



Emanuel School

Curriculum Policy



Curriculum Policy

1. 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
- More Able and Talented Policy
- Learning Support and Special Educational Needs Policy
- English as an Additional Language Policy
- Life Education Policy and schemes of work
- Careers Education Policy
- Relationship and Sex Education (RSE) Policy
- Higher Education Guidance

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

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

2. Aims

The aims of the Emanuel School 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;
- 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.

The school's curriculum for 2024-25 is outlined below:

Periods	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Lower 6th	Upper 6th
1	Maths	Maths	Maths	Maths	Maths	Maths	Option 1	Option 1
2								
3								
4								
5								
6	English	English	English	English	English	Option 2	Option 2	
7								
8								
9								
10								
11	Science	Chemistry	Chemistry	Biology	Biology	Option 3	Option 3	
12								
13								
14								
15								
16								
17	MFL	French	Language 1	Physics	Physics	Option 4 or EPQ	Option 4 or study periods	
18								
19								
20								
21								
22	Geog	Geog	Geog	Language 2	Humanities	Option 2	Option 2	
23								
24								
25								
26								
27	RPE	RPE	RPE	Geog	Option 1	Option 1	Option 4 or study periods	
28								
29								
30								
31								Music
32								
33								
34								
35	Drama	DT & Computing	DT & Computing	RPE	Option 3	Option 3	Option 4 or study periods	
36								
37								
38								
39								Computing
40								
1								
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3								
4								
5								
6								
7								
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The timings of the school day for 2024-25 are outlined below:

8.25	Registration	AM Registration
8.30		8.25 - 8.35
8.35	Transition time	
8.40		
8.45	Period 1 (35 minutes)	Period 1
8.50		8.40 - 9.15
8.55		
9.00		
9.05		
9.10		
9.15	Transition time	
9.20		
9.25	Period 2 (35 minutes)	Period 2
9.30		9.20 - 9.55
9.35		
9.40		
9.45		
9.50		
9.55	Transition time	
10.00	Period 3a Years 6 - 9 (35 minutes)	AM Break
10.05		9.55 - 10.15
10.10		
10.15		Period 3a
10.20		10.00 - 10.35
10.25		
10.30		Period 3b
10.35	Morning Break	10.15 - 10.50
10.40		
10.45		AM Break
10.50	Transition time	10.35 - 10.55
10.55		
11.00	Period 4 (35 minutes)	Period 4
11.05		10.55 - 11.30
11.10		
11.15		
11.20		
11.25		
11.30	Transition time	
11.35	Assembly	Assembly
11.40		11.35 - 11.55
11.45		
11.50		
11.55	Transition time	
12.00	Period 5 (35 minutes)	Period 5
12.05		12.00 - 12.35
12.10		
12.15		Lunch
12.20		11.55 - 13.15
12.25		
12.30	Transition time	
12.35		
12.40	Period 6 (35 minutes)	Period 6
12.45		12.40 - 13.15
12.50		
12.55		
13.00		
13.05		
13.10		
13.15		Period 7
13.20		13.15 - 13.50
13.25		
13.30		
13.35		
13.40		
13.45		
13.50	Lunch	Lunch
13.55		13.15 - 14.35
14.00		
14.05		Period 8
14.10		13.55 - 14.30
14.15		
14.20		
14.25		
14.30	Transition time	
14.35		
14.40	Period 9 (35 minutes)	Period 9
14.45		14.35 - 15.10
14.50		
14.55		
15.00		
15.05		
15.10	Transition time	
15.15		
15.20	Period 10 (35 minutes)	Period 10
15.25		15.15 - 15.50
15.30		
15.35		
15.40		
15.45	Lessons finish at 15.50	

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 75-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.

The school is hugely ambitious for its pupils and their cultural, practical and creative opportunities which 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. The school recognises that through these activities pupils not only further their aptitude in the subject(s), but develop their skill in teamwork, emotional resilience, creativity and cognitive ability.

3. Year 6 to Year 9 Curriculum

Pupils in **Year 6** follow a broad and balanced curriculum of English, Mathematics, Science, Geography, History, Religion Philosophy & Ethics (RPE), Music, Art and Design, Computing, 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 of Ethos. The original meaning of 'ethos' is 'showing strong moral character'. The course facilitates this through an introduction to critical thinking, informed discussion and debating. The scheme of work informs pupils about democracy, government and how laws are made and upheld, and explores political and social issues, enabling pupils to begin to understand their responsibilities as citizens. It also aims to develop their independence and resilience by teaching them how to formulate and express opinions and ideas cogently. The course supports the Life Education (PSHE) programme through its exploration of the Fundamental British Values and Citizenship.

Pupils in **Year 7** study English, Mathematics, Biology, Chemistry and Physics (as separate sciences), Geography, History, RPE, Design Technology, Computing, Music, Art and Design, Drama, PE and Ethos. They study three languages: French, Latin and German. There is also an introduction to Spanish as a potential option for Year 8. 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**, pupils select two languages to study from French, German, Latin and Spanish. Mathematics may be set depending on the needs of each cohort. **Year 8** are also given a weekly lesson which we call *Social Entrepreneurship*, which further develops their sense of citizenship by teaching them the

fundamentals of financial literacy, and then facilitates opportunities for them to utilise these positively in schemes which are socially beneficial.

In **Year 9**, pupils study English, Mathematics, Biology, Chemistry, Physics, Geography, History, RPE and PE. They are expected to continue with the study of their two languages from year 8. Pupils choose two options from Art, DT, Drama, Music and Computing. Mathematics is 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.

Life Education in Lower School (Years 6 - 8)

Pupils in the lower school follow a weekly programme in **Life Education** to which form tutors, heads of year, the assistant to the head of section, the head of section and external speakers contribute. The content focuses on PSHE (personal, social, health and economic education), including statutory relationships, sex, and health education topics. Pupils are taught the importance of respectful relationships, paying particular regard to the protected characteristics as set out in the 2010 Act(a). To supplement the programme, themed assemblies also take place throughout the year. In line with the PSHE association programme of study, the content covers three core themes:

- health and wellbeing,
- relationships and
- living in the wider world.

Broad topics covered within this include:

- mental health and emotional wellbeing,
- healthy and unhealthy relationships,
- careers and aspirations,
- physical health,
- personal safety and risk management
- media influence,
- friendships and anti-bullying,
- diversity and prejudice and sexual health.

The content, which has been developed to provide effective preparation for the opportunities, responsibilities and experiences of life in British society, is reviewed annually and lessons are adapted to address issues that arise.

Parent and teacher consultation regularly occurs and pupils are encouraged to input into the ongoing development of the programme through pupil voice groups and surveys. Detailed information can be found in the Life Education and RSE policies.

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 an impartial manner 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.

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 and 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 **Year 7 and 8** pupils are introduced to the four key areas in **Design Technology**:

- design theory,
- presentation techniques,
- workshop skills,
- 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, and Computing is offered at A Level.

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.

Life Education in Middle School (Years 9 - 11)

Pupils in Year 9 and 11 in the middle school follow a weekly programme in **Life Education**, and in Year 10 pupils participate in themed drop-down days throughout the year, to which form tutors, heads of year, the deputy head of section, the head of section and external speakers contribute.

The content focuses on PSHE (personal, social, health and economic education), including statutory relationships, sex, and health education topics. Pupils are taught the importance of respectful relationships, paying particular regard to the protected characteristics as set out in the 2010 Act(a). To supplement the programme, themed assemblies also take place throughout the year. In line with the PSHE association programme of study, the content covers three core themes:

- health and wellbeing;
- relationships and
- living in the wider world.

Broad topics covered within this include:

- mental health and emotional wellbeing,
- healthy and unhealthy relationships
- money,
- careers and aspirations,
- physical health,
- personal safety and risk management,
- media influence,
- friendships and anti-bullying,
- diversity and prejudice and sexual health.

The content, which has been developed to provide effective preparation for the opportunities, responsibilities and experiences of life in British society, is reviewed annually and lessons are adapted to address issues that arise.

Parent and teacher consultation regularly occurs and pupils are encouraged to input into the ongoing development of the programme through pupil voice groups and surveys. Detailed information can be found in the Life Education and RSE policies.

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 and are usually expected to continue with 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 broadly setted in Mathematics and there are top sets for the Sciences (with the remainder being mixed ability), and Modern Foreign Languages where numbers permit this.

In addition, pupils continue to have Games weekly.

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 Year 11 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 during the summer holiday. 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 the head of careers and employability 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,
- Chemistry,
- Classical Civilisation,

- Design and Technology,
- Drama and 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 Religion & Ethics (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 part of the curriculum for 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.

Life Education: Sixth Form

Students in the Sixth Form follow a weekly programme in Life Education, to which form tutors, heads of year, the deputy head of section, the head of section and external speakers contribute. The programme is an invaluable way to address a whole range of issues that will help the students to navigate their way into adult life.

Given the students are in their final two years of secondary education, there is a significant focus placed on preparing them for life beyond Emanuel through providing opportunities to explore different career and further education pathways, including guidance on higher education applications and how to prepare for entering the workplace.

Life Education lessons and assemblies are also used to equip students with the tools to manage their own physical and mental health and focus on developing the core study skills that will enable them to be successful students both at school and beyond. The content, which has been developed to provide effective preparation for the opportunities, responsibilities and experiences of life in British society, is reviewed annually, and lessons adapted to react to issues that arise, for example consent, toxic masculinity, and sexual harassment. Other topics include digital awareness; personal safety; self-esteem and body confidence; developing resilience and sexual health.

Pupils are taught the importance of respectful relationships, paying particular regard to the protected characteristics as set out in the 2010 Act(a).

The careers education delivered within the Life Education lessons is supplemented by careers events, talks, and impartial personal guidance interviews.

During Sixth Form every student will have at least one personal careers guidance interview with the head of careers and employability during which they will discuss their aspirations and develop their ideas for the future. Students are also encouraged to make use of the 'drop in' sessions for further discussion and to seek advice.

The school organises regular networking events held on the school site which focus on a particular industry and facilitate students having conversations and making connections with professionals working in their area of interest. In addition to the onsite networking events, the school arranges satellite events which are hosted at the offices of the supporting company giving students an insight into professional life and opportunities at the organisation.

Students are also invited to apply for exclusive summer and gap year internship opportunities during their time in Sixth Form.

Policy Review and Approval

Policy Owner	Deputy Head: Academic
Date of last review	September 2024
Approved by	Cabinet: 2 October 2024 Curriculum Committee: 14 October 2024
Responsible Committee	Curriculum
Date of next review	Summer 2025