

Curriculum Policy
Including our Early Years Foundation Stage provision

Authorised by	resolution of the Board of Governors
Date	Autumn 2010
	Autumn 2013
	Autumn 2014
	Spring 2015
	Summer 2015
	Autumn 2016 (1-0-0)
	Spring 2019 (1-0-1)
	September 2019 (1-0-2)
	Spring 2021 (1-0-3)
	Summer 2022 (1-0-4)
	Autumn 2023 (1-0-5)
	Autumn 2025 (1-0-6)

St Gabriel's is committed to providing its pupils with every opportunity to acquire new knowledge and make good progress according to their ability in terms of academic achievement in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Our pupils are prepared for future life through rich and diverse academic and pastoral programmes, which actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum and co-curricular activities provide opportunities to build pupils' resilience to radicalisation by promoting Fundamental British Values and the School provides a safe environment in which to challenge extremist views. Whilst we are a selective school, we are not fiercely so and neither are we bound by the statutory requirements of the National Curriculum. St Gabriel's therefore aims to provide an enhanced, broad and balanced curriculum that is challenging and rich in opportunity whilst being sufficiently flexible to recognise and support the wide-ranging talents and interests of our individual pupils. Consequently, our curriculum is kept under constant review and is adapted as and when we feel necessary.

This policy should be read in conjunction with the Assessment for Learning policy, SMSC policy and the Relationships and Sex Education Policy, and the SEND policy.

The Nursery

Nursery pupils follow the Early Years Foundation Stage curriculum. There are seven areas of learning and development that shape the educational programme. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive.

The three prime areas are:

- * communication and language
- * physical development
- * personal, social and emotional development

There are four specific curriculum areas, through which the three prime areas are strengthened and applied. The specific areas are:

- * literacy
- * mathematics
- * understanding the world
- * expressive arts and design

In addition, specialist teaching of Drama, Music and Physical Education is provided for the pre-school class.

Junior School

Reception pupils study the EYFS curriculum. There are specialist lessons in Dance, Drama, French and Music.

In Years 1 and 2, pupils study English, Mathematics, Science, Computing, History, Geography, Outdoor Education, Art, Design and Technology, Religious Education and Thinking Skills. Personal, Social and Health Education is promoted and interwoven in the teaching and learning of the former subjects and is given particular focus through Circle Time sessions. Dance, Drama, French, Music and Physical Education are taught by subject specialists.

In Years 3 to 6, all pupils study English, Mathematics, Science, Geography, History, Art, Computing, Religious Studies, French, Thinking Skills, Physical Education, and Personal, Social and Health Education, which reflects the School's aims and ethos. Pupils also study Food and Nutrition, Textiles and Product Design, taught as separate subjects on a carousel system with Outdoor Education. In Years 3 and 4 and 5, pupils study Dance, Drama, and Music as separate subjects, and in Year 6, these are taught together as Performing Arts.

Our PSHE curriculum encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows: Age, Disability, Gender reassignment. Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex and Sexual orientation. The PSHE programme includes Relationships Education.

Our PSHE curriculum is based on that provided by the PSHE Association and with reference to Government guidance on Physical Health and Mental Wellbeing July 2025.

Senior School

In Years 7 to 9, in addition to English and Mathematics, pupils study all three Sciences, Modern Foreign Languages, Geography, History, RPE, Art, Computing, Music, Physical Education, and Personal, Social, Health and Economic Education which reflects the School's aims and ethos, and includes careers advice to help pupils choose appropriate GCSE courses in relation to their strengths and preferred learning style and Relationships and Sex Education. The School has invested in the Unifrog programme which helps inform pupils about the world of work.

All pupils joining Year 7 study both French and Spanish and this continues throughout Key Stage 3 unless a pupil's circumstances suggest that it would be better to focus on one language. Food and Nutrition, Product Design, and Art & Design: Textile Design and sustainability are also taught throughout Key Stage 3 on a Dance and Drama are taught as part of a Performing Arts class in Years 7 to 9.

Latin is taught to all pupils in Years 7 and 8, but in Year 9, the opportunity to study Classical Civilisation exists as an alternative to Latin.

In Years 10 and 11 pupils continue with their studies of English, English Literature, Mathematics, combined Sciences (trilogy) or separate science subjects as appropriate and PSHE (including RSE). All pupils are encouraged to choose at least one humanities subject from History or Geography as a GCSE option choice, in order to ensure a good breadth of study in preparation for entry onto future university courses. All pupils are required to choose at least one modern foreign language from: French or Spanish.

In addition to History or Geography, all pupils choose two further option subjects from Art, Photography, Art & Design: Textile Design, Business Studies, Classical Civilisation, Computer Science, Dance, Design Technology: Product Design, Drama, Food and Nutrition, Latin, Music, Photography, Physical Education, RPE and a second language.

In the Sixth Form (Years 12 and 13), students are offered guidance in choosing their own combinations of subjects, which will enable them to pursue their desired future degree course or career, or at least will not preclude the study of any future degree courses or careers in which they are interested. Students take 3 A level subjects, and an EPQ as standard in Year 12, though exceptional students and Further Mathematicians may study 4 A level subjects. The majority of subjects already offered as GCSE subjects are offered at A level, but the range of subjects is further broadened with the addition of Graphic Communication, Government & Politics and Psychology. All students take part in a PSHE programme which includes RSE.

Early entry to a GCSE qualification in a Modern Foreign Language is offered to bi-lingual pupils on an individual basis. A Further Mathematics Level 2 qualification may be offered to able mathematicians in Year 11 as a one-year course in addition to Mathematics GCSE. Pupils in Year 9, including those who are on our Challenge and Extension Programme, are encouraged to study for the Higher Project Qualification.

Careers, Personal, Social, Health Education is studied by all pupils in years 7 to 13, and these lessons aim to develop the knowledge, skills and attributes needed to keep themselves healthy and safe and prepare for life and work in modern society. Our programme of study for PSHE aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning, grouped into five core themes: personal wellbeing, study skills, economic wellbeing, careers education and citizenship. Relationships and Sex Education is included in the programme and it is reviewed annually with feedback from pupils, parents and staff and is responsive to requests from pupils and staff who identify particular issues in certain year groups.

PSHE is taught as a discrete subject to all pupils in years 7 to 13. The lessons are delivered once a week, primarily by form tutors. Sessions centred around topics such as mental and sexual health are planned for all years by the School Counsellor and School Nurse in liaison with the Heads of School. Elements of the skills for life and wellbeing curriculum are also delivered by other curriculum areas such as Science or RPE. Speakers are also welcomed into school to talk about issues such as mental health, Higher Education choices, study skills, drug and alcohol awareness, nutrition for health, healthy lifestyles, road safety, the armed forces, and the roles of the police and magistrates.

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PSHE lessons during years 7- 13 enable pupils to make informed choices about a broad range of options open to them. This includes advice to help pupils choose GCSE and post-16 courses. The school subscribes to Unifrog, a careers platform that allows pupils to explore every university and college course or apprenticeship in the UK, plus other global opportunities such as European and US undergraduate courses. Care is taken to ensure that pupils consider the widest possible range of courses and careers, and the school consciously works to prevent all forms of stereotyping in the advice and guidance we provide.

All pupils in year 11 undertake Morrisby testing and receive 1:1 feedback on possible education and career choices. Each pupil also has an interview with key staff to discuss post 16 choices.

Discrete sessions are held for those interested in applying to Oxbridge and the school has an excellent record of success in Oxbridge applications. Each pupil who applies to Oxbridge, or other subjects like medicine that require an interview as part of the application process, attend groups that meet regularly to discuss courses, applications and interview technique.

Whole-School Extra-Curricular Activities

St Gabriel's is deeply committed to providing a holistic sporting programme and offers a multi-dimensional approach toward pupils' sport, health and wellbeing. St Gabriel's provides a supportive environment where all pupils aspire to develop their sporting ability and physical fitness. The School seeks to stimulate and engage pupils' interest in physical recreation from the outset. For all year groups from Reception, St Gabriel's normally offers a wide-ranging programme of extra-curricular activities during lunchtimes, early morning and after school clubs. There are many sports activities for all age groups, with an extensive fixture programme against other schools for Year 3 and upwards including hockey, football, netball, rounders, athletics, tennis and cross country. Our philosophy of differentiation and inclusivity ensures that opportunities exist for all and students of all abilities are offered a meaningful competitive programme to suit individual aptitude. Fitness for wellbeing and psychological health is seen as important in its own right. St Gabriel's recognises that some pupils may be at risk of not taking up any physical activity and so offers a range of non-competitive physical activities to choose from. The school aims to develop lifelong habits that will ensure wellbeing and self-fulfilment. For those who may prefer not to compete, a wide variety of alternative activities exist including climbing club, trampolining and dance.

Music thrives, with orchestras, string groups, choirs, jazz bands and rock bands rehearsing regularly. Dance and Drama are also central to the cultural life of the school; pupils have the opportunities to take part in a major production every year, together with student produced Sixth Form plays. Chess club, bridge club, debating society, diversity club, eco club, film club, science club, history club, and the creative writing club are further examples of the diversity of activities on offer in keeping with the School's Aims. Older pupils undertake regular community service and many participate in the Duke of Edinburgh's Award Scheme, Business Challenge, and World Challenge. Our Activities Booklet is available on our website.

Information Communication Technology -

The School has embraced the latest technologies in terms of devices and infrastructure. This has enhanced the ability of staff and pupils to embrace collaborative learning as they handle and disseminate increasing quantities of information. This sharing of information generates knowledge as well as valuable partnerships and discerning learners who can handle the sweeping pace of change in society. The relationships between teacher and pupil are shifting dramatically in this age of information and the school has responded to such changes with vision and purpose. There is a Bring Your Own Device policy at St Gabriel's and it is expected that all pupils will have a device with them to enhance their learning in the classroom.

Challenge and Extension

In addition to extension work within lessons, the Senior School also offers a Challenge and Extension programme aimed at those pupils who have been identified through their performance in entrance examinations, MIDYIS, YELLIS and ALIS baseline tests, or by subject staff as being broadly able across the curriculum. Pupils who achieve scholarships on entry to the school or during their time in school also join this programme. All scholars have regular breakfast debates with the Principal and academic scholars participate in a series of lunchtime seminars. Scholars in creative, performance and physical disciplines are provided with a bespoke provision within their subject area. Academic Scholars and the Challenge and Extension pupils are mentored by a member of staff in Year 7 and 8 who work with these pupils as they write and present a Scholastic Essay during each year. Beginning in year 9, pupils are offered the opportunity to study for a Higher Project Qualification. They are also encouraged to attend organised Challenge and Extension events that take place throughout the year. Pupils are also encouraged to attend appropriate activities outside of school, to read relevant literature, visit useful websites and take trips to concerts, museums and galleries. Individual departments also identify pupils who are particularly talented in their subject area. Individual programs are then put in place by departments to inspire and motivate further their students.

Individual Needs

The School has pupils identified with 'special educational needs'; the Coordinator of Individual Needs works closely with teaching staff and local agencies to ensure our education fulfils the pupil's requirements. Our Coordinator of Individual Needs also ensures that teaching staff are fully aware of the needs of pupils with 'learning difficulties' or whose first language is other than English, and they advise colleagues on appropriate strategies to support these pupils within lessons. The Individual Needs department provides Pupil Passports for pupils with 'significant learning difficulties' and pupils are occasionally withdrawn from lessons for additional support. In exceptional circumstances, specialist support is provided within the classroom.

For further information, please see our SEND policy.

The St Gabriel's Curriculum Policy adheres to the following three fundamentals:

- A commitment to high quality, wide-ranging education and to high quality teaching and learning which prepares pupils for opportunities, responsibilities and experiences of life in British society.
- A commitment to allowing individual pupils to develop their own strengths, talents and passions and to providing enough flexibility for them to be able to do so
- A recognition that public examinations are the bedrock of our success and a necessary "passport" that will enable our students to move on to further educational courses and to progress in their later careers.

Date	Version	Changes
Jan 2019	1-0-1	Update option choices Unifrog provision detailed
September 2019	1-0-2	Challenge and Ext now included in Curriculum SMSC policy referenced Checked against ISSR Sept 2019
Spring 2021	1-0-3	Reference to Relationships and Sex Education policy added Protected Characteristics in Equality Act 2010 listed specifically Further details of careers education added Reference to SEND policy added Subjects and PSHE curriculum checked and revised in all areas of school.
Summer 2022	1-0-4	Reference to FBV added to introduction paragraph PSHE includes Relationship Education and Relationship and Sex Education in Junior and Senior Schools Year 9 HPQ added to Challenge and Extension section
Autumn 2023	1-0-5	Minor changes to referenced guidance

		BYOD added
Autumn 2025	1-0-6	Minor changes to Senior School curriculum Legislation updated Physical Health and Mental Wellbeing July 2025