



CHURCHER'S COLLEGE

CURRICULUM POLICY: MAP, SETTING, OPTIONS AND CURRICULUM SUPPORT

SENIOR SCHOOL

September 2025

**CURRICULUM POLICY:
MAP, SETTING, OPTIONS AND CURRICULUM SUPPORT**

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1 **Introduction**

This policy relates to all children at Churcher's College Senior School. Throughout this document, the terms "the School" and "Churcher's College" refer to Churcher's College Senior School.

2 **Aims**

Churcher's College Senior School provides full-time supervised education for pupils ages 11-18 which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Every pupil at Churcher's College has the opportunity to learn and make progress. The School provides, through its curriculum, subject-matter appropriate for the 11-18 age range and caters for the aptitudes of all pupils in the school, including those with special educational needs and those identified as High Attainers. Through the curriculum provided, pupils acquire speaking, listening, literacy and numeracy skills. In addition, Churcher's College looks to provide an education that fulfils the requirement of any pupil; to provide a PSHE curriculum that reflects the school's aims and ethos and encourages self-respect and respect for others; to promote fundamental British values; to provide appropriate careers guidance for pupils in the Senior School and to ensure that all pupils receive adequate preparation for the opportunities, responsibilities and experiences of adult life; and to provide a programme of activities that meets the needs of pupils above compulsory school age.

3 **Overview**

The week contains 40 periods which are 40 minutes in duration. Assemblies, registration and form time take place outside this 40-period week; PSHE is taught in form time. Numbers of periods for each subject are given in the Curriculum Map below, as are arrangements for setting/streaming and Options.

4. Options Programme

Year	Month	
2nd	June	Pupils choose between Latin and Classical Civilisation to study in the 3rd Year. Pupils also choose which language they will study in the 3rd Year: • Single linguists will study all other subjects and just need to choose between Computing and ICT. • Dual linguists must pick any one of the following and will therefore not study the other three: ○ Music ○ Drama ○ Computing ○ ICT
3rd	January	Careers modules in PSHE lessons.
	January	Publication of GCSE Options Booklet ahead of GCSE Options Evening in March.
	March	GCSE Options. Pupils choose 1 Humanity (Rp, Cc, Gg, Hi, La), 1 Language, + 2 other free choices. Compulsory subjects English Lit, English Lang, Maths, Dual Award "Trilogy" Science (with a decision on entering students for Triple Science delayed until 4 th year Autumn Term.)
4th	September	GCSE Options finalised
	May	6th Form Preview Evening
5th	September	COA Careers testing – on an opt out basis
	October	6th Form Open Evening
	November	Individual careers interviews – 20 minute interview with Dr Kirsty Verney, Careers Officer
	November	A Level choice 1 - free choice, following which best fit option blocks created
	Nov-Feb	Review of choices in light of teacher suitability grading (Heads of House)
	January	5 th Year parents' evening – initial choices reviewed
	March	A Level Choice 2 - choice made using option blocks
	May	A Level Choice 3 - final check before study leave.
	August	Final choices confirmed following GCSE results and L6 timetables prepared
L6th	September	A Level choices finalised. Careers interviews with Kirsty Verney
	October	Following half term, changes in options are discouraged

5. Curriculum Map 2025/26							
Subject	Year						
	1	2	3	4	5	L6	U6
English	5	3.5	5.5	5	4.5	8	9
Mathematics	4	4	3.5	5 ^a	4.5 ^a	8	9
Biology	2	2	2	3.5	3.5	8	9
Chemistry	2	2	2	3.5	3.5	8	9
Physics	2	2	2	3.5	3.5	8	9
French	2	3	4	3.5	4.5	8	9
German	-	-	4	3.5	4.5	8	9
Spanish	2	3	4/3 ^c	3.5/4 ^b	4.5/4 ^b	8	9
Literacy/Sports Leadership	–	–	4 ^d	–	–	–	–
Maths & Literacy	–	–	–	3.5 ^e	4.5 ^e	–	–
Ancient History	–	–	–	–	–	8	9
Art	2	2	2	4	4	8	9
Drama	2	1.5	1.5	4	4	8	9
Games	2	2	2	2	2	3	3
Geography	2	2	2	4	4	8	9
History	2	2	2	4	4	8	9
Latin	2	2	2 ^e	4	4	8	9
Classical Civilisation	–	–	2 ^e	4	4	–	–
Music	1.5	1.5	1.5	4	4	8	9
PE	2	2	2	2	2	–	–
Sports Science	–	–	–	4	4	8	9
Religion & Philosophy	2	2	2	4	4	8	9
Design & Technology	2	2	2	4	4	8	9
Psychology	–	–	–	–	–	8	9
Economics	–	–	–	–	–	8	9
Business	–	–	–	3.5 ^e	4.5 ^e	8	9
Politics	–	–	–	–	–	8	9
Computing	1.5	1.5	1.5 ^f	4	4	8	9
Further Mathematics	–	–	–	–	–	16	18
Private Study	–	–	–	–	–	up to 11	up to 10
Key:	– Not Offered				Optional		
a	The top set in Maths sits the GCSE at the end of the 5th year as well as the FSMQ (free standing maths qualification)						
b	GCSE Dual Linguists study 4 periods of French in the 4th year.						
c	Most 3 rd Years study one language (4 periods per week) but some are dual linguists. For DLs, Spanish is taught in 3 periods per week.						
d	Pupils who find languages particularly difficult are offered an alternative course comprising one lessons per fortnight of Literacy and two of Sports Leadership (studied in place of their modern language)						
e	Pupils get a choice between Latin and Class Civ in the 3 rd Year						
f	Pupils get a choice between Computing and ICT in the 3 rd Year						
g	Some pupils are offered GCSE Business or extra Maths & Literacy as an alternative to a modern language at GCSE						

6. Setting and Streaming

Year	Subject	
1st	Maths	Teaching groups are paired so that each pair can be rearranged into a top and bottom set following the Christmas assessment
	All others	Teaching in 6 teaching groups of mixed ability
2nd	Maths	8 sets (by ability)
	All others	Teaching in 7 teaching groups of mixed ability
3rd	Maths	8 sets (by ability)
	Science	4 higher sets and 3 lower sets
	Modern Language	Set by ability, depending on the number of sets in each language
	Literacy/Sport Leadership	One set in the language block dictated by pupil choices
	Latin and Classical Civilisation	In each half of the year sets are determined by pupils' choice between either Latin or Class Civ. Mixed ability.
	Computing and ICT	In each third of the year sets are determined by pupils' choice between either Computing or ICT. Mixed ability.
	All others	Teaching in 7 teaching groups of mixed ability
4th and 5th	Art	Teaching in mixed ability groups according to option blocks.
	Class Civ	
	Computing	
	Drama	
	DT	
	Geography	
	History	
	Latin	
	Music	
	Sports Science	
	R&P	
	Maths	8 sets by ability
	Science	2 parallel top sets and 2 parallel lower sets of Triple Science, 2 parallel higher and 2 parallel lower sets of Trilogy (Combined) Science, but this depends on the number of pupils choosing Triple v Trilogy (Combined Science)
	Modern Languages	French – 3 sets by ability Spanish - 5 sets by ability German – 1 set in the 4 th Year, 2 in the 5 th Year by ability
	English	8 mixed ability sets
Sixth Form	All subjects	Mixed ability

7 Setting Policy

For those subjects that set according to ability, the following procedures are adopted in determining the composition of sets and any movement between sets.

- 7.1 It is important that pupils are placed where they will receive an appropriate level of challenge and at the same time receive the support necessary to ensure they attain results comparable with their ability. In determining the compositions of sets, the following data is considered:
- academic performance throughout a term or year
 - tests or internal examination results
 - baseline data (MidYIS or Yellis)
- 7.2 Movement between sets should normally take place at the beginning of a term/academic year although under exceptional circumstances pupils may occasionally move during term. Parents will be informed of any such movement at least a week before the end of the previous term, by letter, or for occasional movements at least a week before the movement takes place. In addition, pupils will be informed of the movement in person by the Head of Department or subject teacher. For decisions regarding Foundation or Higher Tier entry for GCSE, or other related external examination issues parents will usually be informed on parents' evening of the 5th year or at another appropriate time. At the end of the 3rd Year, pupils that are finding the Triple Science course demanding are offered the option to take the Combined (or "Trilogy") Science GCSE course; this is done by the Head of Science in conjunction with the pupils concerned and their parents.
- 7.3 If the work a pupil is to undertake in their new set is significantly different, in content or level, from their current set, then the pupil and parents will be provided with the necessary support materials to ensure a smooth transition.

8 Careers

We have a full time Careers Officer, Dr Kirsty Verney, who is also a Deputy Head of Sixth Form. She guides pupils through the decision-making process at all key points in their school career, but most notably in the 3rd Year (through PSHE as the pupils start to make their GCSE choices), 5th Year (through PSHE, external careers testing and individual follow-up interviews helping pupils select their A Level subjects), and in the 6th Form (UCAS and university applications and entrance). In the Lower 6th all pupils are given individual interviews and Dr Verney is available as a drop-in source of advice and information. All careers advice offered is impartial, and is given with the pupils' best interests in mind. The careers advice enables pupils to make choices about a broad range of careers options and encourages and challenges all pupils to fulfil their potential.

See separate Careers Handbook and Careers Education, Information, Advice and Guidance (CEIAG) Policy.

9 PSHE

A comprehensive scheme of work has been designed and developed to cover a wide range of social, economic, moral, spiritual and cultural aspects of life. PSHE lessons are designed to make pupils think about issues, engage, discuss and form opinions within a safe and well-structured lesson framework. The programme of study prepares them thoroughly for life outside Churcher's in modern British society, actively promoting Fundamental British Values. The H in PSHE stands for health and this covers both physical as well as mental health. The scheme of work has been developed over the last couple of years to include more lessons on mental health and wellbeing. In the Sixth Form there is a further programme – ENRICH. This has a dual purpose: giving students time in the week for a break from academic studies (to aid their mental health) as well as preparing our school leavers for the wider world.

The PSHE programme of study encourages pupils to have respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. Pupils will be made aware of the protected

characteristics to the extent considered age appropriate. The curriculum will be delivered appropriately, taking into account (amongst other things) the ages of pupils and their learning abilities. The protected characteristics are listed below, alongside examples of how/when pupils are taught about each characteristic within the curriculum:

Protected Characteristic	Curriculum coverage
Age	2 nd year PSHE module on the Elderly
Disability	2 nd year PSHE module on Prejudice & Discrimination
Gender Reassignment	3 rd year PSHE module on Sex & Relationships
Marriage and civil partnership	A recurring theme in workshops delivered to pupils by an external adviser who has up to date training in relevant aspects of sexual health and relationships. Also taught as part of the full course R&P GCSE.
Pregnancy and maternity	Choice and family planning covered in 3 rd and 4 th year PSHE. Pregnancy is covered in the 1 st year Biology curriculum.
Race	2 nd year PSHE module on Prejudice and Discrimination. Also taught as part of the full course R&P GCSE. Black History Month is taught in PSHE across the school. Stephen Lawrence Day is marked and taught in PSHE lessons.
Religion or belief	A recurring theme within the R&P curriculum: 1 st year: Judaism and Christianity 2 nd year: Christianity, Islam and Hinduism 3 rd year: Buddhism, Christianity GCSE: Christianity and Islam A-Level: Christianity
Sex	3 rd year / 4 th year / 5 th year PSHE modules
Sexual Orientation	3 rd year and 4 th year Sex and Relationships modules 2 nd year talks from an external speaker including gender identity and gender reassignment. Also taught as part of the R&P A Level course.

The School will also respond to any event or occurrence involving one or more of the protected characteristics which becomes an issue amongst the pupils. If such a situation occurs, the School will help the pupils understand the issues and ensure that the children respect all those with those characteristics.

See separate PSHE scheme of work and Handbook.

The School's Relationships and Sex Education programme forms part of the PSHE provision.

See separate Relationships and Sex Education Policy.

10 ENRICH

This is a programme for the Sixth Form which takes place on Wednesday afternoons. Students each experience 11 different sessions, for example, Car Maintenance, Ballroom Dancing, Cooking, Planning Overseas Travel, Relaxation, First Aid, Self Defence, Sign Language and Relationships and Sex education.

As part of the Sixth Form PSHE curriculum, a series of lectures also runs in the ENRICH programme. Titles vary from *Living with AIDS* and *Gambling Addiction* to *Managing Personal Finances* and *War Journalism*.

11 Tracking Pupil Progress & Curriculum Support

- 11.1 One focus of our attention with respect to teaching and learning is the individual and specific needs of each pupil. With small class sizes, usually 22 at KS3, averaging 17 as we move into setting and options further up and averaging 8 in the Sixth Form, it is possible to tailor the delivery material and approach in lessons more to those individual needs.
- 11.2 Within the school there is a tracking system which looks at both attainment and attitude to learning on a half-termly basis, comparing performance with baseline information such as the MidYIS, Yellis and Alis aptitude tests. Tracking data is produced by the Deputy Head Academic and Heads of House/Head of 6th Form/Form Tutors and Personal Tutors have a significant role in bringing together the different academic strands, monitoring progress and providing support and intervention as appropriate.
- 11.3 Some pupils need support beyond this and this comes from four directions:
1. **Curriculum support:** for students with identified specific learning difficulties such as ADHD, ASD, various forms of Dyslexia and Dyspraxia. This is co-ordinated by our specialist in neurodiversity, Head of Curriculum Support (Ruth Saunders) and takes the form of specific group or one-on-one sessions with formal assessments.
 2. **Springboard:** for behavioural, general academic performance support for low achievers. The type of support varies with age. Some pupils require individual support but at GCSE the focus is study skills with morale-boosting after-school and lunchtime clubs run for those in the 2nd Year, 3rd Year, 4th Year and 5th Year. Pupils who need academic or organisational support in the 1st Year are identified by their teachers or form tutors and regular meetings are set up to help the pupil improve. Springboard is co-ordinated by Hamish Sutherland.
 3. **Modified Curriculum:** some pupils are offered the opportunity to deviate from the normal curriculum if their ability or circumstances (pastoral or other) dictate. For example the Sport Leadership and Literacy course in the 3rd Year as an alternative to a modern language. Also, pupils struggling with their modern language at GCSE are offered the chance to drop it and instead follow a course called Maths & Literacy leading to a Level 2 or a Level 3 Certificate in Algebra (depending on their mathematical ability) as well as some extra English help. Also, about 20 4th Year pupils who also find languages a challenge are offered the chance to study GCSE Business instead of a language. Lower down the school, pupils (usually with diagnosed learning difficulties) may be offered the chance to drop a subject and have Curriculum Support instead.
 4. **The Academy:** our programme for High Attaining pupils. The focus of this is critical thinking skills delivered through weekly sessions. The Academy is co-ordinated by Sasha Gibbins and Hannah Butler. Sasha heads up the Senior Academy for 4th and 5th Years, assisted by John Lofthouse and Hannah looks after the Junior Academy for 2nd and 3rd Years assisted by Amanda Clark (Iain Hollingshead is looking after the Junior Academy during the 2025-26 academic year as Hannah is on maternity leave). Membership of the Academy was traditionally by interview – pupils were recommended by staff and MidYIS scores were also used to identify potential members – but now it is open to all who are 'academically inclined'. In addition to the Academy, there are subject specific provisions made and the academic lecture series CCALS is open to all. For further details, please see the High Attainers Policy.
 5. **EPQ:** Amanda Blenkharn co-ordinates the EPQ programme in the Sixth Form which provides the opportunity to stretch our more able sixth formers. The programme runs from January in the Lower 6th to final submission in November of the Upper Sixth. Taught skills run on Wednesday afternoons, alternating with the ENRICH programme, delivered by Amanda Blenkharn to all EPQ students in the Lecture Theatre.

- 11.4 Churcher's is set up to support pupils who follow the normal, full curriculum. Curriculum modifications are often made however, for example to make provision for temporary disabilities, as set out in the Three Year School Accessibility Plan. It is possible though that Churcher's is not the correct environment for those requiring a level of ongoing support which demands significant modification to their personal curriculum.
- 11.5 There are 4 main sources of evidence for need:
1. MidYIS/Yellis/Alis scores: those with need often have a lower score for the skills section of the MidYIS test, both compared to the national average, but also compared to their own scores in the other parts of the test. We identify those with a range of scores, and with low scores in the skills section.
 2. 1st year screening programme (GL Rapid test by Lucid)
 3. Scores in other standardised tests as administered by external agencies or internally. JCQ guidelines are followed.
 4. Feedback and evidence of need from subject teachers.
- 11.6 Special arrangements in examinations may be made for those with diagnosed specific learning difficulties. The Examination Boards state clearly that a statement of dyslexia, for example, does not guarantee concessions; it is the student's current ability and level of need that are determining factors.
- 11.7 Extra time is allocated where the evidence of need is compelling. Where there is evidence from 1, 2, or 3 above it must be accompanied by evidence of need from subject teachers for the award of extra time to be confirmed. The amount of evidence required to paint the picture of need will vary according to the pupil's standardised scores in 3 (above).
- 11.8 The Head of Curriculum Support prepares the evidence in 1,2,3 above and asks for this evidence from subject teachers. Once evidence is gathered, and if parents have not yet been notified, they are at this stage contacted by the Head of Curriculum Support. Parents will most likely not initially be involved if the evidence comes from 1 or 2 above. The Head of Curriculum Support decides the level of extra time and/or special arrangements required in public and internal exams. The Academic Registrar keeps a list of pupils who are eligible for extra time and other access arrangements (for example word processor use) and collates the evidence from subject teachers. He publishes this for staff.
- 11.9 The Head of Curriculum Support with the Deputy Head Academic will be closely involved in the strategic development of the policy and provision. The Head of Curriculum Support has responsibility for co-ordinating the collection of the information about each child and for co-ordinating the SEN provision for individual pupils. The Head of Curriculum Support, with the Heads of House, is also responsible for ensuring that the records are kept and available as needed.
- 11.10 The Head of Curriculum Support advises and supports teachers in putting into practice appropriate strategies. The Head of Curriculum Support is also responsible for contributing to the in-service training of staff and liaising with outside agencies.

12 **Special Educational Needs (SEN)**

- 12.1 Children with SEN are defined as *'those having a learning difficulty (the definition of which includes having a disability) which calls for special educational provision.'*

12.2 A 'learning difficulty' is defined as arising if a child:

- has a significantly greater difficulty in learning than the majority of children in the same age group;
- has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in schools within the area of the LA;
- is under the age of 5 years and is, or would be, if special educational provision was not made, likely to fall within the above categories, when above that age.

12.3 Those concerned with the provision for children with SEN must ensure that a child with SEN engages in the activities of the school, together with children who do not have SEN, insofar as this is compatible with that child receiving the SEP (Special Education Provision) that he/she requires, the provision of efficient education for the children with whom the child will be educated, and the efficient use of resources.

12.4 The School, through the Head of Curriculum Support, should work closely with parents and where deemed necessary educational psychologists, and seek appropriate diagnostic testing, which might or might not lead to a SEP.

13 **Disability**

13.1 The definition is not the same as the definition of special educational needs. Please refer to the 3 year plan for compliance with Schedule 10 of the Equality Act 2010.

13.2 Although a child can have SEN and be disabled or vice versa, there will be many children with SEN who will not be disabled and neither will all disabled children have SEN. A medical diagnosis may mean that a child is recognised as disabled but:

- a medical diagnosis or disability does not necessarily imply SEN;
- it may NOT be necessary for a child or young person with any particular disability, diagnosis or medical condition to need any form of additional educational provision at any phase of education;
- it is the child's educational needs rather than a medical diagnosis or disability that must be considered.

13.3 If the school has a pupil with a statement/EHC plan, the Head of Curriculum Support and/or Senior Teacher (Wellbeing, Inclusion and Safeguarding) ensures that their needs are appropriately catered for, as required by the *SEND code 2015*. Pupils with special education needs or disabilities may have IEPs in place to help them make progress and the school's Admissions, Behaviour and Educational/External Visits policies all take into account the needs of such individuals' needs.

14 **English as an Additional Language (EAL)**

Children entering the school with EAL will be supported by relevant teaching staff and the Head of Curriculum Support.

15 **Curriculum Review**

The curriculum in each department is reviewed annually through the Departmental Review process (Heads of Department fill in a review document and have an interview with the Headmaster and Deputy Heads). Further reviews occur in Academic Review Group meetings, Heads of Faculty meetings and Senior Management Team meetings.