixth attend talks jointly, whilst lessons are taught in separate year groups with content appropriate for that year group's stage of life. Once a year the curriculum is reviewed by the Head of PD and Heads of Section to ensure all topics are linked throughout the curriculum. External speakers are used to provide specialist support in areas such as drug education, body image and relationship and sex education. Due diligence is paid to ensuring there is a balance in the information provided and the source is credible.

### **Opportunities for teaching children how to keep safe**

PD contributes to the education of students' awareness of how to adjust their behaviour in order to reduce risks including the safe use of electronic equipment and access to the internet.

## **Accurate, up-to-date careers guidance for student's receiving secondary education**

Careers Education, Information, Advice and Guidance (CEIAG) at St. Helen's has a designated Head of Department, specialist staff and a large, dedicated library. The department provides impartial and up-to-date careers guidance to enable each individual student to make informed decisions about their future pathway and help encourage them to fulfil their potential and meet their aspirations. Careers education begins in Year 5 and is carried through to Upper Sixth and beyond. The curriculum takes into consideration the CDI framework and the Gatsby Benchmarks, and a careers programme is delivered through

PD. A broad range of topics are covered in the programme including understanding employment law, learning interview skills, investigating careers and the job market, as well as researching school leaver, apprenticeship and degree course opportunities. Morrisby psychometric testing and a follow up feedback session is offered to all students in Year 10. Students are supported to find appropriate work experience placements and Year 11 students are encouraged to complete at least one week. All students are given the opportunity to be interviewed individually by a member of the Careers team in both Year 11 and Lower Sixth. A careers convention is held annually and hosted with two other local independent schools.

The Higher Education programme complements and runs in parallel to the Careers Department. Through the Higher Education programme, each student is helped to develop an increasing understanding and knowledge of Higher Education (HE) pathways likely to suit individual talents and skills. The School works on initiatives to raise motivation and achievement and to implement progression plans for university. This is supported by providing access to a range of activities including degree subject talks, university visits and a mentoring programme, alongside their careers education. Careers and Work Experience information is housed within purpose-built accommodation in the Jean Duffield Library. Higher Education information is housed in a dedicated library in the Benedict Building. The open access careers library is stocked with up-to-date information on career choice, HE, apprenticeships and alternatives to HE, gap year information and has ICT with relevant software and internet access. In the Sixth Form there is a Higher Education evening for students and parents; alumnae come into school to discuss their university/apprenticeship and gap year experiences. Parents and alumnae contribute to the Higher Education programme by participating in HE events, practice interviews for U6 and subject-specific talks. The development of greater contact and support from St Helen's alumnae is actively encouraged. The Universi-Tea scheme, matches U6 students with undergraduate alumnae offering support for the transition to university.

## **Where the school has students above compulsory school age, a programme of activities which is appropriate to their needs**

St. Helen's offers a broad range of courses as appropriate to the ability and interests of the students and the timetable is written each year around individual student choices. Subjects are offered which best prepare students for university application and study, examination success and for this age group in particular to foster a positive approach to life-long learning and the opportunities, responsibilities and experiences of adult life in modern British society. Subject staff are expected to enrich their courses beyond the examination syllabus and foster independent learning skills. The Sixth Form curriculum is further enriched with the St Katharine's Study, skills building and ethos and leadership opportunities.

## **All students have the opportunity to learn and make progress**

All students, including the most able (within the School context) and students on the Learning Support register, are supported to learn and make good progress through the formal academic curriculum and the extracurricular activities beyond their timetabled lessons. Appropriate curriculum adjustments may be agreed with students and parents should individual circumstances

make it necessary. Student progress is measured in relation to external baseline assessments, CPI tests in Years 5 and 6, MIDYIS in Year 7 (and for joiners in Years 8 and 9) and ALIS in Lower Sixth and internal whole school assessments which measure attainment and effort at regular intervals in each academic year. Attainment and effort grades are shared with students and parents as well as progress and guidance comments in reports with the opportunity to discuss individual progress at parents' meetings.

Whole school assessment information is available in the school management system to enable staff to monitor progress in their academic and pastoral roles particularly as Heads of Department in their subjects and as Heads of Section for students in their year groups. Heads of Department monitor the quality of teaching and learning in their departments, encourage the sharing of good practice and analyse examination results with a particular focus on Year 10 up.

### **Effective preparation of students for the opportunities, responsibilities and experiences of life in British society**

The curriculum and extracurricular programme at St. Helen's is focused on helping to effectively prepare students for adult life and the nature of the world we live in. Their intellectual, spiritual, moral, social and cultural development is ensured through their academic and pastoral experiences and enhanced by assemblies, chapel services, charitable and community activities, exchanges and the extensive programme of concerts, productions, competitions and trips which take place each academic year. Leadership opportunities such as Form Leaders, Sports Captains, orchestra and band leaders, sacristans, School Council representatives, Young Enterprise companies, subject club and clinics leaders, Lower Sixth school responsibilities, House Prefects and the prefect team also encourage students to develop their leadership qualities. Work experience, the Duke of Edinburgh's Awards Scheme, community service, activities with partner schools, joint teaching and activities with Abingdon School and from Year 9 upwards activities with Radley College further support preparation for life beyond school.

The curriculum and extracurricular programme encourage students to uphold the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Content in PD complements subject specific work for example in RS/RPE and history. Mock elections and referendums as appropriate also contribute to students' understanding of fundamental British values. Extracurricular activities for example Senior Politics Society and MUN seek to further develop this understanding also seen in the pastoral life of the School with School Council, assemblies and chapel services. The school community also comes together for an annual Remembrance Service. 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 extra-curricular activities and are presented in a balanced manner.

### **Subjects offered**

#### **The Junior Department (Years 5 and 6)**

The subjects studied in the Junior Department are as follows:

##### **Year 5**

<b>Subject</b>	<b>Number of lessons</b>
English	7
Maths	7
Science	4
PE	6
MFL - French	2
History	2

Geography	2
Religion Philosophy & Ethics	1
Personal Development	1
Art/DT	2
Drama	1
Music	1
Computing	2
Outdoor Education	2
Chapel	Weekly session
Musicianship	8.45-9.10 lesson

## Year 6

Subject	Number of lessons
English	7
Maths	7
Science	4
PE	6
MFL - Mandarin	2
History	2
Geography	2
Religion Philosophy & Ethics	1
Personal Development	1
Art/DT (Food and nutrition in Lent term)	2
Drama	1
Music	1
Computing	2
Outdoor education	2
Chapel	Weekly session
Musicianship	8.45-9.10 lesson

The majority of these subjects are delivered by members of the Junior Department teaching staff. However MFL, art and DT, music and some of the PE curriculum is delivered by specialist teachers from the Senior School. This helps facilitate the transition between Year 6 and 7 and ensures the most appropriate curriculum delivery.

Year 6 mathematics is taught in two sets, while Year 6 art and DT lessons are taught in two mixed ability groups. The Head of the Junior Department has oversight of tracking academic progress across Years 5 and 6.

## Years 7, 8 and 9

The aim of the curriculum in Years 7, 8 and 9 is to offer a balanced and broad experience that helps students to develop as effective learners, acquire subject understanding and knowledge for their choices for Years 9 and 10 and provide a sound preparation for I/GCSE courses. The Head

of Lower School is responsible for tracking academic progress in Years 7 and 8 and the Head of Middle School has responsibility for Year 9.

<b>Year 7</b>	<b>Lessons</b>	<b>Year 8</b>	<b>Lessons</b>	<b>Year 9</b>	<b>Lessons</b>
<b>Maths*</b>	5	<b>Maths*</b>	4	<b>Maths*</b>	4
<b>English</b>	4	<b>English</b>	4	<b>English</b>	5
<b>Science (bio chem phys)</b>	4 (2 double lessons taught as 3 blocks, 1 for each science)	<b>Science (bio chem phys)</b>	4 (2 double lessons taught on rotation of 3 sciences)	<b>Biology Chemistry Physics</b>	6 (2 for each science)
<b>PD</b>	1	<b>PD</b>	1	<b>PD</b>	1
<b>History</b>	2	<b>History</b>	2	<b>History</b>	2
<b>Geography</b>	2	<b>Geography</b>	2	<b>Geography</b>	2
<b>RPE</b>	2	<b>RPE</b>	2	<b>RPE</b>	2
<b>Latin</b>	2	<b>Latin</b>	2	<b>Option</b>	See below
<b>PE</b>	4	<b>PE</b>	4	<b>PE</b>	4
<b>Spanish*</b>	3	<b>Spanish*</b>	3	<b>Spanish*</b>	3
<b>Learning skills</b>	1	<b>2<sup>nd</sup> MFL (French, German or Mandarin)*</b>	3	<b>2<sup>nd</sup> MFL (French, German or Mandarin)*</b>	3
<b>Computer Science</b>	2	<b>CS/drama/music rotation (study all 3 all year in 2 doubles and 1 single)</b>	5	<b>CS</b>	2
<b>Drama</b>	2	<b>As above</b>		<b>Option</b>	See below
<b>Music</b>	2	<b>As above</b>		<b>Option</b>	See below
<b>Art and ceramics#</b>	2	<b>Art and ceramics#</b>	2	<b>Option</b>	See below
<b>Food &amp; Nutrition/DT</b>	2 (1/2 year of each)	<b>Food &amp; Nutrition/DT</b>	2 (1/2 year of each)	<b>Option</b>	See below

#### Notes:

**Maths\*** is taught in sets

**MFL:** upon entry to the school information is collected from students regarding their past experience of Modern Foreign Languages. Spanish is our lead foreign language. In Year 7 and Year 8 students are taught in mixed ability groups for Spanish and then taught in sets in Year 9. French, German or Mandarin are taught as a second foreign language in Years 8 and 9. Year 8 and Year 9 students are taught in mixed ability groups.



**Art and ceramics#** in Years 7 and 8 the teaching of art is divided into art and ceramics. All students study art for the first half of the year and ceramics for the second half or the other way around.

**Year 9 option block** of 6 lessons (3 subjects of 2 lessons each).

This ensures all students have a creative subject they will study all year and be able to choose both Latin and Greek. With the exception of Latin and Greek students may still choose these subjects for GCSE if they have not studied them in Year 9.

Students will choose one subject from each of the following blocks (and one further reserve subject):

Art	Art	Ceramics
Ceramics	Ceramics	Drama (2 groups)
Drama	Drama	DT
DT	DT	Food & Nutrition
Food & Nutrition	Food & Nutrition	Latin (2 groups)
Music	Greek	Latin (for students studying Greek)
	Latin	

## Years 10 and 11

All students have the opportunity to take 10 subjects to I/GCSE level. The core subjects include English Language, English Literature, mathematics, sciences and a modern foreign language as well as PD and PE. In addition, students are given the option to choose a further four or occasionally five GCSE or IGCSE subjects. (The only IGCSE currently offered is history.) A small number of students opt for a joint Greek and Latin course, taught in 4 periods a week, and so study for 11 I/GCSEs. Students are encouraged to opt for subjects they have a particular interest in, have an aptitude for and may wish to study for A Level.

ICT in Years 10 and 11 is delivered across the curriculum and subject use is noted in subject handbooks. All students are expected to complete the school's career education and guidance programme and are encouraged to undertake work experience in Year 11. Year 10 and 11 students have individual study periods on their timetable which are used for independent work. Students are required to register in the library and work there. These periods are allocated a member of staff if numbers require supervision in addition to that provided by the library staff.

The choice of syllabus for each subject is made by the Head of Department who ensures the chosen course provides appropriate challenge for students and prepares them for further study. Students are not allowed to take IGCSE or GCSEs before Year 11, except in individual and exceptional circumstances, to provide the opportunity to explore each subject in detail and beyond the syllabus across the two years. The Head of Middle School is responsible for tracking the academic progress of students across Years 10 and 11.

Full details of options and the timetable for choosing them are available in a separate booklet, but the basic structure is as follows:

Core IGCSE or GCSE subjects	Number of lessons	
English and English Literature	5	
Mathematics	5	(4 in Year 11)
Combined Science (2 IGCSEs)	9	(taught in sets)

Core non IGCSE or GCSE subjects	Number of lessons	
PD	1	
Physical Education	2	

Students must choose a Modern Foreign Language from Block L and 4 other subjects from Blocks A - D. Opting for Science converts Combined Science into 3 separate sciences with 12 periods. Option blocks are amended each year to give as many students as possible their preferred choice of subjects. A **typical** I/GCSE option block is as follows:

L (4)	A (4)	B (4)	C (3)	D (3)
<b>French</b>	<b>Computer Science</b>	<b>Art</b>	Geography	Geography
<b>French</b>	<b>Design Technology</b>	<b>Art</b>	History	History
<b>German</b>	<b>Drama</b>	<b>Ceramics</b>	History	Latin
<b>Mandarin</b>	<b>Greek and Latin</b>	<b>Drama</b>	Latin	Religion, Philosophy & Ethics
<b>Spanish</b>	History*	Geography*	Music	Spanish
<b>Spanish</b>	<b>Separate Science</b>	<b>Separate Science</b>	PE	
			Religion, Philosophy & Ethics	

#### Notes

A & B blocks are 4 period blocks and C & D blocks are 3 period blocks.

Subjects in **bold** are 4 lesson subjects.

\*3 period subjects in a 4 period block.

### **Sixth Form (Years 12 and 13)**

The Sixth Form curriculum is based around A levels and nearly all of our students go on to Higher Education. Sixth Form students choose 4 programmes of study in L6 with a minimum of 3 A levels and a 4th choice of an additional A level or one of the St Katharine's Study (SKS) options. Linear A levels are taught across the 2 Sixth Form years and examined at the end of U6. Our Sixth Form St Katharine's Study L6 options are: Arabic and Mandarin cultural and linguistic courses, AS classical civilisation and mathematics, ethics for scientists, the Extended Project Qualification and an art and craft course (Craft it). Apart from AS classical civilisation and mathematics and the EPQ (which runs into the first half of U6 Michaelmas), St Katharine's Study options finish at the end of L6. Most students, therefore, study 3 A Levels in U6, unless they are continuing with 4 A levels or taking an AS Level. In exceptional circumstances a student may study 5 A levels, which will necessarily include maths and further maths.

A range of 22 different subjects is offered in sets of a maximum of 16 students although many are taught in smaller sets. Students are encouraged to study a programme which encompasses breadth and gives them a range of options at university. Each A Level course has 8 lessons per week. Further mathematics is taught with mathematics in 13 periods in each of the L6 and U6. Drama and theatre, economics, and politics are taught in mixed sets with boys from Abingdon School. Drama and theatre is taught at both schools, economics at Abingdon and politics at St. Helen's. There are also some joint psychology groups and some taught just at St Helen's or Abingdon. St Helen's students may study A Level DT at Abingdon School if this works logistically. AS level courses have the equivalent of 8 lessons a week, but over 2 years.

A programme of non-examined Personal Development (PD) is compulsory for Sixth Form students and comprises a varied programme including, for example, personal safety (including internet safety), presentation, pre-university skills and financial education. In addition, there are occasional specialist lectures with outside speakers and preparation for Higher Education. As part of their PD programme, all Lower Sixth students have a series of double lessons of critical thinking focussed on contemporary issues. This global perspective course helps students to analyse arguments and develop their presentation skills.

The Upper Sixth Personal Development course is a lecture programme covering such issues as, for example, sexual health, drugs awareness as well as topics of more general interest to broaden the student's understanding of the world around them. There is also an annual conference on the subject of the Holocaust and genocides run in conjunction with Radley College.

Sixth Formers are encouraged to pursue their studies beyond the confines of their A Level subjects. They are given the opportunity to study university level courses, offered by a variety of institutions. These courses are intended either to deepen their understanding of a topic studied within their core curriculum, or to complement their examined subjects. They are also encouraged to take part in subject related competitions, such as Oxbridge Essay Prizes. Students are offered these opportunities as educationally valuable in their own right, and as opportunities to develop their independence of thought, self-discipline, motivation and research skills.

Each student in the Sixth Form develops her own bespoke physical education programme, choosing options from a wide range of competitive, non-competitive, team, individual, indoor and outdoor activities. PE remains a timetabled lesson for all students in the Sixth Form and the emphasis is on developing fitness and sport for life with an imaginative curriculum. Activities are derived from athletic development fitness sessions, creative subjects such as trampolining, dance and gymnastics and a range of team games such as volleyball, netball, tennis, cricket, basketball and rounders. PE lessons are compulsory for Sixth Form students. In addition, large numbers of Sixth Form students continue to be involved in a wide range of extra-curricular sport and physical activity sessions during the week and at the weekend.

The Head of Sixth Form is responsible for tracking the academic progress of students in L6 and U6.

#### Subjects currently offered:

Art and Design	French	Latin
Biology	Geography	Mathematics
Chemistry	German*	Music
Computer Science	Greek	Physical Education*
Drama and Theatre*	Politics*	Physics
Economics*	History	Psychology*
English Literature		Philosophy
Further mathematics		Spanish

\*starred subjects indicate joint lessons with Abingdon School students either at Abingdon or St. Helen's for some or all lessons. This collaboration has enabled both schools to meet subject requests from students and so subject involvement may differ from year to year in addition to those starred subjects above. Subject to demand and blocking, A Level DT may be studied at Abingdon School.

#### **Governor scrutiny of implementation:**

This takes place through Governor visits to departments and lessons, attendance at school events, Governor Committee and involvement in the annual policy review.

Policy last reviewed	Trinity 2023
Next review due	Trinity 2024
Person responsible for review	Deputy Head
Audience	Staff/students/parents