



CURRICULUM POLICY

Academic Life at Shrewsbury School

At Shrewsbury, we are passionate about the serious fun of learning. Academic life focusses on developing intellectually curious young adults who are able to think critically and creatively, have the confidence to question and to challenge and are equipped with the skills that they will need to thrive at all stages of life.

We want all our pupils to aspire to a love of scholarship and we prepare them thoroughly to achieve success in public examinations. We also understand that academic fulfilment is not confined to examination results, nor should it be exclusive to the brightest pupils. We celebrate involvement in all areas of academic life and academic passions are fostered both inside and outside the classroom via pupil-led academic societies, a comprehensive programme of academic trips and enriching activities in all areas of school life.

The curriculum at Shrewsbury School gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. We operate a weekly timetable with 37 lessons each lasting 40 minutes to ensure that enough time is dedicated to achieving our curriculum aims.

Heads of Faculty are responsible for devising Schemes of Work which provide subject matter appropriate for the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. 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) scrutinises the Schemes of Work of every Faculty annually to ensure that they are appropriate to the needs, ages and aptitudes of all pupils 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 an EHC plan, the school will ensure that its educational provision reflects their needs.

Pupil progress is monitored by the Heads of Faculty, Heads of Section and the Deputy Head (Academic), and also by Housemasters and Tutors. Parents are invited to raise academic matters with appropriate staff whenever they wish to do so. In addition, annual Parent Consultations for each of the five year groups ensure that pupil progress and future prospects can be discussed in detail.

The information within this policy provides a basic overview of our curriculum. Detailed Schemes of Work can be found in Faculty Handbooks.

Year 9: The Third Form

Pupils arriving in the Third Form, aged 13, undertake a common yet comprehensive curriculum called Origin, named with our most famous alumnus in mind. They gain formative experiences in 17 subjects, so that as they progress through the School they choose the subjects that ignite the most passion within.

All pupils follow a full year's course in English, History, Geography, Philosophy & Theology, Latin, Maths and the three sciences.

Pupils choose two additional language courses from French, German, Spanish and Classical Greek.

Pupils attend one lesson per week in Personal and Social Development (PSD), which forms part of the

PSHE education programme, including the delivery of Relationships and Sex Education (RSE).

Music, Drama, PE, Design & Technology, Art and Computer Science are also given significant time in the curriculum.

Pupils have one tutor period per week, which provides an opportunity for them to discuss their progress in a group setting and also for the tutor to monitor academic standards and comment in reports, offering advice and guidance on time management, methods of learning, revision planning and all other relevant matters.

YEAR 10: The Fourth Form

All pupils take English, Mathematics, Physics, Chemistry, and Biology to GCSE. In addition, all pupils are required to take at least one Modern Foreign Language, chosen from French, German and Spanish, although we are flexible in special circumstances and will adjust this element of our curriculum to suit the needs of individual pupils.

Compulsory core subjects are supplemented by groups of optional subjects. Pupils must choose three subjects from Latin, Ancient History, Classical Greek, History, Geography, Art, Design and Technology, Religious Studies, Music, PE, Astronomy, Drama and Computer Science.

Pupils attend one lesson per week in Personal and Social Development (PSD), which form part of the PSHE education programme and also includes the delivery of Relationships and Sex Education (RSE).

YEAR 11: The Fifth Form

Pupils will continue with the two-year course started in the Fourth Form leading to GCSE qualifications. They attend fortnightly lessons in Personal and Social Development (PSD), which form part of the PSHE education programme and also includes the delivery of Relationships and Sex Education (RSE).

During the year, all pupils receive advice (including preliminary careers guidance), so that the subjects their choice of Sixth Form courses suitably reflects their interests, their capabilities and their future plans. Documents about the subjects themselves and about careers guidance at School are sent to all parents at the end of the Michaelmas Term to initiate discussions with their child and identify problem areas to be discussed with Staff. During the Lent Term, the school hosts an Options Fair for pupils, parents and guardians in advance of the final choices process.

At the end of the academic year, following the GCSE Examinations, we host a week-long 'Post GCSE Programme' where pupils have 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 studying Four Qualifications. Three of these will be A Levels and they choose may choose a fourth A level, an Extended Project Qualification (EPQ) or the Future Ready Qualifications (FRQ) course, which is a bespoke series of smaller qualifications focused on leadership and employability skills.

Pupils can choose from 25 A Level subjects: English Literature, Mathematics, Further Mathematics, French, German, Spanish, Latin, Ancient Greek, Physics, Chemistry, Biology, History, Geography, Government and Politics, Philosophy & Theology, Classical Civilisation, History of Art, Economics, Business Studies, Theatre Studies, Physical Education, Art, Photography, Music, and Design and Technology.

Pupils in the Lower Sixth also take one 'Academic Perspectives' course in each of the Michaelmas and Lent Terms. These courses, which are one period per week, are designed to add breadth and innovation to their learning parallel to the A Level specification, which includes embedding key skills such as critical thinking, digital literacy, research, communication, creativity and enquiry.

At carefully selected points in the Sixth Form curriculum, pupils attend talks and seminars in Personal and Social Development (PSD), which form part of the PSHE education programme, and also includes the delivery of Relationships and Sex Education (RSE).

Personal, Social, Health & Economic Education (PSHE), including Relationships and Sex Education (RSE)

The School's PSHE Education Programme is embedded into the curriculum and reflects its aims and ethos. It is delivered through a combination of classroom lessons, seminars and lectures and is updated to include reference to the latest statutory guidance e.g. Relationships and Sex Education (DfE 2019, updated 2021) and non-statutory guidance e.g. Promoting Fundamental British values as part of SMSC in Schools (DfE 2014). 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.

In 2021, the School recently undertook a whole-school community review titled the 'Respect Project', led by the Headmaster. It aimed to devise appropriate initiatives to further embed the values of equality, diversity and inclusion in our daily life and work at Shrewsbury. The work included listening to views, raising awareness, assessing the perceived strengths of our school culture, policy and practice, identifying weaknesses and areas to improve, and gathering input to form an action plan. The work of the 'Respect Project' was conducted with reference to all aspects protected by UK equality legislation.

Provision for pupils with Special Educational Needs

We are an academically selective school and we welcome all pupils who can make the most of the opportunities that we offer and who can flourish in the caring environment of Shrewsbury. Treating every pupil as an individual is central to our philosophy and ethos, and we welcome pupils with special educational needs, including medical or physical disabilities, provided that they attain the academic standard for entry and that our Learning Support Department can provide them with the support they require. For further information please see the School's 'SENDA' and 'Learning Support' Policies.

Academic Enrichment

We want all our pupils to aspire to a love of scholarship and there is much more to the academic adventure than what happens in the classroom. Pupils are encouraged to enter external competitions (e.g. Olympiads, national essay writing competitions) and regularly achieve success on the national stage. Pupils are encouraged to attend events as part of the Shrewsbury Dialogues series, which brings a wide range of high-profile speakers into the School. Academic societies exist in all subject areas, with an extensive programme of pupil-hosted events and publications throughout the year. Each subject area runs its own university preparation classes and there are revision classes and academic clinics available throughout the year for all pupils, 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.

The co-curriculum

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. Pupils in the Third Form sign up for four sessions of sport per week, pupils in the Fourth and Fifth Form sign up for a minimum of three sessions, and Sixth Form pupils are required to participate in a minimum of 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. Sports offered include football, hockey, netball, rowing, rugby, cricket, dance, tennis, squash, badminton, fives, cross-country running, athletics, fencing, and golf.

All pupils from the Third to Lower Sixth Forms participate in Thursday afternoon activities where again a wide range is offered. These include CCF, Outdoor Education, mountain biking, volunteering, creative arts 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 academic 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. Pupils in the Lower Sixth have the opportunity to attain a Level 2 Certificate in Leadership and Management.

Careers Guidance

Careers Guidance is coordinated and delivered by the Futures Department, which received [Career Mark Accreditation](#) in 2022. The School is committed to providing a planned and progressive programme of Futures activities for all pupils, calibrated against the eight Gatsby Benchmarks and working in partnership with employers, alumni, education providers and external agencies. The Futures Programme is presented in an impartial manner, promoting equality of opportunity and no pupil will be disadvantaged in gaining access to education, training or work.

The Futures Programme at Shrewsbury ensures that:

- Pupils leave Shrewsbury School with the necessary skills and attributes to enable them to progress to courses and careers that match their abilities.
- Pupils are provided with the information, advice and guidance to enable informed decision making about their future learning and/or career.
- Pupils are encouraged to understand their potential and the range of opportunities available to them in education and employment.
- Pupils are helped to participate in volunteering or work experience and develop enterprise and employment skills.

When students leave Shrewsbury School they will have received the appropriate and relevant information, guidance and support to enable them to progress to an opportunity in further or higher education, training or employment. Additionally, former pupils, regardless of age will always be able to access support from the School with regards to information, advice and guidance, as required.

Owner: RAK - Deputy Head Academic
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