



Shrewsbury School

THE CURRICULUM

This is a brief outline of the curriculum that pupils will follow at Shrewsbury School, giving them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Heads of Faculties are responsible for devising Schemes of Work which provide subject matter appropriate for the ages and aptitudes of pupils, and all staff share the responsibility for ensuring that all pupils have the opportunity to learn and to make progress and that their educational needs are met. The Deputy Head (Academic) undertakes to scrutinise the Schemes of Work of every Faculty to ensure that they are appropriate to the needs, ages and aptitudes of all pupils (this will require direct liaison with our Director of Learning Support and EAL Co-ordinator from time to time) and that each makes an explicit statement that the curricula for each subject discipline do not undermine the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Across the range of subjects, pupils are given the opportunity to acquire and improve their speaking, listening, literacy and numeracy skills. In the case of any pupil with a statement, the school will ensure that its educational provision reflects their needs.

There is a programme of PSHEE (Personal, Social, Health and Economic Education) which reflects the school's aims and ethos. This is delivered through a combination of classroom lessons, seminars and lectures and updated to include reference to the latest statutory guidance e.g. The Prevent Duty (June 2015) and non-statutory guidance e.g. Promoting fundamental British values as part of SMSC in Schools (DfE 2014). Appropriate Careers guidance is provided throughout the school under the leadership of the Futures Faculty (including Careers and Higher Education Advice). This is delivered through the PSD programme and also via regular lectures, workshops, visits off site and consultations with staff. Sixth Formers receive a range of presentations on lifestyle issues which are designed to help them move towards life as university students and to prepare them for the opportunities, responsibilities and experiences of adult life.

Pupils' progress is monitored by the Heads of Faculty, Heads of Section and the Deputy Head Academic, but also by Housemasters and Tutors. Parents are invited to raise academic matters with appropriate staff whenever they wish to do so. In addition, in each of the five years there is a Parents' Meeting at which progress and future prospects can be discussed in detail.

The information below provides a basic overview. Detailed Schemes of Work can be found in Faculty Handbooks.

YEAR 9: The Third Form

Significant work has gone into the development of this Curriculum, which we have christened 'Origin' in a nod to our most famous Alumnus. Driven by a set of core competencies and expectations which are

super-disciplinary, this dynamic course is intended to provide a secure foundation on intellectual excitement and curiosity from which pupils are able to stride forward in future years.

Without detracting from intellectual focus or the need for progress at the right rate, we have made the curriculum as broad as possible.

All pupils follow a full year's course in English, History, Geography, Philosophy & Theology, Latin, French, Maths and the three sciences. All pupils also take half-year courses in Design & Technology and Art, and Spanish and German. It is also possible for a pupil to take a whole year of Greek in place of Spanish and German, or only half a year sharing the other half with one of the modern languages. Music, Drama, PE, and Computing are also given significant time in the curriculum and there is an appropriate space for PSD.

In addition, every term pupils receive two 'Reading the World' lessons in which they explore contemporary social themes through a range of creative and active programmes – intended to stimulate critical thought about the world around them.

Pupils have a tutor period once a week in small groups – this provides an opportunity for them to discuss their progress and any matters arising with their tutor and also to update their SHREWD profile (an online record of their learning journey).

YEAR 10: The Fourth Form

The work follows on from that in the Third Form. All pupils take English, Mathematics, Physics, Chemistry, and Biology to (I)GCSE. In addition, all pupils are required to take at least one Modern Foreign Language, chosen from French, German and Spanish. These "core" subjects are supplemented by groups of optional subjects which include Latin or Ancient History, Greek, History, Geography, Art, Design and Technology, Religious Studies, Music, PE, Astronomy, Drama and Computing, along with additional Modern Foreign Languages.

The courses embarked upon at the beginning of the Fourth Form year are continued through the two years to the (I)GCSE examination, and pupils also follow a PSD course (lessons for this occur one per week in the Fourth Form and then fortnightly in the Fifth Form and are supplemented by additional lectures and experiences).

YEAR 11: The Fifth Form

Pupils will continue with the two-year course started in the Fourth Form. During the year, all pupils receive advice (including preliminary careers guidance), so that the subjects they choose for their Sixth Form courses suitably reflect their interests, their capabilities and their future. Documents about the subjects themselves and about careers guidance at School are sent to all parents at the end of the Michaelmas Term in order that they may initiate discussions with their sons and daughters and identify problem areas to be discussed with Staff. During the Lent Term, the school runs an Options Fair for pupils, parents and guardians in advance of the final choices process.

Pupils write a personal statement about their plans for the Sixth Form and are interviewed by a senior member of staff to check that sensible choices are being made. At the end of the year, following the Public Examinations, we operate a fortnight-long 'Post GCSE Programme' wherein there is a heavy emphasis on PSD but also the pupils are afforded the opportunity to test their Sixth Form timetable, making adjustments to their choices if appropriate.

YEARS 12 & 13: The Sixth Form

All Pupils at Shrewsbury begin their Sixth Form with the intention of studying for Four Qualifications. Three of these will be A Levels (we currently operate the Pre-U Course in some subjects – but the final sitting for these qualifications will be in Summer 2021). They will then choose a fourth pathway, either:

- A fourth full A Level (or Pre-U until final sitting in Summer 2021)
- An Extended Project (EPQ) (or the Global Perspectives course until final sitting in Summer 2021)

Pupils can choose from 26 subjects: English, Mathematics, Further Mathematics, French, German, Spanish, Latin, Greek, Physics, Chemistry, Biology, ICT, History, Geography, Philosophy & Theology, Classical Civilisation, History of Art, Economics, Business Studies, Theatre Studies, Physical Education, Art, Photography, Ceramics, Music, and Design and Technology.

All pupils receive guidance from the Futures Faculty on progression to Higher Education and the workplace, and the programme of PSHE continues through the Sixth Form. During the course of the Lower Sixth Year the school runs a range of events including a UCAS briefing morning for parents and a Universities Fair.

Beyond the Classroom

There is much more to the academic adventure than what happens in the classroom. Academic societies exist in all subject areas, with an extensive programme of lectures throughout the year – always hosted by pupils and often entirely delivered by members of the Sixth Form. An Academic Extension programme which goes beyond the formal curriculum is designed by an enthused group of Sixth Form students and pupils participate with success in national competitions.

There are revision classes and academic clinics available throughout the year as well as educational visits in the UK and abroad in a number of subjects alongside a wide range of non-academic trips and expeditions

Learning Support is offered to pupils who would benefit from it, and tuition is offered outside the teaching timetable by a team of seven staff with specialist qualifications. The Learning Support Policy outlines provision for pupils with learning support needs.

Tuition in English as an Additional Language is also provided where required.

Careers guidance is offered from well-resourced and centrally-based Futures Faculty in which the school has invested heavily in the past year. Both our Head of Futures and Higher Education Adviser meet regularly with pupils informally as well as making more structured trips to houses to see individual year groups. External speakers offer talks and discussion and we are committed to ensuring that our Careers and Higher Education Guidance are offered in a manner that is impartial, that is informative (in terms of facilitating pupil choice about their futures) and that is an encouragement for each pupil to fulfil their potential.

A broad co-curricular programme provides a balanced range of activities to complement the academic curriculum. This programme is focused on activities, drama, music and sport. Pupils are stretched appropriately and are encouraged to actively engage in a range of co-curricular areas. Junior pupils sign up for four sessions of sport with senior pupils required to participate in two sessions. Sports sessions range from team games to individual pursuits and there is the opportunity to play sport competitively or engage at a recreational level. All pupils participate in Thursday afternoon activities where again a wide range is offered. These include, for example, CCF, cookery, mountain biking, volunteering, lifeguarding and scuba diving. There is a strong tradition of music and drama with the House play season and the Inter-House singing competition ensuring that all pupils at the School are engaged with the performing arts at some point during the course of the year. An impressive programme of musical and dramatic performances is produced each year with pupils encouraged to attend and develop an interest in the Arts.

The co-curricular programme is focused on developing skills such as leadership, teamwork, communication, and resilience and is linked explicitly to the skills they develop in the classroom.

MHW January 2020 (to be updated January 2021)