

## CURRICULUM POLICY 2024-25

The aims of St Teresa's emphasise the importance of a balanced and challenging curriculum:

- to provide an appropriate and challenging curriculum based on Gospel values
- to support the growth, development and needs of the whole person, based on the Christian way of life
- to strive for quality and excellence and to help pupils achieve high academic standards.

The Curriculum and Co Curriculum at St Teresa's promote and follow the Education (Independent School Standards) (England) 2010, (Amendment) Regulations 2014.

The Curriculum Policy 2024-25 is produced with reference to, and supported by, the following school's policies:

**Special Educational Needs and EAL Policy.** This policy includes gifted and talented provision and provision for students for whom English is an additional language.

**Assessment and Reporting Policy.** This policy includes the tracking and monitoring of pupils.

It is the responsibility of every member of staff to manage the progress of their students, to encourage students in their learning, and to foster motivation of every student in order to provide a tailored learning experience.

With the support of Heads of Department and the Pastoral Team, it is the responsibility of every member of staff to use the progress data of their students to inform the whole school tracking system. By utilising the processes that are in place at St Teresa's, teachers may comprehensively track and monitor the progress of their students.

The Curriculum at St Teresa's aims to:

- prepare students for the opportunities, responsibilities and experiences of adult life and promote a lifelong love of learning.
- be inclusive by providing opportunities for all students to develop their skills and knowledge and to realise their potential.
- provide a framework that serves the needs of teaching and learning.
- promote the spiritual, moral, social and cultural development of all pupils.
- 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.
- ensure that principles are actively promoted which:
  - (i) enable students to develop their self-knowledge, self-esteem and self-confidence.
  - (ii) enable students to distinguish right and wrong and to respect the civil and criminal law of England.
  - (iii) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely.
  - (iv) enable students to acquire a broad knowledge of and respect for public institutions and services in England.
  - (v) promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.
  - (vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
  - (vii) develop pupils' social and cultural knowledge and understanding
  - (viii) develop pupils' spiritual and moral knowledge and understanding
- encourage the personal mental and physical development of pupils.
- identify and develop transferrable skills for the 21st Century.
- cater for the individual needs, interests and aspirations of each student.

The curriculum at St Teresa's precludes the promotion of partisan political views in the teaching of any subject in the school.

# ST TERESA'S EFFINGHAM

DAY & BOARDING SCHOOL FOR GIRLS

The broad academic curriculum at St Teresa's is supported by extra-curricular and co-curricular activities, which aims to give pupils of compulsory school age experience in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- Human and social
- Physical
- Aesthetic and creative education

To achieve these aims the curriculum is:

- **broad** to ensure that each student can develop a wide range of skills and understanding.
- **balanced** to ensure that each element of the curriculum is given appropriate emphasis to achieve the above aims and promote a lifelong love of learning.
- ensures that students can **access** the full range of higher education courses, institutions and career pathways.
- **personalised** to ensure that the individual needs of each student are met through the provision of appropriate choice, pace, challenge and support at all levels
- **stimulating** to promote independent and lifelong learning
- **progressive** to build upon prior knowledge and experience through the introduction of appropriate challenge at all levels
- allows the development of **transferrable skills** and cross-curricular understanding
- designed to meet the specific learning needs of **girls** but to be free of gender stereotypes
- designed to promote **individual pathways** and flexibility within a structure informed but not constrained by the National Curriculum and the requirements of external examination syllabuses

The curriculum is reviewed each year to ensure that it matches the needs of all pupils irrespective of ability, learning difficulty, language acquisition and ethnicity.

At the same time, the curriculum provides a framework within which teachers are free and encouraged to work creatively. All pupils must have the opportunity to learn and make progress and acquire skills in speaking and listening, literacy and numeracy.

The curriculum offered at Key Stage 3, GCSE and A Level is chosen to prepare pupils for the opportunities, responsibilities and experiences of life after secondary and further education.

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# ST TERESA'S EFFINGHAM

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The Careers Department offers appropriate advice and support at Key Stages 3 and 4 and in the Sixth Form.

The PSHE Programme enhances the curriculum in all years.

The curriculum throughout the school is supported by appropriate plans and schemes of work.

The curriculum at St Teresa's should provide all students with the opportunities to develop the skills and character attributes associated with independence and resilience.

# ST TERESA'S EFFINGHAM

DAY & BOARDING SCHOOL FOR GIRLS

## Key Stage 3 Curriculum

### Year 7 Curriculum 2024-25 (4 Teaching Groups)

Subject	Time Allocation	Subject	Time Allocation
English/EAL Support	4 hours	Mathematics	3 hours
Combined Science	4 hours	Physical Education	3 hours
French/Spanish/German	3 hours	Geography	2 hours
History	2 hours	Religious Studies	2 hours
Latin	1 hour	Drama	1 hour
Music	1 hour	PSHCE	1 hour
Art & Design	1 hour	Computer Science	1 hour
Food Preparation and Nutrition	1 hour (1/2 year)	Enrichment	1 hour (1/2 year)
		<b>Total:</b>	<b>30 hours</b>

### Year 8 Curriculum 2024-25 (4 Teaching Groups)

Subject	Time Allocation	Subject	Time Allocation
English/EAL Support	4 hours	Mathematics	3 hours
Combined Science	4 hours	Physical Education	3 hours
MFL 1	2 hours	MFL 2	2 hours
Geography	2 hours	History	2 hours
Latin/Classical Civilisation	1 hour	Drama	1 hour
Music	1 hour	Religious Studies	2 hours
Art	1 hour	Graphic Design	1 hour (1/2 year)
PSHCE	1 hour	Small Metals	1 hour (1/2 year)
		<b>Total:</b>	<b>30 hours</b>

\*Pupils select 2 languages to study from French, German and Spanish

# ST TERESA'S EFFINGHAM

DAY & BOARDING SCHOOL FOR GIRLS

## Year 9 Curriculum 2024-25 (5 Teaching Groups)

Subject	Time Allocation	Subject	Time Allocation
English/EAL Support	4 hours	Mathematics	3 hours
Combined Science	4 hours	Physical Education	3 hours
MFL 1	2 hours	MFL 2	2 hours
Geography	2 hours	History	2 hours
Latin/Classical Civilisation	1 hour	Drama	1 hour
Music	1 hour	Religious Studies	1 ½ hour
Art	1 hour	PSHCE	1 hour
Food Preparation and Nutrition	1 hour (½ Year)	Ceramics	1 hour (½ Year)
Textiles	1 hour (½ Year)		
		<b>Total:</b>	<b>30 hours</b>

\*Pupils select 2 languages to study from French, German and Spanish

## Key Stage 4 Curriculum

Curriculum for Years 10 & 11: September 2024 - July 2025

### COMPULSORY NON-EXAMINATION SUBJECTS

- Physical Education
- PSHCE and Careers
- EAL Support (optional)

### COMPULSORY GCSE EXAMINATION SUBJECTS

- English Language
- English Literature
- Mathematics
- Combined Science (Trilogy)
- Religious Studies

### ADDITIONAL GCSE EXAMINATION SUBJECTS

Each pupil is asked to select **one MFL** and three further choices from the subject list below:

MFL	Subjects	
English as an Additional Language (EAL)	Art & Design (Fine Art)	Geography
	Art & Design (Textiles)	History
French	Art & Design (Photography)	Spanish
German	Food Preparation and Nutrition	Latin
Spanish	Drama	Music
*Chinese	Dance	Computer Science
*Japanese	French	Triple Science (Physics, Chemistry, Biology)
	Physical Education	

\* offered as an extra GCSE outside the timetable.

\*\* OCR FSMQ in Additional Mathematics offered to selected students.

## Key Stage 5 Curriculum

Curriculum for Years 12 & 13: September 2024 - July 2025

### COMPULSORY NON-EXAMINATION SUBJECTS:

- Physical Education
- PSHCE
- Enrichment (Wellbeing, Current Affairs, Ethics, and Volunteering)
- EAL Support
- Careers Education

### A LEVEL EXAMINATION SUBJECTS

- Art: Fine Art
- Art: Photography
- Art: Textiles
- Biology
- Business Studies
- Chemistry
- Chinese
- Classical Civilisation
- Computer Science
- Dance
- Drama
- Economics
- English Literature
- Extended Project Qualification
- Further Mathematics
- Geography
- Government & Politics
- History
- Japanese
- Latin
- Mathematics
- Modern Languages: French, German, Spanish
- Music
- Philosophy of Religion and Ethics
- Physics
- Psychology
- Physical Education



## Communication

Information on the curriculum is provided in the school prospectus and on the school website. Subject summaries are found on the pupil reports to parents. Schemes of work and subject syllabus are found in Departmental Handbooks.

The management of the curriculum at St Teresa's is guided by the Deputy Head (Academic). Management and evaluation of the effectiveness of the curriculum is maintained through:

- Departmental feedback following regular department meetings. Minutes sent to SLT and recorded.
- Heads of Department meetings.
- Full staff meetings.
- Weekly meetings of SLT (Academic) group.
- School Self-Evaluation and Staff Professional Development procedures.
- Formal and Informal feedback from parents via parents' meetings and receptions. Feedback from parents via individual meetings with staff or via parent representatives.
- Feedback from students via the School Council, Form Tutor Reviews and the target setting process.
- Governor Academic sub-committee meetings and Annual Governor and Senior Leadership planning and development day.
- Whole school Development Plan.

The Curriculum Policy is reviewed annually by the Head and the Deputy Head (Academic).

Claire McShane, Headmistress

Stuart Field, Deputy Head (Academic)

Updated and Reviewed: SFI CMS 8 May 2024

Updated and Reviewed: CMS VL SFI MMR 13 May 2023

Endorsed and Approved: Academic Committee 23 May 2023

Effective: 1 September 2023 – 31 August 2024

Next Update: May 2025