



Trinity term 2026

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 (Head, Senior Deputy Head, Assistant Head, Academic Enrichment and Co-Curricular Activities) 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, Going Beyond project work in Years 5, 6 and 8, Personal Development and critical thinking and pre-university skills in Lower Sixth aim to further develop study skills taught across the curriculum.

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 Beyond 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 co-curricular 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 offered as options at A level, 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 with the choice of taking 3 separate science GCSEs or Combined Science. 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 the Science departments.

The School expects all students in Years 9 - 11 to be equipped by their parents with a school provisioned iPad. The Sixth Form are required to bring their own device in support of curriculum and independent learning.

Students study Design Technology in a rotation to Year 8 and it is then an option for Years 9 and at GCSE and A level

Human and social

Students study History, Geography and Religion, Philosophy and Ethics (RPE) to Year 9. In addition, subjects across the curriculum and the co-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 co-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 extracurricular 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, Ceramics, Drama, Food and Nutrition and Music are studied in the Junior Department and Years 7 to 8. In Year 7 Art is taught all year, and Ceramics and Food and Nutrition are taught in rotation with DT. In Year 8 all three of these subjects are taught in half-year rotations with DT. In Years 7 and 8 students study Music and Drama all year.

The creative subjects are 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, Food and Nutrition and Music are then offered as options for GCSE and, Art, Drama and Music are offered for A Level.

The aesthetic and creative timetabled curriculum is enhanced by work across the curriculum e.g. the study of literature and extensive co-curricular opportunities in art, drama and music, some offered in conjunction with the OX14 Partnership.

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, balanced and accessible for all students who meet the criteria for admission, thereby fostering 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. In addition, homework encourages independent learning supporting 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) and the Equality Act (2010). The Head of Learning Support works closely with the Deputy Head (Pastoral), Admissions, Heads of Section and Heads of Department to ensure that

students with identified or suspected SEND are supported. The School's Special Educational Needs and Disabilities (SEND) 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 appropriate and relevant information and/or support strategies are shared with staff. The overall aim of this approach is to ensure EAL students 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. 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 -U6 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 General Studies 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, some of which are joint, 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 financial 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/General Studies 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. 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 qualified careers adviser in both Year 11 and Lower Sixth. A number of career events are held each year including the annual careers convention.

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. Higher Education information is housed in a dedicated library in the Benedict Building. Careers and Work Experience information is housed within purpose-built accommodation in the Jean Duffield Library. These open access libraries are 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 November of Lower Sixth there is a Higher Education evening for students and parents followed by an online event in March. Throughout the year for events and ad hoc, and for a university advice morning in July, 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 attitude to learning, study skills and attainment at regular intervals in each academic year. Attitude to learning, study skills and attainment 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, Tycoon 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, and from Year 9 upwards activities with Radley College further support preparation for life beyond school.

The curriculum and extracurricular programme promote students' understanding upholding 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. Cocurricular 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 co-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

Subject	Number of lessons
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	Fortnightly
Singing/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	Fortnightly
Singing/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 Joint Heads of the Junior Department have 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.

Year 7	Lessons	Year 8	Lessons	Year 9	Lessons
Maths*	5	Maths*	4	Maths*	4
English	4	English	4	English	5
Science (Biology, Chemistry, Pysics)	4 (2 double lessons taught as 3 blocks, 1 for each science)	Science (Biology, Chemistry, Pysics))	4 (2 double lessons taught on rotation of 3 sciences)	Biology Chemistry Physics	6 (2 for each science)
PD	1	PD	1	PD	1
History	2	History	2	History	2
Geography	2	Geography	2	Geography	2
RPE	2	RPE	2	RPE	2
Latin	2	Latin	2	Option	See below
PE	4	PE	4	PE	4
Spanish*	3	Spanish*	2	Spanish*	3
Learning skills	1	2nd MFL (French, German or Mandarin)*	3	2nd MFL (French, German or Mandarin)*	3
Computer Science	2	Computer Science	2	CS	2
Drama	2	Drama	2	Option	See below
Music	2	Music	2	Option	See below

Art	2	Art & ceramics	2 (1/2 year of each)	Option	See below
Ceramics/DT/Food and Nutrition	2 (1/3 year of each)	Food & Nutrition/DT	2 (1/2 year of each)	Option	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 Years 9-11. French, German or Mandarin are taught as a second foreign language in Years 8 and 9 in mixed ability groups. In Years 10 and 11 they are taught in sets.

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 three subjects in order of preference from those listed below (and one further reserve subject):

Art
Ceramics
Drama
DT
Food & Nutrition
Greek
Latin
Music

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 IGCSEs currently offered are English Language and History.)

A small number of students opt for a joint Greek and Latin course, taught in 4 periods a week, and so study for up to 11 I/GCSEs. Students are also given the opportunity to study the Level 2 Further Mathematics qualification, though this is delivered outside the normal timetable of lessons with an additional 1 period a week at the end of the school day.

Students are given the option to study a school-designed course in Global Economics and Finance across Years 10-11, which replaces one of their GCSE options choices. This is assessed and accredited through two Higher Project Qualifications (HPQs) one of which is submitted by students in the Trinity term or Year 10 and the second in the Lent term of Year 11.

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 expected to undertake work experience in Year 11. Year 10 and 11 students may 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
Combined Science (2 GCSEs)	9
Core non IGCSE or GCSE subjects	Number of lessons
PD	1
Physical Education	2

Students must choose a Modern Foreign Language and a further 4 subjects from Lists A and B below, including at least 2 subjects from List B. Opting for Separate Science converts Combined Science into 3 separate sciences with 12 periods. Option blocks are created each year to give as many students as possible their preferred choice of subjects.

Language option (choose 1)	Choose a total of 4 subjects from Lists A and B	
	List A – 4 period options (choose at most 2)	List B – 3 period options (choose at least 2)
French	Art	Geography
German	Ceramics	Global Economics and Finance - HPQ
Mandarin	Computer Science	History
Spanish	Design Technology	Latin
	Drama	Music

Language option (choose 1)	Choose a total of 4 subjects from Lists A and B	
	List A – 4 period options (choose at most 2)	List B – 3 period options (choose at least 2)
	Food & Nutrition	PE
	Greek and Latin	Religion, Philosophy & Ethics
		Separate Science
		Spanish

Sixth Form (Years 12 (L6) and 13 (U6))

The Sixth Form curriculum is based around A levels and nearly all of our students go on to Higher Education. Sixth Form students typically 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: a cultural and linguistic course in Arabic, the Hanyu Shuiping Kaoshi (HSK) qualification in Mandarin, AS Classical Civilisation, AS Mathematics, Ethics for Scientists, the Extended Project Qualification and an art and craft course (Craft it). Apart from AS Classical Civilisation and Mathematics (which run for the full 2 years) 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 24 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 typically has 8 lessons per week, though when set numbers are small this may include up to two periods of subject-specific directed independent study. Further mathematics is taught with mathematics in 14 periods in each of the L6 and U6.

A programme of non-examined General Studies (GS) 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 GS 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 General Studies course covers 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 and basketball. 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 cocurricular 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	English Literature	Mathematics
Biology	Further Mathematics	Music
Business	French	Politics
Chemistry	Geography	Physical Education
Computer Science	German	Physics
		Product Design
	Greek	Psychology
Drama and Theatre	History	Spanish
Economics	Latin	Theology (Religious Studies)

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 2026
Next review due	Trinity 2027
Person responsible for review	Senior Deputy Head
Audience	Staff/students/parents