



# Highsted Grammar School

## **Curriculum Statement**

### **Curriculum Subjects for Years 7 to 9**

Within Key Stage Three, pupils study a wide range of subjects, including the complete range of National Curriculum subjects. The core programme followed in Years 7 to 9 includes English, Mathematics, Science (Biology, Chemistry, Physics), Computing, History, Geography, Modern Languages (French and German), Art & Design, Design & Technology, Drama, Food & Nutrition, Music, Physical Education (PE), Religious Education (RE) and Thinking Skills.

There is also a Personal, Social, Health, Citizenship and Economic Education (PSHCEE) curriculum delivered by teams using focus days, study sessions and special activities as necessary to supplement the wider curriculum. Formal teaching of GCSE material in Science, RE and Computing begins in Year 9.

### **Examination Courses in Years 10 and 11**

In these examination years, the following GCSE courses are currently studied, including the core of compulsory subjects:

English (Language and Literature), Mathematics, Science (Biology, Chemistry & Physics) taken to GCSE as core and additional or three separate Science subjects and a Modern Language (from French or German), and either Geography or History. Further preferences for GCSE examinations are made from a wider selection (Art & Design, Business Studies, Computing, Design & Technology, Drama, a second Modern Language, Music, a second Humanities subject, PE, RE and Sociology).

Please note that this subject list may vary from year to year according to the needs of pupils.

Other courses are also offered to provide a balanced curriculum: PE, PSHCEE, Careers education and RE. Pupils are also given the opportunity to sit the short-course GCSE examination for RE.

### **Sixth Form Courses**

A wide range of subjects is available for Advanced Level examinations and choice of subjects is arranged so as to allow sensibly grouped, but flexible options. The choices at GCE A-level this year include:

Fine Art; Biology; Business Studies; Chemistry; Design Technology; Drama & Theatre Studies; Economics; English Literature; Film Studies; French; Geography; German; Government & Politics; Health & Social Care; History; Information Technology; Law; various combinations of Pure & Applied Mathematics; Further Mathematics; Media Studies; Music; Photography; Physics; Psychology; Religious Studies; Science in Society; Sociology; Spanish; Sports Studies.

Please note that this subject list may vary from year to year according to the needs of students.



The school also offers additional enrichment opportunities, including the certificated Extended Project Qualification and an 'elective' programme of study aimed at enhancing those learning skills needed for Higher Education, whilst gaining a further qualification.

All students follow a course of PSHCEE in focus days and by means of special events, which develops themes encountered in previous years and includes a comprehensive careers programme.

### **Sex and Relationship Education**

This important area of the curriculum is delivered throughout students' time at Highsted, mainly taught through the PSHCEE programme and to a limited extent, across the other areas of the curriculum. The topic of human reproduction is covered in Science. The PSHCEE programme covers aspects in context of the population explosion, social responsibility, moral and responsible relationships between adults and methods of contraception. Further information about the nature and content of the course is available to parents on request, and parents who may wish to do so are welcome to discuss this area of the curriculum with the Headteacher. There is a legal provision for parents to withdraw pupils from the sex education programme. Parents are informed in writing of the school's policy when their daughter is admitted to the school.

### **Careers Education**

A structured programme of independent careers education and guidance, geared to the needs of grammar school pupils, is provided at Highsted. The aim is to enable pupils to achieve their full career potential by: raising awareness of individuals' abilities and skills; broadening knowledge of opportunities in Further/Higher Education, training and employment; developing the skills necessary to make informed decisions. The programme is delivered through timetabled PSHCEE sessions, tutorials, lunchtime clinics and individual interviews by an independent careers adviser, additional specialist staff, Form Tutors and visiting speakers. Work experience plays an important part in increasing students' understanding of the world of employment and is part of the Post-16 enrichment programme. A well-resourced careers library is open to all pupils, offering a wide selection of general guides, specific careers information books and a computer with Internet access and a range of relevant software.

### **Drama**

All pupils in Years 7 – 9 take Drama as part of their regular curriculum but it is also very much part of activities throughout the school. There is one major school production each year, with opportunities for pupils to participate in smaller productions organised by members of the sixth form and house teams. Pupils also take part in Drama workshops and demonstrations to extend their knowledge and interest in this area.



## **Music**

The school specialises in all aspects of performing and composing. The many talented musicians play together each week in the main orchestra, the wind band or various ensembles, or sing with peers in a variety of vocal groupings or in the main school choir. Very often, pupils take part in more than one of these. The department is always reviewing the range of activities available to encourage maximum participation.

Standards of performance are extremely high and the school gives regular, highly acclaimed school and community concerts. Peripatetic music teachers visit the school to give individual instrumental and singing tuition under the Kent Music School scheme, and privately. Close collaboration between the Music and Drama Departments takes place for all school productions.

## **Sports and Physical Education**

Pupils join a proud tradition of participation and success in sporting activities. All pupils can take part in individual and team sports within the curriculum and during after-school activities. Students from Highsted have gained both County and National honours in such sports as swimming, golf, athletics, netball, rugby, cricket, dance and judo. As the pupils progress through the school, the range of activities widens to include many activities taken by specialist coaches.

## **Religious Education**

Highsted Grammar School is not affiliated to any religious denomination. Religious Education is taught by law and therefore is a compulsory part of the curriculum and follows the outlines of content as identified in the Kent Local Authority scheme. Each day starts with a time for reflection in either house, year or school groupings. Assemblies will contain both moral and religious content aimed at enhancing the individual's responsibility and relationship to the community.

There is also a legal provision for parents who may wish to withdraw, upon written request to the Headteacher, pupils from religious worship and/or Religious Education on grounds of conscience or principles. Every effort is made to minimise any attention being focused on any pupil so withdrawn. The very few pupils who are withdrawn from RE usually undertake personal study in the library.

## **Special Educational Needs and Disabilities**

It is the policy of Highsted Grammar School to meet the needs of each pupil and it is recognised that some pupils have special educational needs and disabilities. Therefore, the commitment is made to identify and assess pupils as early and efficiently as possible in order to address the pupil's needs, which may take a wide variety of forms. To this end, close liaison takes place with our feeder primary schools and with any school from whom we receive a pupil during the academic year.

The policy ensures that the pupil has the greatest possible access to the whole curriculum. The SEND Manager and other staff work in partnership with parents and take into account the views of the pupil. Pupils' needs are regularly reviewed and discussed, in consultation with parents and staff. Monitoring and record keeping are overseen by the Deputy Headteacher. Parents are welcomed into school to discuss any concerns/queries that they may have.

Detailed information about Highsted Grammar School's Special Educational Needs and Disabilities policy and processes is available from the school. Parents who wish to discuss these issues can phone the SEND Manager at the school, or the Assistant Headteacher for the key stage in question.

### **Homework Requirements**

Homework is compulsory at Highsted and we ask for the support of all parents in helping to create the time and situation for the girls to complete this during the weekdays. All pupils will be given a homework timetable at the start of Term 1 so that both pupils and parents can plan ahead for the year. Individual pupil planners, aimed separately at the Lower, Middle and Senior School, contain extensive study skills information, including how to make efficient use of time. Parents are asked to sign this weekly, as part of their monitoring at home that homework has been completed on time and to an appropriate standard.

Time needed to complete assignments will vary according to ability, speed of working and interest of the pupil concerned. For an 'average Highsted pupil', homework in Year 7 should take 30 minutes per subject in September. Time spent on homework is gradually increased as pupils move through the school.

### **Discipline**

School is a place of work similar to any environment the pupils may move into when they leave Highsted. To this end, we feel it is important to create the right atmosphere to help this process. Staff have a consistent and high standard of expectation of behaviour from their pupils, but in keeping with the nature of the school, this is maintained by an attitude of mutual respect and very often an element of humour. Above all, we expect all pupils to treat each other and their environment responsibly.

In line with Government guidelines, Highsted has produced a statement regarding the Discipline Policy followed within the school.

#### *Definition*

"Discipline" is the system and ethos which aims to cultivate in pupils an acceptance and recognition of their responsibility for their own actions and decisions, together with their consequences.

We see 'unacceptable behaviour' as conduct which prevents this, either when an individual, by behaving badly, prevents her/his own development, or when unacceptable conduct disrupts the development process for other members of the school community.



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*Statement*

It is the expectation of all the staff that all pupils behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect at all times. We wish to achieve this through positive endorsement rather than lists of rules. We believe that good behaviour is promoted by:

- Good relationships based on mutual respect between pupils and staff.
- High expectations by staff of the pupils they teach.
- Ensuring the curriculum and teaching methods match pupils' needs.
- Ensuring that opportunities throughout the school are equal to all.
- Encouraging pupils' own growing maturity and self-esteem.
- Ensuring that rewards and sanctions are fairly and consistently applied.

In our day-to-day contact with pupils, every effort is made to underpin these principles and engender a communal sense of purpose and pride in the school. We seek to promote self-discipline in all pupils and mutual respect between members of the school, so that effective learning can take place.

### **Student Council**

At Highsted we are keen to listen to the views of our pupils. The Student Council comprises a democratically elected body that is fully representative of Years 7 to 13, discussing a range of topics fundamentally centred on their well-being, for example; being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being. As well as discussing the importance of shared British values, how to develop as global citizens and the role everyone has within a context of safeguarding.