



WAKEFIELD GIRLS' HIGH SCHOOL

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V1.05	sept 2024	Updated Judith Tingle, Deputy Head Academic

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WGHS Curriculum Policy

1. Purpose of the policy

The purpose of this policy is to outline the curriculum offered at WGHS.

1.1 List of abbreviations and meanings

EDGE	Enriching and developing girls' education
PSHEEE	Personal, Social, Health and Economic education
EHC	Educational and Health care plan
RSE	Relationship and sex education
RPE	Religion, Philosophy and Ethics
WOLLOW	World of Languages, Languages of the World
ML	Modern Languages

Related Policies and Guidance

WGHS Careers Education, Information and Guidance Policy, Homework Policy, Measuring Pupil Progress

2. Policy Aims

This policy aims to:

- Outline the rationale for the curriculum offer at WGHS
- Provide detail about the curriculum offer at all key stages

3. Introduction and Overview

At Wakefield Girls High School the curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum, but also the various extra-curricular and super curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We aim for each girl to develop a joy of learning and fulfil their academic potential in an inspirational and distinctively girl-centred learning environment. We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners.

The curriculum is devised to be accessible to all including those pupils with an EHC plan and does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. We endeavour at all times to make appropriate and individual adjustments to educate pupils according to need, so that all students, including those with exceptional ability and those with particular learning needs, make progress in line with their academic potential. Subject matter appropriate for the ages and aptitudes of all pupils is provided through departmental schemes of work. Departmental teaching programmes are designed so that all pupils, including those who are

exceptionally able, are identified as having a special need or have English as a second language, have the opportunity to learn and make progress. Learning and progress are monitored and recorded regularly through the school reporting and grading assessment procedures. All pupils who have a special educational need are given further support, delivered by a specialist team and Individuals Education Plans are in place to ensure classroom provision meets their specific needs.

The “taught” curriculum, as well as the extended curriculum, including PSHEE and Form Tutor time, aims to prepare pupils for the opportunities and responsibilities of adult life by developing a range of attributes, such as perseverance, resilience and risk taking, so that pupils’ experience of school provides an effective preparation for the experiences of life in British society and the increasingly important global community. A wealth of enrichment opportunities exists to stretch the most able and stoke the curiosity of all. These include numerous educational visits, field trips, weekly clubs and annual highlights such as “Languages Week”.

Our Vision, Mission and Values



3.1 Our Values

Empowered (we make a difference by using our voice, speaking up for what we believe in and bringing positivity and proactivity to everything we do)

Together (we support each other now and into the future and build real and lasting connections with our community)

Aware (the way we understand and support the diverse world we live in and develop a strong sense of social responsibility makes us ready for the future)

The golden thread is the **Joy of learning**; the positivity, energy & respect that permeates every interaction at Wakefield Girls.

4. The Curriculum and Fundamental British Values

Wakefield Girls High School actively promotes British Values through assemblies, PSHEEE, Form Tutor time and a variety of student led committees . We also actively promote British values through ensuring that our curriculum planning and delivery includes opportunities for

exploring these values. We actively encourage respect for other people and pay particular regard to the protected characteristics set out in the 2010 Act. We strive to fulfil our stated aim of encouraging students to develop qualities of tolerance, altruism and understanding of others both in school and within the wider global community, by insisting on these qualities in all aspects of school life, both within the classroom and beyond.

Fundamental British values are promoted in the following ways:

Democracy:

Democracy is an important value at our school. Pupils have the opportunity to have their voices heard through our student led committees. Children receive positive reinforcement e.g. in the Junior Section, Star of the Week, an award to individual children who show they are modelling the values of the school.

The Rule of Law:

The importance of laws and rules, whether they are those that govern the class, the school or the country, are reinforced throughout regular school days. Our behaviour policy is aligned to an agreed set of expectations. Pupils learn the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty:

Pupils are actively encouraged to make choices at our school, knowing that they are in a safe and supportive environment. We provide boundaries for our children to make choices safely, through the provision of a safe environment and planned curriculum. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our e-Safety teaching and PSHEE lessons. Pupils are given the freedom to make choices, e.g. signing up for extra-curricular clubs, choose the level of challenge in some lessons and are becoming increasingly more involved in student-led learning.

Mutual Respect:

Our school ethos and behaviour policy are both based around the core values outlined previously alongside others such as 'respect' and 'responsibility'. These values determine how we live as a community at WGHS. Children and adults alike, including visitors, are challenged if they are disrespectful in any way.

Tolerance of Those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity in our local community. Discussions involving prejudices and prejudice-based bullying are supported by learning in RSE and PSHEE.

In Years 9 – 11, Careers Education guidance is provided as part of the PSHEE programme in conjunction with a discreet Yr 11 support programme. In the Sixth Form, Careers and specialist UCAS guidance is offered to all girls. The Careers programme is presented impartially and provides students with an informed approach to their (many!) post-16 and post-18 options. The programme encourages all to become aware of their strengths, skills, interests and potential, and how these relate to the prerequisites of the modern labour market. For example, the importance and value of work experience is highlighted to Yr 11 students, whereas Yr 12 are encouraged to participate in "Project Acorn" and its associated mentoring scheme. (see WGHS Careers Education and Guidance policy and "WGHS Careers Journey")

The school week is divided into 30 periods, each 50 minutes long, although we teach over two weeks and the number of lessons is distributed 'per cycle'. The core curriculum consists of English, mathematics, science (biology, chemistry and physics), modern foreign languages, geography, history, religious studies, ICT, art, music, drama, design technology, food, textiles and PSHEE. This broad grounding is further complemented by courses in PE & Games, swimming and singing. In addition, all girls are involved in the school's enrichment programme, Forrest school (Junior Section) and 'EDGE' (Senior section, see details below).

5. Key Stage 2 Curriculum

Subject	Year 3	Year 4	Year 5	Year 6
Mathematics	12	12	12	12
English	13	13	12	12
Science	6	6	5	6
Project (History & Geography)	6	6	6	7
RS/RPE	2	2	2	2
Creative Carousel (Art, DT, Robotics, Textiles, Drama, Food & Nutrition)	4	4	4	4
PSHE	2	2	2	2
Computing	2	2	2	2
Music	2	2	2	2
Group Singing	1	1	1	1
ML & WoLLoW	2	2	4	4
PE	2	2	2	2
Swimming	2	2	2	
Games	4	4	4	4
Total	60	60	60	60

Physics	0	3	3
Science	6		

Technology <i>(6 groups in carousel: D&T, Art and Design: Textiles and Food and Nutrition. In Yr 9 students choose to study 2 of the 3 options)</i>	4	3	3
EDGE	4	4	4
Total	60	60	60

6 Key Stage 3 Curriculum

Subject	Year 7	Year 8	Year 9
Art and Design	3	2	2
Drama	1	1	1
Computer Science	3	2	2
Chemistry	0	3	3
Biology	0	3	3
English	6	6	6
French/Spanish	5 or 0	4	5
Games	4	4	4

Geography	3	3	3
German	0	4	5
History	3	3	3
Latin/ Classical Civilisation	2	2	5
Mathematics	6	6	6
Music	3	3	2
Physical Education	2	1	1
PSHEE	2	1	1
RPE	3	2	3
Physics	0	3	3

Science	6		
Technology <i>(4/6 groups in carousel: D&T, Art and Design: Textiles and Food and Nutrition. In Yr 9 students choose to study 2 of the 3 options)</i>	4	3	3
EDGE	4	4	4
Total	60	60	60

At Key Stage 3, most subjects are taught in Form groups apart from Maths which is set based on ability. Games is also set based on prior learning and ability, to allow progress appropriate to the current attainment level. Some subjects are taught in mixed Form groups to allow smaller class sizes e.g. Technology, and dependent on choice, e.g. French, German, Spanish and RPE.

7. Key Stage 4 Curriculum

The following GCSE subjects are offered to girls in Key Stage 4.

All subjects have 6 periods per cycle except English with 8 and Mathematics with 7 in Year 10 and 8 in Year 11.

GCSE Subjects

Awarding Body	Subject Title
AQA	Art and Design
AQA	Biology
EDEXCEL	Business
AQA	Chemistry
AQA	Classical Civilisation
AQA	Food Preparation and Nutrition
AQA	Design Technology: Product Design
AQA	Design Technology: Textiles
AQA	Drama
AQA	English Language
AQA	English Literature
AQA	French
AQA	Geography
AQA	German
OCR	Classical Greek (at lunchtimes only)
AQA	History
OCR	Computing
OCR	Latin
AQA	Mathematics
AQA	Further Mathematics (Set 1 and 2 only)
AQA	Music
OQR	Physical Education
AQA	Physics
AQA	Religious Studies

AQA	Combined Science; Trilogy
AQA	Spanish

Girls in Key Stage 4 (Years 10 and 11) follow a common core curriculum and then choose from a range of subject options. Girls take 9 subjects at GCSE (or 10 subjects if they choose to study Greek outside the normal timetable).

All girls take GCSE in English, English Literature and Mathematics and are advised to study at least one Language and some girls choose to take two languages at this level. Girls continue to be set for Mathematics according to ability with the top sets able to also study GCSE Further maths.

All other subjects in Year 10/11 are taught in mixed ability groups according to option choice.

Girls may choose to study Science and Additional Science (gaining two GCSEs in Science) and hence may choose four other optional subjects. Alternatively, they may choose to study Physics, Chemistry and Biology for an award of three GCSEs. They may then choose three other option subjects. Girls wishing to continue with Science at A level may do so regardless of their GCSE Science route.

The non-GCSE subjects taken by all girls are Games (4 periods per cycle in Year 10 and 2 in Year 11), PSHEE - a course including careers and study skills (1 period per cycle in year 10 and 2 in Year 11) and EDGE (4 periods per cycle with one of the 7 weeks block in Year 10 being PSHEE).

6. Sixth Form Curriculum

The following A Level subjects are offered to girls in the Sixth Form.

All subjects have 12 periods per cycle.

Awarding Body	Subject Title	Taught
AQA	Art and Design (Fine Art)	WGHS
AQA	Biology	WGHS
AQA	Business Studies	Joint
AQA	Chemistry	WGHS
AQA	Classical Civilisation	Joint
OCR	Computing	Joint
AQA	Design Technology: Product Design	WGHS
AQA	Art and Design (Art, Craft and Design)	Joint
AQA	Drama and Theatre Studies	Joint
AQA	Economics	Joint
AQA	English Language	Joint
OCR	English Literature	Joint
AQA	French	Joint
EDEXCEL	Further Mathematics	WGHS
EDEXCEL	Geography	WGHS
AQA	German	Joint
OCR	Government and Politics	Joint (QEGS)
EDEXCEL	History Early Modern and Modern	WGHS
OCR	Latin	Joint

EDEXCEL	Mathematics	WGHS
CIE	Music	Joint
OCR	Physical Education	Joint
AQA	Physics	WGHS
AQA	Psychology	Joint (WGHS)
EDEXCEL	Religious Studies	Joint
AQA	Spanish	Joint

All girls in Year 12 study 3 A level subjects except for those girls who study Further Mathematics. They also all have taught lessons in the Extended Project Qualification with the aim that almost all the cohort will submit in Year 12. In addition, girls in Year 12 have Guidance and Information Support sessions with the Head of Sixth Form for one period per cycle, and in Year 12 and 13 a PSHEE lesson with their Form Tutor for one period per cycle.

All students in Year 12 and 13 take part in the EDGE programme for 4 periods per cycle but may complete their own 'Sixth Form Approved Activity' during an EDGE block.

7. **EDGE (Enriching and Developing Girls' Education)**

EDGE is designed to add that vital edge to girls' academic diet. Top universities and employers call for not just high grades but also for sparks of creativity, resilience, teamwork and leadership; EDGE is designed explicitly to foster these.

Each EDGE activity consists of a 7-week block. During the academic year girls will be able to take part in up to five EDGE activities thus customising a small corner of their timetable. EDGE 1 commences near the start of the Autumn Term, with EDGE 2, EDGE 3, EDGE 4 and EDGE 5 running through the remainder of the year. Year 7 follow their own version of this schedule before accessing the full, a la carte menu in Year 8.

EDGE, in addition to our other extra-curricular provision, means that we are confident our stated aim of encouraging participation in a wide array of extra-curricular opportunities is fulfilled. Girls are able to find their niche and develop self-confidence and their personal skills, such as leadership, teamwork and tenacity in a myriad of ways. EDGE is an aspect of our provision which we know our girls love.

8. **Monitoring, Evaluation and Review**

The Deputy Head, Academic will monitor the implementation and effectiveness of this policy, review it annually to reflect any changes to the curriculum and report to the Head.