



ST BEES SCHOOL
WHERE WEST MEETS EAST

CURRICULUM POLICY

2021 - 2022

Author: Headmaster

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Review by: Assistant Head & Deputy Head



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AIM

We aim to deliver a curriculum that stretches and stimulates all students, and the teaching to support and guide them as individuals; to help them discover their interests and potential; to encourage them to be adaptable, independent and ready to take their next steps beyond school.

Our philosophy places equal value on the development of character development and academic achievement. Progress underpins performance and so regular assessment, which informs reporting, is critical to the fulfilment of our aims.

We will achieve this by:

- providing a curriculum that ensures that all of our students are able to flourish intellectually and academically;
- fostering in all students the ability to think and learn for themselves, and to be self-motivated;
- developing a culture of scholarship, creativity and academic enrichment that goes beyond the examined curriculum;
- providing teaching of the highest quality that inspires and motivates all students;
- ensuring that all students are able to achieve the best possible progress and realise their academic potential; and
- guiding and preparing students for life after school by providing the best possible advice on higher education, careers and future steps.

We strive to develop independent thinkers and resilient learners who are not afraid of academic risk-taking and have the freedom to learn from their mistakes. Whilst we acknowledge that examination results are important, we also believe that the best in education cannot and should not always be measured, and that lessons are learned both in and outside of the classroom.

We want to awaken in our students a lifelong love of learning and we intend our curriculum to provide students with an environment where they not only learn, but also learn how to learn, and learn about others and themselves.

Students at St Bees School experience a balanced academic curriculum and a rich parallel curriculum, which together promote intellectual, spiritual, moral, cultural and physical development, strong values and strength of character, thereby preparing students for the opportunities, responsibilities and experiences of adult life.



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In addition, the curriculum aims to enable all students to develop across the following domains:

- **Enquiry:** the ability to question, investigate, acquire and select knowledge, solve problems and argue rationally;
- **Tomorrow's world:** readiness for taking their place in adult life where they will be working across time zones and with colleagues from many other cultures in the real and digital domains;
- **Resilience:** a willingness to apply themselves and an aptitude for learning in spite of difficulty;
- **Digital world:** literacy, numeracy and competence in the use of information technology;
- **Creativity:** independence of thought, critical awareness and originality;
- **Empathy:** a recognition of their own and others' achievements in school and beyond, sensitivity to the needs of others and learning to live together in an atmosphere of mutual respect;
- **Confidence:** belief in themselves and a sense of self-worth;
- **Teamwork:** the skills of working as an individual and co-operatively with others;
- **Principles:** appropriate moral and spiritual values and tolerance of others, to value each individual;
- **Service:** an awareness of their place in the community and opportunities for service to each other and the community;
- **Tolerance:** an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions;
- **Environment:** an understanding of sustainability and responsibility to the environment; and knowledge and skills necessary for success in public examinations.

Throughout their time at the School, students' progress and attainment will be regularly monitored and shared with parents (see Assessment, Recording, Reporting Policy). Whilst the School is not restricted by the National Curriculum, the Schemes of Work of many subjects encompass its demands.

Entry to all programmes of study is based upon academic suitability and appropriateness, regardless of sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, or social background. Individual academic suitability is determined through the admissions arrangements (see Admissions Policy).



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REGULATORY CONTEXT

In accordance with national regulatory requirements, the School's curriculum provides for:

- full-time supervised education for students of compulsory school age, which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Please see the 'organisation of the curriculum' section of this document for further details;
- subject matter appropriate for the ages and aptitudes of students, including those students with an Education Health and Care (EHC) plan. Lesson plans will take into account individual differences;
- students to acquire skills in speaking and listening, literacy and numeracy. These skills are not only developed in English and Maths, but across the broader curriculum, particularly in subjects such as MFL and Science. Intervention is also in place where students' levels of literacy or numeracy are identified as lower than would normally be expected;
- the principal language of instruction at St Bees is English;
- where a student has an EHC plan, education which fulfils its requirements. Students are provided with an Individual Education Plan (IEP), which informs individual staff planning;
- Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) that reflects the School's aims and ethos;
- appropriate careers guidance for students receiving secondary education;
- a programme of activities that is appropriate to the needs of the students in the Sixth Form. Students in the Sixth Form not only partake in a wide range of co-curricular activities, but also follow a timetabled programme of enrichment courses designed to prepare them for university and adult life;
- all students to have the opportunity to learn and make progress. Where necessary our 'standard' curriculum can be either reduced or augmented to best meet the needs of individual students. We use both our reporting system of both effort and attainment grades, together with our external assessment data to track student progress and intervene where necessary. Students take benchmark assessments in Year 7 so that the School look at expected attainment levels and measure value added;
- preparation of students for the opportunities, responsibilities and experiences of adult life. Our curriculum is designed with this aim in mind and it is wholly in keeping with the School's own aims and objectives. This is in evidence not only in the formal taught lessons, including Sixth Form enrichment and Personal Development lessons, but also in our wider curriculum, including assemblies, tutorials, lectures from visiting speakers, workshops, educational visits and the many and varied co-curricular opportunities that the School offers.



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ORGANISATION OF THE CURRICULUM

The School operates a weekly timetable with 40 lessons each of 45 minutes in duration.

YEARS 7, 8 AND 9

Students in Years 7, 8 and 9 follow a broad curriculum which allows them the opportunity to have progressively more challenging linguistic, mathematical, scientific, technological, aesthetic, creative, physical, human and social educational experiences. The following subjects are taught, with respective allocations:

Subject	Year 7	Year 8	Year 9
Mathematics	6	6	5
English	5	5	5
Science	6	6	6
Chinese	5	5	5
Geography	3	3	3
History	3	3	3
Global Awareness Programme	2	2	2
Computer Science	2	2	1
Art	2	2	2
PE	4	4	4
Personal Development	1	1	1
Business Studies/Economics	0	0	2
Drama	1	1	1
Total	40	40	40

YEARS 10 & 11

Students in Years 10 & 11 follow an IGCSE programme which prepares them academically, linguistically and socially for the A Level programme. Students are encouraged to choose a broad range of IGCSE subjects.

IGCSE Subjects	Non-Examined Subjects
Art & Design	
Business Studies	Global Awareness Programme
Chinese	PE
Drama	
English (Language & Literature)	
Geography	
Mathematics (Additional Maths)	



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IGCSE Subjects

PE

Science (Biology, Chemistry, Physics)

PRE-A (YEAR 11)

Students who follow the St Bees Pre-A Programme achieve the following:

- Fully prepared for the 2-year A Level programme
- Improved English language competencies
- Advanced mathematical competencies
- Character development across a range of EQ skills
- Independent study and research skills
- The ability to set and achieve own targets
- Independent living skills
- Clearer ideas on university and career options
- Global and cultural understandings
- A life-long love of learning
- Strong and enduring friendships
- Highly motivated but stress-free attitude to learning
- Maturity of attitude.

Pre-A students study up to 5 IGCSE's in a compacted one-year programme.

IGCSE Subjects	Non-examined Subjects
English – Second Language	Art
Chinese – First Language (if appropriate)	Business Studies
Mathematics	Drama
Science (Biology, Chemistry, Physics)	Geography
	Global Awareness Programme
	ICT
	PE & Outdoor Education



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SIXTH FORM (YEARS 12 & 13)

Students in Years 12 & 13 follow an A Level programme which prepares them academically, linguistically and socially for entry to university or for alternative higher level studies.

- Students will usually study 3 A Level subjects. These qualifications will be taught over two years and students will generally not sit AS exams at the end of Year 12;
- Where students are considered to be sufficiently academically able, the option of studying a 4th A Level subject will be considered. These students will normally have achieved at least 8 grades 5+ at IGCSE;
- Entry to the Sixth Form depends on students attaining three grade 5+ (including English/ESL and Mathematics); and in addition three grade 4+ at IGCSE
- It is strongly recommended that students have achieved at least a grade 5 at IGCSE in the subjects that they intend to study at A Level. In some more demanding subjects a grade 7-9 at GCSE is required;
- In addition to their A Levels, in Year 12 students will follow a programme of academic enrichment;
- Some students will do the CAIE IPQ in a topic of their choice;
- All students in Year 12 also follow a compulsory Future Steps programme. This includes short courses in careers, university application, interview skills and ICT;
- In line with common practice, the School reserves the right to withdraw a subject if the numbers of students choosing it is too small to be viable. In this case parents will be informed and guidance offered to help the student select a suitable alternative subject;
- The Head of Sixth Form may reduce or increase an individual student's curriculum if it is agreed with parents and the student that this would be in the student's best educational interests;
- Able mathematicians may study Further Mathematics as well as Mathematics at A Level as one of their choices;
- Students will be enrolled into the Unifrog and UCAS platforms.

A Level Subjects	Non-Examined Subjects
Art & Design	Drama
Biology	Global Awareness Programme
Chinese	PE
Chemistry	
Economics	
Geography	
Mathematics (Further Maths)	
Physics	



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GCAS

All students follow the GCAS Programme which takes place between 16:30 and 17:30, Monday to Thursday.

Example GCAS options:

	Global	Creativity	Action	Service
GCAS Programme	China Discovery Global Media Global Studies World Literature World Religions	Art Cooking Crafts Drama Lego League Science club Singing	Badminton Dance Eton Fives Expedition Skills Fitness Football Mind & Body Mindful Running Swimming Tennis Volleyball	Earth Club Enterprise Working Group

TEACHING PRACTICE/STAFFING

St Bees School is committed to appointing the highest calibre of staff and to ensuring that students are taught by subject specialists. We are committed to ensuring an optimal teacher to student ratio. At A Level, classes do not exceed 10 and are usually much lower.

All staff are expected to promote the aims of the curriculum listed above, to adhere to all teacher standards, and in particular to:

- have high expectations of students;
- employ a variety of teaching and learning methods appropriate to the age and ability of the students and to the subject being studied, taking account of the students' prior attainments and making effective use of resources;
- involve the students in the process of learning, by sharing aims and objectives with students, discussing work, giving regular feedback through assessment and encouraging students to evaluate their own achievements;
- provide work in lessons and in homework, which meets the students' needs and aspirations, which offers depth and challenge and which motivates and inspires them
- develop students' skills to become independent learners;
- monitor students' progress and plan lessons effectively making use of assessment information (see Assessment and Reporting Policy);
- encourage, reward and value achievement and effort, both formally and informally;
- work with other staff in a manner that builds upon the School's strong community ethos (see Appraisal Policy);



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- keep parents/guardians informed about the progress and achievement of their sons or daughters through assessments, grades, reports and parents' meetings;
- ensure that the learning environment is stimulating, lively, and purposeful.

The quality of teaching is monitored by the Headmaster and Deputy Head, utilising a prescribed lesson observation process. The School cannot guarantee that any particular teacher will, or will not, teach any particular student.

EQUALITY OF OPPORTUNITY/INCLUSION

St Bees School is committed to ensuring that all students are provided with the best possible opportunities to learn and make progress, and differentiation is embedded in schemes of work and individual lesson planning. This section of the curriculum policy details how we make provision for those students who are identified as having special educational needs or learning difficulties, those for whom English is an additional language and the ablest.

SEN/EAL

St Bees is committed to ensuring that all students at the School have the opportunity to learn and make progress, including those with an EHC plan or other identified learning need and those for whom English is an additional language. Appropriate support will be provided to students who have learning needs that have been identified. Students with SEN or EAL are assessed as they enter the School to ensure that the right provision is put in place for them.

Students who are identified as having additional learning needs all have an Individual Education Plan (known here as an SEN passport). This is designed together with the student and their parents. It is then shared with all staff who teach that child.

The School has an EAL Department, which caters for students for whom English is not their first language. All EAL students are provided with an EAL passport. In addition to monitoring and providing for the needs of our EAL students throughout the School, the EAL Department also prepares students in the Sixth Form for the Cambridge IGCSE English as a Second Language exam and IELTS test.

The School works to ensure that all staff are appropriately trained in meeting the needs of the SEN/EAL students in the School. This may include contributing to whole school inset training or working with individual teachers to provide them with support and guidance in teaching SEN/EAL student. For further information, see the SEN and Learning Disabilities Policy.



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GIFTED AND ABLE

At the heart of our curriculum is a commitment to excellent teaching which allows our ablest to benefit from suitably challenging subject material that stretches them academically both within the classroom and in the prep tasks that they are set.

The Deputy Head and subject teachers identify and monitor the progress of the School's gifted and able students. And also work to ensure that all staff are appropriately trained in meeting the needs of the gifted and able students in their classes. This may include contributing to whole school inset training, or working with teachers to provide them with support and guidance in teaching gifted and able students.

PERSONAL DEVELOPMENT PROGRAMME (including PSHE)

St Bees aims to foster a strong sense of community where individuals are recognised, valued and respected. Instilling in students the need to show respect for and tolerance of other people is therefore of paramount importance and is promoted through assemblies and mentoring, as well as through the high expectations of students' behaviour at all times. St Bees School welcomes international students from a range of other countries and celebrates diversity. Students at St Bees learn to respect and celebrate not only their own cultures and traditions, but also those of others.

Programmes of study are in place for the delivery of PSHE to all Key Stage 3 year groups through Personal Development lessons which are delivered by a designated teacher with support from others as appropriate. This includes the delivery of economic education as required from January 2015. This provision is supplemented by a series of lectures and collapsed timetable days targeting issues such as e-safety. Delivery is updated in line with curricular and operational requirements.

The School also provides Relationships and Sex Education (RSE) through Personal Development, in which students are encouraged and guided by moral principles and taught to recognise the value of family life. In line with the National Curriculum, the biological aspects of human reproduction remain compulsory for all students, but parents may withdraw their children from any other part of the RSE provided without giving reasons.



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POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the School is forbidden. Political issues are introduced in a number of courses, such as History and the Global Awareness Programme, and are presented in a balanced manner. Furthermore, students are educated about the importance of democracy, not only through their Personal Development lessons, but also through participation in whole school events which reflect the national scene, such as a mock election. Ensuring that our students understand fundamental British values, including democracy, rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs is not only reflected across the breadth of our curriculum but is also addressed more specifically in assemblies and chapel services, which are often centred around a certain theme or value. Further details can be seen in the Schools *Statement on British Values*.

RELIGIOUS EDUCATION

Our beautiful school chapel is a focal point of our school community and whilst the worship is of a Christian character, it is also sensitive to, and inclusive of students of, all faiths and from diverse backgrounds. We also have close ties with St Bees Priory Church which the students and staff visit on occasion for a service conducted by the vicar.

Religious Education is embedded in the values of the school, assemblies, chapel services and in Personal Development lessons as Beliefs & Values.

SPORTS, OUTDOORS AND WELLBEING

All students are expected to take part in the Physical Education programme. As well as coaching students in a range of sports and outdoor pursuits, students follow a wellbeing programme. The Personal Development Programme includes lessons on diet, lifestyle and general wellbeing.

All students from Year 9 and above are given the opportunity to take part in the Duke of Edinburgh's Award.

Students can only be excused from these lessons for medical reasons, for which a note from a parent/guardian will suffice, or other reasons agreed with the School.

CO-CURRICULAR ACTIVITIES

At St Bees we believe that students' learning continues beyond the classroom and we provide a wealth of co-curricular opportunities and educational visits.



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The School has a wide and varied programme of cultural, musical, and sporting activities which take place outside of the formal curriculum. All students are encouraged to participate in the programme, and involvement is monitored by tutors.

As well as providing exciting and varied opportunities, these activities also play an important part in developing important attributes such as perseverance, resilience, determination, leadership, and teamwork.

