



# GUILDFORD HIGH SCHOOL

## 5-1 SENIOR SCHOOL CURRICULUM

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## POLICY STATEMENT

At Guildford High School we seek to provide a curriculum that is broad, rich, challenging and exciting for all our pupils. Our aim as a school is to provide pupils with knowledge with which to understand and influence the world, to instil in our pupils a life-long love of learning, and to prepare our pupils effectively for life after school by giving them the skills and qualifications needed in a rapidly evolving workplace.

This policy statement applies to all members of the school community, including those in the EYFS setting, but the Junior School has a separate curriculum document which includes details of the EYFS curriculum provision. Guildford High School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Full details are available in the school's Equal Opportunities Policy document. Guildford High School seeks to implement this policy through adherence to the details set out in the rest of the document.

This document is available to all interested parties on the school's website and on request from the main school office. This document should be read in conjunction with:

- Mission Statement, Aims & Ethos
- Junior School Curriculum Policy (including details of our EYFS Curriculum)
- Careers Policy
- Child Protection and Safeguarding Policy
- ASPIRE Policy and Schemes of Work
- Special Educational Needs Policy
- EAL Policy
- Gifted and Talented Policy
- Equal Opportunities Policy

Guildford High School is also committed to instilling in its pupils through its curriculum the key values of the school, in particular that all pupils should feel valued and recognised and that the views of others should be respected. Our curriculum provision therefore precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils they are offered a balanced presentation of opposing views.

It is reviewed annually, or as events or legislation changes require, by the Senior Deputy Head. The next scheduled date for review is June 2026.

## PROVISION

Guildford High School provides full-time supervised education to pupils of compulsory school age (5-16) and also has a thriving Sixth Form and innovative post-16 curriculum for pupils of compulsory *participatory* age, as well as an EYFS setting for those in Reception year.

All departmental schemes of work effectively provide for subject matter appropriate for the ages and aptitudes of pupils and provide for pupils to acquire skills in speaking, listening, literacy and numeracy. The needs of pupils with an EHCP are met through regular monitoring and annual review.

## MAXIMISING THE POTENTIAL OF EVERY PUPIL

All pupils have equal access to the curriculum and the curriculum enables all pupils to learn and make at least good progress, including those with special educational needs, those who speak English as an additional language and our most able pupils. The school is committed to ensuring that the provision for pupils with an EHC plan is reviewed on an annual basis. The curriculum aims to educate the whole person through creative thinking and collaborative learning and the curriculum at GHS extends far beyond the classroom. The curriculum is enriched by a wide range of extra-curricular activities that allow extension opportunities, offering girls a contemporary curriculum which is founded on academic rigour.

## KEY VALUES

The academic curriculum at Guildford High School promotes the school's aims and ethos as well as the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The PSHE programme, known as ASPIRE, reflects the school's aims and ethos, is implemented in a broad and appropriate manner and encourages respect for other people, paying particular regard to the protected characteristics as laid out by the UK 2010 Equality Act. As well as providing pupils with social, moral, spiritual and cultural education, the PSHE programme also covers economic education to ensure that pupils leave the school with an awareness of how to manage their financial lives. Please refer to the PSHE policy for further information. The rich co-curriculum and assemblies also provide valuable opportunities for SMSC (and economic) education and to promote fundamental British values. Taken together, the curriculum and extra-curricular programme, underpinned by outstanding pastoral care, provide all pupils with effective preparation for the opportunities, responsibilities and experiences of life in British society.

## CAREERS GUIDANCE

In line with its statutory responsibilities, Guildford High School has a comprehensive and impartial careers programme to help Senior School pupils make the right choices for their future. The information about post-16 and post-18 courses is up-to-date and accurate and delivered in an impartial manner. It enables pupils to make decisions about career options and helps them to fulfil their potential. For more information, please see the Careers Policy.

## SENIOR SCHOOL CURRICULUM

The curriculum in the Senior School is planned to:

1. Contribute to the intellectual, physical and personal attainment and development of the pupils
2. Enable all pupils to learn and to make good progress
3. Enable pupils to acquire skills in speaking, listening, literacy and numeracy.
4. Allow the pupils to develop a variety of learning techniques, including the ability to work on their own and as part of a group
5. Provide pupils with effective preparation for the opportunities, responsibilities and experiences of adult life in British society, and the world at large.
6. Provide for accurate, up-to-date and impartial career guidance for all pupils in the Senior School, including through individual interviews in Year 9, 11, L6 and U6, work experience in Year 11, and other guidance provided in PSHE sessions. A number of compulsory careers events are organised for different year groups. A number of voluntary careers events are open to all pupils or specific year groups. The PSHE programme and the enrichment weeks for KS3 at the end of Trinity Term also develop essential transferable skills e.g. communication, teamwork, research, understanding ones strengths and relative weaknesses.
7. Give pupils experience in linguistic education by requiring them to take English Language and Literature up to IGCSE and two modern languages and a classical language to Year 9 and at least one modern or classical language to GCSE
8. Give pupils experience in mathematical education by requiring them to study Mathematics to GCSE. Their knowledge of Mathematics is developed in a variety of ways, including practical activity, exploration and discussion.
9. Give pupils experience in scientific and technological education by requiring them to take at least Double Award Science at GCSE, Design Technology up to at least Year 9 and Computer Science up to at least Year 9 (see *The Curriculum at Key Stage 3*).
10. Give pupils experience in physical education by requiring them to undertake PE and/or Games lessons every week up to Year 11 and having a programme of PE in the Sixth Form
11. Give pupils experience of aesthetic education, for example, by requiring them to study Art and Music in Years 7 and 8 and requiring them to study two of Art, Drama and Music in Year 9 and by enhancing their awareness of the surroundings through assemblies and wall displays.
12. Give pupils experience in creative education, for example, through creative writing in English and through the study of Art, Music, Product Design, Textiles and Drama up to Year 9
13. Give pupils experience in human and social education, for example, by requiring them to take three humanities up to Year 9 and then at least one humanity through to Year 11.

14. Provide for personal, social, health and economic education, for example in ASPIRE (PSHE), and give pupils experience in moral, spiritual and social education, for example through school assemblies and form tutor periods. Pupils are prepared for the opportunities, responsibilities and experiences of adult life in British society in this one way.
15. The curriculum is designed to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those from different faiths or with different beliefs. Where political issues are discussed this is conducted in a non-partisan way.
16. Pupils in the Sixth Form are provided with a programme of appropriate activities which allow scope for talents and interests to be developed to continue to prepare for the challenges of adult life.

## CURRICULUM DEVELOPMENT

The curriculum is managed by the Senior Deputy Head. The Heads of Department committee (HoDs) meets regularly to discuss issues affecting teaching and the delivery of the curriculum and is chaired by the Senior Deputy Head.

## THE CURRICULUM AT KEY STAGE 3

In Years 7-9, all pupils study:

- English
- Maths (they are set by ability from November of Year 7)
- One modern language (French or German) in Year 7 and two in Years 8 and 9 (French, German or Spanish).
- Latin
- History, geography and religious studies (as three separate subjects)
- Three separate sciences (biology, chemistry and physics)
- Physical Education
- Art
- Drama
- Music
- PSHE (ASPIRE)
- Technology carousel (food & nutrition, product design, fashion and textiles)
- Computer science

In addition, Year 7 pupils have a weekly philosophy lesson.

Year 9 pupils have a weekly natural history lesson.

In Year 9, girls choose two of art, drama and music as mainstream academic subjects, and study two of the three design technology subjects.

In January, all pupils in Years 7-9 carry out an independent research project. In Years 7 and 8, this is an individual piece of work: all departments submit a title from which pupils choose. Pupils then have two weeks to research and write their project. In Year 7, the project is submitted for marking; in Year 8, pupils carry out a presentation of their findings to a member of staff. In both cases, there is a major focus on the process: planning, researching, monitoring, writing, presenting and evaluating the project. In Year 9, pupils work in groups and the project is linked to their work in natural history. Pupils only receive essential homework in English during the two-week period in which the project is being researched and written. In preparation for the project, all pupils receive a four-week course in research skills during the Michaelmas Term.

## THE CURRICULUM AT GCSE (KEY STAGE 4)

In Years 10 & 11 pupils choose to study between nine and 11 I/GCSEs. All pupils take I/GCSE courses in English language, English literature and mathematics (all IGCSE), and continue to study biology, chemistry and physics in preparation for either double award IGCSE science (resulting in two IGCSE grades) or IGCSEs in each of the three sciences separately (resulting in three individual IGCSE grades). **In all but exceptional circumstances**, pupils continue with at least one humanity subject (history, geography or religious studies) and at least one language, modern or classical, at GCSE. For the remaining subjects, pupils are offered a free choice of subject option combinations.

All pupils also continue to take part in the ASPIRE (PSHE) and careers programmes, delivered through a weekly form period, and physical education.

In Years 10 & 11, pupils are grouped according to ability in mathematics. Pupils in top sets sit the AQA Level 2 qualification in further maths in addition to the IGCSE. Modern languages may set pupils in Years 10 and 11. All other subjects are taught in mixed ability groups and any non-timetabled lessons are allocated to supervised private study sessions.

## THE CURRICULUM IN THE SIXTH FORM (KEY STAGE 5)

In the Sixth Form, all students study at least three subjects to A-level, with final examinations sat at the end of the Upper Sixth. Many pupils choose at least one additional subject from the following: the extended project qualification (EPQ), AS thinking skills, a GCSE in astronomy or Portuguese, Grade 8 music theory or the ESB level 3 award in debating. Some pupils choose to study four full A-level courses. Pupils are given a free choice of subject combinations. Pupils can also enter the Singer Research Competition, an internal competition, between the summer of the Lower and Upper Sixth.

Pupils who are intending to sit aptitude tests as part of their university application (e.g. TSA, TMUA, LNAT) are offered extra lessons through weekly timetabled sessions.

All pupils also participate in the ASPIRE (PSHE) and careers programme delivered through a weekly form period; physical education; and a non-examination course in general studies which is delivered jointly with the Royal Grammar School. The PSHE programme reflects the school's aims and ethos.

## SENIOR SCHOOL CURRICULUM: SUMMARY TABLE

Table shows periods per week for each subject in each year group. 1 period = 40 minutes, 40 periods per week.

	Year Group						
	7	8	9	10	11	12	13
Art and Design	2	2	2*	4	4	8	8
Astronomy GCSE						4	
Biology	2	2	2	4	3	8	8
Biology Double Award				3^	3		
Chemistry	2	2	2	4	3	8	8
Chemistry Double Award				3^	3		
Drama	2	1	2	4	4		
English	4	4	4	5	6	8	8
Geography	2	2	2	4	4	8	8
History	2	2	2	4	4	8	8
Computer Science	1	1	1	4	4	8	
Latin	2	2	2	4	4	8	8
Classical Greek				4	4	8	8
Classical Civilisation						8	8
Maths	4	4	4	5	4	8	8
Further Maths						4	6
Modern Language 1	4	3	3	4	4	8	8
Modern Language 2		3	3	4	4	8	8
Music	2	2	2*	4	4	8	8
Music Theory (Grade 8)						2	2
Natural History			1				
PE (Core)	4	4	4	2	2	2	2
PE (Examination subject)				4	4	8	8
Philosophy	1						
Physics	2	2	2	4	3	8	8
Physics Double Award				3^	3		

Portuguese GCSE						3	3
Psychology						8	8
Economics						8	8
Politics						8	8
RE/RS/Philosophy, Ethics and Religion	2	2	2	4	4	8	8
Technology Carousel	2	2	2				
Fashion and Textiles				4	4	8	8
Product Design				4	4	8	8
General Studies Programme						2	2
AS Thinking Skills						3	
Extended Project Qualification (EPQ)						3	
ESB Debating (Level 3)						2	
Total Periods Per Week	40	40	40	40	40	40	40

With smaller Sixth Form option groups, we may teach the subject on fewer periods a week if numbers are two or fewer, depending on the subject and the pupils involved. We may not run A-level in a subject if numbers are very low, though if a student required a subject for their university application we would endeavour to run it if possible.

Approved by member of local governing body (LGB):

Signature: 

Print name: Lisa Edwards

Responsibility on LGB: Senior Education and SEND

Date: 17 June 2025