



Emanuel School

Curriculum Policy

Introduction

Emanuel School is a 10-18 co-educational, academically selective, independent day school. It provides full-time supervised education for pupils of compulsory school age.

In accordance with The Education (Independent School Standards) Regulations, DfE 2014 the curriculum offered incorporates experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It embraces both the prescribed and optional learning opportunities provided by the school.

This policy outlines the Emanuel curriculum in terms of its aims and construction. It should be read in conjunction with the:

- Individual subject departments' schemes of work
- Provision for More Able and Talented Pupils
- Learning Support and Special Educational Needs Policy
- English as an Additional Language Policy
- Life Education Policy and schemes of work
- Careers Education Policy

For further details regarding implementation, please refer to the following policies and procedures:

- Academic Structure;
- Assessment and Marking Policy;
- Literacy Policy;
- Presentation of Work;
- Homework Policy;
- Examinations Policy;
- Reporting Policy;
- Monitoring and Evaluating Teaching and Learning;
- Monitoring and Supporting Departments

Aims

The aims of the Emanuel curriculum are:

- to provide a first class education to all pupils, who, whatever their individual needs, are young people of high intellectual promise and academic potential;
- to provide a broad and balanced range of subjects and learning opportunities appropriate to pupils' ages and levels of study, in stimulating learning environments which challenge and inspire enthusiastic participation;



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- to empower all pupils to learn effectively and make good progress whatever their aptitudes, aspirations and abilities, including those with special educational needs and those with particular abilities, gifts or talents;
- to enable pupils to acquire and develop learning skills and transferrable skills such as speaking and listening, literacy and numeracy in the teaching of the subjects offered, maintaining focus upon academic development and high standards;
- to provide, progressively, a level of choice in the curriculum offer which meets individuals' needs, abilities and interests;
- to enable pupils to develop logical, critical and imaginative thinking skills to a high level across a full range of academic disciplines;
- to facilitate and support each pupil's development personally, socially and culturally;
- to encourage the growth of healthy, balanced and well-adjusted pupils who enjoy their time at school;
- to foster energetic and positive pastoral care and ensure that the personal, social and health education helps pupils to develop resilience as they learn to exercise choice and to take personal responsibility in the adult world
- to encourage the continuation and evolution of aspects of school life which provide opportunities to serve the school community and develop personal qualities of leadership, initiative, judgement, sensitivity, tolerance and understanding of the needs of others;
- to promote fundamental British values, such as democracy, individual liberty, the rule of law, mutual respect and tolerance amongst those of different faiths and beliefs;
- to provide a framework which enables pupils to achieve excellence in the sports offered;
- to further cultural and aesthetic understanding and appreciation through the visual arts, music, drama and language and to continue to achieve this beyond the formal framework of provision, for example in concerts, dramatic productions and exhibitions;
- to provide appropriate and up to date careers guidance and prepare all pupils for the opportunities, responsibilities and experiences of adult life so that they can make informed choices about a broad range of career options and fulfil their individual potential.

In this way the curriculum serves the school's ethos, in which teachers, pupils and parents work together in:

- Teaching and learning: to ensure lessons and daily interactions are full of vitality and inspire endeavour, confidence and ambition.
- Pastoral care: so that every child is recognised, listened to and understood within a community that values the development of spiritual and social understanding.
- Co-curricular and community life: so that every child can enjoy being part of a larger cause, find friendships and develop life-enhancing interests and passions.



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The school's curriculum for 2021-22 is outlined below:

Periods	Hill	7	8	9	10	11	L6	U6		
1	English	English	English	English	English	English	Option 1	Option 1		
2										
3										
4										
5										
6										
7	Maths	Maths	Maths	Maths & Computing	Maths	Maths	Option 2	Option 2		
8										
9										
10	Science	Biology	Biology	Biology	Biology	Biology			Option 3	Option 3
11										
12										
13		Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Option 4 or EPQ	Option 4 or non-contact time		
14										
15										
16	Lang 1	Lang 1	Physics	Physics	Physics	Option 4 or non-contact time			Option 4 or non-contact time	
17										
18										
19	MFL	Lang 2	Lang 2	Lang 1	Physics		Physics	Option 1		Option 1
20										
21										
22	Geography	Geography	Geography	Lang 2	Lang Option	Lang Option	Primary Ambitions Non-contact time		Non-contact time	
23										
24										
25	History	History	History	Lang 2	Lang Option	Lang Option		Option 1		Option 1
26										
27										
28	RS	RS	RS	Geography	Humanities Option	Humanities Option	Option 2		Option 2	
29										
30										
31	Music	Music	Music	History	Humanities Option	Humanities Option		Option 2		Option 2
32										
33										
34	Drama	Drama	Drama	RS	Option 1	Option 1	Option 2		Option 2	
35										
36										
37	CDR	CDR	CDR	DT/Dr	Option 1	Option 1		Option 2		Option 2
38										
39										
40	Art	Art	Art	Ar/Mu	Option 2	Option 2	Option 2		Option 2	
1										
2										
3	Ethos	Ethos	Social Entr.	PE	Option 2	Option 2		Option 2		Option 2
4										
5										
6	PE	PE	PE	PE	Option 2	Option 2	Option 2		Option 2	
7										
8										
9	Life Ed	Life Ed	Life Ed	Life Ed	Option 2	Option 2		Option 2		Option 2
10										
11										
12	Games	Games	Games	Games	Option 2	Option 2	Option 2		Option 2	
13										
14										
15	Games	Games	Games	Games	Option 2	Option 2		Option 2		Option 2
16										
17										
18	Games	Games	Games	Games	Option 2	Option 2	Option 2		Option 2	
19										
20										
21	Games	Games	Games	Games	Option 2	Option 2		Option 2		Option 2
22										
23										
24	Games	Games	Games	Games	Option 2	Option 2	Option 2		Option 2	
25										
26										
27	Games	Games	Games	Games	Option 2	Option 2		Option 2		Option 2
28										
29										
30	Games	Games	Games	Games	Option 2	Option 2	Option 2		Option 2	
31										
32										
33	Games	Games	Games	Games	Option 2	Option 2		Option 2		Option 2
34										
35										
36	Games	Games	Games	Games	Option 2	Option 2	Option 2		Option 2	
37										
38										
39	Games	Games	Games	Games	Option 2	Option 2		Option 2		Option 2
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The timings of the school day for 2021-22 are outlined below:

Lower School (Y6-9)						Middle & Upper School (Y10-13)							
	Mon	Tue	Wed	Thu	Fri		Mon	Tue	Wed	Thu	Fri Y10 11 13	Fri Y12	
08:25	AM reg					08:25	AM reg						
08:35 To 09:10	1	1	1	1	1	08:35 To 09:10	1	1	1	1	1	1	
09:15 To 09:50	2	2	2	2	2	09:15 To 09:50	2	2	2	2	2	2	
09:55 To 10:30	3	3	3	3	3	Break							
Break						10:15 To 10:50	3	3	3	3	3	3	
10:55 To 11:30	4	4	4	4	4	10:55 To 11:30	4	4	4	4	4	4	
Assembly						Assembly							
12:00 To 12:35	5	5	Lunch time	Lunch time	5	12:00 To 12:35	Lunch time	Lunch time	5	5	Lunch time	5	
12:40 To 13:10	6	6			6	6			12:40 To 13:10	6		6	6
13:10 to 13:45	Lunch time	Lunch time	5	5	Lunch time	13:10 to 13:45	5	5	Lunch time	Lunch time	5	Lunch time	
13:50 To 14:20			6	6		6	6	13:50 To 14:20			6		6
PM reg						PM reg							
14:30 To 15:05	7	7	7	7	7	14:30 To 15:05	7	7	7	7	7	7	
15:10 To 15:45	8	8	8	8	8	15:10 To 15:45	8	8	8	8	8	8	

The **allocation of time** between subjects reflects the school's experience of the relative demands that these subjects make upon pupils. The range of choices as pupils progress is broad, and systems of options are guided by the school's desire to maintain academic breadth. Heads of department are responsible for the schemes of work in their subjects for pupils in each year group. These will facilitate progression from year to year and will provide enrichment and extension suitable for their age and ability. This includes those with statements of educational needs and disability (SEND) and those with education, health and care plans (EHC), and appropriately differentiated work for those who are exceptionally able and talented.

Sport is an important part of the school's culture. The school understands the value of sport for health and fitness, well-being and character development. It is understood as a medium through which personal, emotional, and social cognitive qualities are enhanced, such as discipline, responsibility, self-confidence, co-operation and leadership. Each week every student participates in a 70-minute games session in one of the performance, development or engagement sports that the school offers, and further provision is offered during co-curricular time before school, lunch times, after school and weekends. Co-curricular sport is highly valued by the school community, and provides the opportunity for mass participation, and further avenues for the pursuit of excellence. Our aim is to help pupils learn to cope with success and failure, to understand and appreciate the importance and the value of contributions of others, and to encourage the appreciation of fair play and of abiding by the rules and codes of conduct in all activities.



Cultural, practical and creative dimensions play an equally important role within the curriculum in Art, Design Technology, Music and Drama in addition to the attention they receive through our extensive programmes of co-curricular activities such as concerts, plays and exhibitions.

Year 6 to year 9 curriculum

Pupils in **year 6 (Hill form)** follow a broad and balanced curriculum of English, Mathematics, Science, Geography, History, Religious Studies, Music, Art and Design, Computing, Design and Robotics (CDR), Drama and PE. In modern foreign language lessons, over the course of the academic year, they have taster courses in French, German and Spanish. As well as a double period PE lesson, pupils have a Games afternoon of two periods and a Life Education lesson each week.

Years 6 and 7 are also given a weekly lesson which we call *Ethos*. The original meaning of 'ethos' is 'showing strong moral character'. This is exactly what we want this course to enable our pupils to be doing, with an introduction to critical thinking, informed discussion and debating. It also aims to develop more independence and resilience in our younger pupils, and to enhance their capacity to formulate opinions and ideas cogently.

Pupils in **year 7** study English, Mathematics, Biology, Chemistry and Physics (as separate sciences), Geography, History, Religious Studies, CDR, Music, Art and Design, Drama and PE, and choose two languages: French or Spanish and German or Latin. As well as a double period PE lesson, pupils have a Games afternoon of two periods and a Life Education lesson each week. In **year 8** the provision broadly remains the same. Mathematics may be set from midway through year 7, depending on the needs of each cohort, and the timetable allows for this, but this is usually done in year 8.

Year 8 are also given a weekly lesson which we call *Social Entrepreneurship*, which teaches the fundamentals of financial literacy, and then facilitates opportunities for students to utilise these positively in schemes which are socially beneficial.

In **year 9** pupils study English, Mathematics (which incorporates some Computing lessons), Biology, Chemistry, Physics, Geography, History, Religious Studies and PE. They are expected to continue with the study of their two languages from years 7 and 8, although a small number of pupils may study Classical Civilisation in place of one of their languages. This is usually for pupils who join Emanuel at year 9 who have previously studied only one language. In addition, pupils follow courses in Art, DT, Drama, and Music on a rotational arrangement. Mathematics is fully setted in year 9, with partial setting in languages, dependent upon numbers. As well as a double period PE lesson, pupils have a Games afternoon of two periods and a Life Education lesson each week.

Pupils in years 6 to 9 follow a programme in **Life Education** to which form tutors, heads of year and external speakers contribute. Topics are covered in different ways at different times over these four years and include: friendship; bullying; digital awareness; personal safety; citizenship; study skills; sex and relationships; self-esteem and body confidence; loss and bereavement; saving and spending money; developing resilience.

Careers Education and guidance is given within these sessions, with early consideration of the difference between a career and a job, identifying important life skills and transferable skills and exploration of aspirations. In year 9 the form tutor leads discussions in which pupils are encouraged to consider their own personal qualities, the processes by which they can make informed decisions and the link between this and making sound GCSE choices.

Pupils in **Year 6, 7 & 8** have timetabled lessons in *Computing, Design & Robotics (CDR)*. In Y6 their work is based in the Computing Department, and in Y7 & 8 their time is divided between



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the Computing and DT departments. Computing lessons focus on developing computational thinking skills which include analysing problems, decomposing them into subproblems, looking for patterns in the processes or data, and developing effective and efficient solutions that may be coded in a variety of languages. Pupils also develop an understanding of the operation of networked computing devices and how to use these safely to analyse data, communicate and present information in a variety of formats. Topics covered include Binary Data, Boolean Logic, CPU and Memory, Storage Medium, LANs and WANs, Data Science, Artificial Intelligence. Pupils also have an opportunity to build and code self-driving robotic vehicles with line following and obstacle avoidance features. Animated programmable robotic heads complete with speech recognition, capable of tracking head movements, displaying emotions, and engaging in conversation provide an exciting way to extend their understanding of both coding and robotics.

In Y7 and 8 pupils are introduced to the four key areas in Design Technology: design theory, presentation techniques, workshop skills and computer-aided design. In Year 7, pupils combine these elements to produce an ergonomically designed handle and spinning top, learning how to use basic hand tools and workshop machinery. In Year 8, pupils move on to learn about non-ferrous metals and produce a culturally inspired piece of jewellery. Pupils also learn how to construct and render a simple dovetail box and animate a rotating lid using Fusion 360.

Year 9 pupils choose one of seven projects to complete independently from a selection including spreadsheets, databases, robotics, programming, cryptography, and video editing. For year 10 and 11 the school offers the CIE IGCSE Computer Science course which trains students in the mechanics of computers and coding. Further opportunities exist to develop these skills through academic subjects, particularly in the sixth form, where pupils are encouraged to bring in their own devices and to make use of shared files systems for effective collaborative learning.

Year 10 to year 11 curriculum

In years 10 and 11, all pupils study for (I)GCSEs in English Language and English Literature, Mathematics, Biology, Chemistry and Physics a language (from French, German, Latin and Spanish). The majority of pupils currently study the three separate Sciences to IGCSE, but a number, on advice, may follow a dual science course leading to two, rather than three, IGCSEs.

Pupils then choose a further three subjects from a wide range:

Art, Classical Civilisation*, Computer Science, Design and Technology,
Drama/Theatre Studies, Economics*, Geography*, History*, Music,
Physical Education, Religious Studies* or a further language.

(*At least one of the options must be a humanities subject, marked with an asterisk.)

Pupils are setted in Mathematics and the Sciences, and Modern Foreign Languages where numbers permit this, and partially in English.

In addition, pupils continue to have Games weekly, and have off timetable seminars each half term for extended Life Education (following a programme to which the form tutors, heads of year and external speakers contribute). Topics include citizenship; mental well-being; study skills; drugs and alcohol; sex and relationships. In **year 10** the careers department provides a number of these sessions, which include: exploring possibilities; interests and career goals; interviews; rights and responsibilities at work.



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In **year 11** the Life Education programme is delivered in weekly timetabled lessons and includes further sessions on topics such as mental well-being and citizenship but focuses on choices post 16. Pupils have sessions which consider apprenticeships and alternatives to A Levels; the world of work; the creation of a CV and the use of career investigation software.

Parents are invited to the year 11 options evening at which there are presentations about the A Level curriculum, and a further evening of A Level 'taster lessons' which Y11 pupils and their parents can attend. Pupils can discuss 16+ options individually with their tutor and/ or the head of careers.

All year 11 pupils are set up with online support for the rest of their career journey, once they have sat the Morrisby psychometric profile in the Autumn term. This process aims to promote self-awareness and understanding of their opportunities as they establish relevant career objectives and make decisions about higher education choices. It includes Morrisby psychometric profiling of aptitudes and career-related interests, which highlights a pupil's interests, strengths, weaknesses and aptitudes and lists possible career areas for discussion as a background to subject choices. Pupils also receive individual interviews with an independent careers adviser for discussion of the results of this profile, suggested career areas and related A-Level option choices.

In the spring term pupils and parents are invited to the school's annual careers and higher education convention.

Pupils in year 11 are encouraged to complete at least one week of work experience in the summer term after the GCSE exams to help prepare for life after school and provide first-hand experience of the world of work.

Sixth form curriculum

The majority of the school's sixth form pupils are expected to study three linear A levels and pursue an EPQ*. The subjects the school offers are:

Art, Biology, Business, *Computing (from autumn 2022)*, Chemistry, Classical Civilisation, Design and Technology, Drama/Theatre Studies, Economics, English Literature, Film Studies, French, Further Mathematics, Geography, German, Government and Political Studies (Politics), History, Latin, Mathematics, Music, Physical Education, Physics, Photography, Psychology, Philosophy and Theology (RS) and Spanish.

Each subject is taught for 8 periods per week for both years of the sixth form. Pupils in both years also have timetabled lessons in Life Education and Games.

*The EPQ or Extended Project Qualification is delivered as part of the curriculum to all pupils studying three A levels. It is delivered in a taught course of four periods a week for lower sixth as their fourth option. (It is only not available to the small number of pupils who choose to study four A levels.)

In addition, pupils have Games and timetabled lessons in Life Education. These dedicated spaces in the weekly timetable are led by the form tutor or delivered by a range of stimulating external speakers and are used to support each student as they navigate into adult life. Given the students are in the sixth form, there is a strong focus on supporting students with their higher education applications and preparing them for the workplace.

Sixth formers begin the lower sixth by focusing on developing the core study skills that will enable them to be a successful A level student and they are also given time to set themselves goals for their two years in the sixth form. In the second half of the autumn term, assemblies and Life Education lessons are used to equip students with the tools to manage their own



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physical and mental health, as well as encouraging wider reading and providing opportunities for pupils to understand the variety of career paths available to them. In the spring term they have talks in Life Education on how to use the online resources, such as Unifrog and Higher Ideas, to explore their higher education options and to start to plan for life beyond Emanuel. Pupils are introduced to a wide range of options including studying abroad and other training and career paths to consider if they do not want to go to university. Parents are invited to attend an evening event about the UCAS application process and pupil finance. In the summer term two days are provided for students to complete their UCAS online application, write their personal statement and also to develop their understanding of how they should be preparing for life at university or in the workplace. As they begin their research into university degree courses as well as the UCAS process, pupils are encouraged to arrange visits to university open days. As well as this, the Oxbridge coordinator takes a selection of pupils on a trip to Oxford. Extra guidance and information for studying abroad is provided within the Life Education programme and related presentations are made by external speakers and organisations.

Throughout the sixth form, pupils are encouraged to engage with the careers programme. All pupils will have opportunities to develop their core employability skills and are given guidance on CV and cover letter writing, interview technique and presentation skills. In the lower sixth, pupils are encouraged to attend the careers and higher education convention in the spring term so as to understand the range of career paths available to them and they also have the opportunity to take an active part in the Young Enterprise scheme overseen by the Economics department. Upper sixth pupils may be invited to compete for internship posts made available by companies with whom the school has built connections. Lower sixth pupils are encouraged to undertake independently arranged work experience placements.

In the upper sixth the majority of the Life Education lessons in the first half term are devoted to pupils completing their UCAS applications with the support of their form tutor. There is also support for pupils applying for art foundation, drama school, music conservatoires and apprenticeships. Pupils also receive sessions on making their firm and insurance university choices, student finance and budgeting, and other core skills they will need beyond school. The sixth form team provides support on results day for pupils who need to use clearing or adjustment or to change their plans.