



SURBITON

HIGH SCHOOL

Curriculum – Senior School

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Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others

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- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

Policy Statement

Surbiton High School provides full-time supervised education for pupils of compulsory school age (ages 5-18) and education appropriate to pupils at the EYFS, and to pupils aged 16-19. The curriculum is designed to allow scope for the development of their talents and interests at all stages.

Surbiton High School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, it seeks to provide students with an effective preparation for the opportunities, responsibilities and experience of adult life in British society. The



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curriculum supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

In addition, we provide a PSHE programme, delivered as a discrete subject mainly by Form Tutors, which gives pupils experience in spiritual, moral, social, cultural and economic education appropriate to the age and ability of its pupils, and which is in line with the School's Aims and Ethos. In addition, PSHE "SCOPE" mornings are held (Surbiton Cope). Details of how this is delivered can be found in our PSHE Policy and PSHE Schemes of Work, which are available on our website.

We also provide impartial Careers Guidance to our students, including advice on which GCSE and A-level subjects to choose. Further details can be found in our Careers Policy, which is available on our website.

The curriculum is planned to be appropriate for the ages and aptitudes of the pupils; where a pupil has identified specific learning difficulties, appropriate support and guidance is provided through their Individual Education Plan/Learner Profile; where a pupil has an Education Health and Care Plan (or EHCP), education is provided to meet its requirements. An EHC plan will be provided for students with significant learning difficulties or disabilities. Further details can be found in our Special Educational Needs Policy. In summary, the curriculum provision enables all students to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, those for whom English is an additional language and the most able.

Our specific curriculum aims are:

- Providing a broad, balanced, challenging and enriching educational experience for all pupils.
- Offering a wide range of co-curricular activities and enrichment programmes.
- Working in partnership with parents; encouraging them to be actively involved in their child's education.
- Preparing pupils for their subsequent education and their future lives.
- Celebrating success and achievement.

Furthermore, the curriculum at Surbiton High School subscribes to all of the following United Learning core characteristics:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
Common assembly themes
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;



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- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success;
- **Kindness and compassion**

Our curriculum provision 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.

Surbiton High School implements a written policy on the curriculum which is supported by strategic long term, medium-term and short-term plans.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our Senior School community.

Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to relevant parties in accordance with our statement on the provision of information, which can be found on the School's website, and should be read in conjunction with the following documents:

- Curriculum - Boys' Preparatory School
- Curriculum - Girls' Preparatory School
- Careers Policy
- Teaching and Learning Policy
- PSHE Policy
- PSHE Schemes of Work
- Special Educational Needs Policy
- Highly able, Gifted and Talented Guidance

This document is reviewed annually by James Flynn, Vice Principal Academic, or as events or legislation require and, in addition, is subsequently checked and monitored by the School's Compliance Officer. Once checked by the Compliance Officer, this policy is sent to LGB Members so that they can familiarise themselves with it and monitor its implementation going forwards. The next scheduled date for review is May 2026.



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Curriculum Structure

There are 5 teaching periods per day of 65 minutes each. There are class changeover times in between lessons to enable teachers and pupils to move from one lesson to another. We operate a weekly timetable with the use of a Week A and Week B timetable, where some lessons are taught in alternate weeks. SCOPE days/a Sixth Form Pre-university Course, during which the curriculum is suspended for one period, a half-day or a full day, ensures in-depth provision for specific PSHE topics during the academic year.

The Surbiton High School curriculum can be tailored to the needs of individual pupils. All pupils will study the core subjects with the vast majority following the standard curriculum. A small number of pupils in each year group may study fewer subjects to support their health, learning support need or talent in sport. An example might be a tennis scholar studying one language less in Year 8 and Year 9 to facilitate their club-level training.

Academic eligibility and helping students balance their commitments

Pupils must be academically eligible to take part in their chosen co-curricular activities. Pupils who have triggered a substantial number of detentions or have been on academic report multiple times will have their co-curricular schedule reviewed by the Head of Year and relevant Assistant Principal. This review will take into consideration all recent behaviour and academic data, together with any relevant pastoral issues. If it is found that the pupil's behaviour is not in line with the School values, and it is felt that the pupil would significantly benefit academically by reducing their co-curricular schedule, SLT would then reserve the right to uphold this clause of the policy and will contact all relevant parties. This includes participation in sports fixtures which occur both during and outside of the school day.

It is important to remember that this process is not designed as a punitive measure, but as a means of supporting the whole School community and has the pupils' best interests at heart.

The Year 7 Curriculum

There are 4 teaching periods per week of the core subject of English, with 3 teaching periods per week of Maths and Science; both English Language and English Literature are taught in English lessons and Science is taught as separate Sciences. Pupils are given a taste of the Modern Foreign Languages of French, German and Spanish, as well as Latin, having 1 period per week of each. 1 period per week is given to History, Geography, RS, Art, Music, Drama and Design Technology. 2.5 periods per week are given to PE; this includes one double period each week and one single period per fortnight. One and



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a half periods per week are given to PSHE (Personal, Social and Health Education). These lessons are usually delivered by members of the year team.

The Year 8 Curriculum

There are 4 teaching periods per week of the core subjects of Maths, with 3 teaching periods for English and Science; both English Language and English Literature are taught in English lessons and Science is taught as separate Sciences. Pupils make a choice to study 2 Languages, choosing from French, German, Spanish or Latin; 2 periods per week are given to each language. The majority of girls will study 2 languages; a minority will study 1 language and follow a Learning Support programme (OPAL) instead of a second language. 1 period per week is given to History, Geography, RS, Art, Music, Drama and Design Technology. 3 periods per week are given to PE: this is taught as one double lesson and one single lesson. 1 period per week is given to PSHE usually delivered by the year team.

The Year 9 Curriculum follows the same pattern as the Year 8 programme with addition of Computer Science taught for 1 period per week. In January of the academic year, the process of choosing GCSE options is started. Pupils and parents are informed about this through: PSHE lessons, assemblies, an information booklet, mentoring meetings, and an *Options Evening* event.

The Curriculum in Years 10 and 11

English Language and English Literature (2 separate GCSE courses) are taught over 4 periods per week. Maths is taught in 3 periods per week. Pupils are expected to study at least one Modern Foreign or Classical Language at GCSE as part of their core curriculum (pupils with a specific learning support, health need or high sporting commitments will not always study a language). Pupils choose between Separate Sciences (taught over 6 periods per week), or Combined Science (also taught over 6 periods per week). The Curriculum is designed to flex to the interests and strengths of each pupil and very occasionally a pupil may take 2 separate sciences from Biology, Chemistry and Physics to enable a broader range of options to be selected. Option subjects are given 2 periods per week, and these include:

- Ancient Greek
- Art and Design
- Art Photography (Photography portfolio required)
- Classical Civilisation
- Computer Science
- Dance (Audition required)
- Design Technology (Graphics, Resistant Materials, and Textiles)
- Drama



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- French
- Geography
- German
- History
- Latin
- Music
- Physical Education (Academic)
- Religious Studies
- Spanish

If a pupil opts to study 10 GCSE subjects, they will select 4 option subjects (one of which should be a language). Pupils who study fewer than 10 GCSE subjects may opt for a period of learning support (OPAL) and /or Private Study sessions.

2 periods per week are given to Physical Education.

1 period is given to PSHE.

Typically, pupils will study between 8 and 10 GCSE subjects; however, some pupils may study fewer GCSE subjects based on ability, other commitments, or medical needs.

Further Maths GCSE equivalent is available for the most able mathematicians when they enter Year 11. This is an additional qualification which is taught within the 3 periods of Maths, it is not a separate timetabled GCSE option.

The Sixth Form Curriculum

The Sixth Form Curriculum is designed to provide a range of learning opportunities, in both the core curriculum and the Co-curricular programme, that enable students to specialise in areas where they are particularly talented and interested, whilst at the same time broadening their horizons, giving them opportunities for leadership and personal agency, and preparing them for their subsequent education and future lives.

Students may opt to complete a Surbiton Independent Project (SIP), preparing students for Higher Education through further developing their subject interest, research, evaluation and presentation skills.

AS Maths studied over two years (allocated 2 periods per week) is available and is particularly supportive for those students taking A-level subjects which require higher level mathematical skills i.e., sciences, Computer Science, Geography, D&T, Psychology, Economics and Business.



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AS Further Maths is available and is studied over two years (allocated 2 periods per week). This is available and particularly supportive for those students taking A-level Maths with an aim to studying a sciences-based degree in the future but who do not want to commit to the full Further Maths course.

In Years 12 and 13, students usually study 3 A-level subjects plus either a SIP, AS Maths or AS Further Maths over two years. The majority of students undertake a 3 A-levels programme of study. Some pupils may study 4 subjects, depending on ability and interest. Students opting to take 4 A-levels will need to have their curriculum offer confirmed by a member of SLT.

In Years 12 and 13, the teaching allocation is 5 periods per subject per week.

Subjects included in the curriculum offer are:

- Ancient Greek
- Art
- Art Photography
- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science
- Dance (taught over 6 periods combining Year 12 and 13 students)
- Design Technology (Textiles)
- Design Technology (Product Design)
- Drama and Theatre Studies
- Economics
- English Language
- English Literature
- French
- German
- Geography
- History
- History of Art
- Latin
- Mathematics (and Further Mathematics)
- AS Maths (and Further Mathematics) (over 2 years)
- Music
- Philosophy



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- Physical Education
- Physics
- Politics
- Psychology
- Religious Studies
- Sociology
- Spanish

2 periods each week are allocated for Physical Education/Games (non-examined) (*Healthy Lifestyle*).

PSHE is delivered through a weekly lesson and suspended timetable SCOPE days.

Students are expected to develop good study habits in the Sixth Form; there is a supervised study area where there is an Academic Mentor available, as well as access to careers resources and guidance. The Oxbridge preparation programme is available to those students who have the ability and interest, alongside specific preparation for Medicine, Dentistry or Veterinary Science applications. Please see Highly Able (Gifted and Talented) Guidance for further information.

We endeavour to run all subjects every year; however, there may be occasions a subject may not run if student uptake is low. Any decisions of this nature will be made with the consent of the Principal.

Sixth Form teaching groups will not normally exceed sixteen pupils and only then with the consent of the Principal.

Procedures for Review and Development

A whole-school curriculum review is conducted annually. The planned and delivered curriculum is reviewed by the Senior Leadership Team and coordinated by the Vice Principal (Academic), as well as when events and/or legislative change requires alteration.

Heads of Department are responsible for the ongoing delivery and review of each subject curriculum area. A Senior Leadership Team annual *Results Analysis Review* quality-assures the effectiveness of curriculum delivery and impact. This is in tandem with the School's Performance Management procedures, lesson observations, learning wanders and pupil work scrutiny.

	English Language & Literature	Mathematics	Science (separate or combined)	Art	Art Photography +	Classical Civilisation	Computing	Dance ++	Design & Technology	Drama	Geography	Greek (Ancient)	History	French	German	Spanish	Latin	Music	Philosophy & Religious Studies	Physical Education (GCSE)	Physical Education (non-examined)	PSHE / LTS/B2B	Private Study	
Year 7	4	3	3	1					1	1	1		1	1	1	1	1	1	1		2.5	1.5		25
Year 8	3	4	3	1					1	1	1		1	4 periods total*				1	1		3	1		25
Year 9	3	3	3	1			1		1	1	1		1	4 periods total**				1	1		3	1		25
Year 10/11,	4	3	6	4 of these @ 2 periods each (including a minimum of one language)																	2	1	1	25

* In Year 8, pupils choose 2 languages, each of which is allocated 2 periods per week; if 1 language is chosen, pupils follow an OPAL programme of Learning Support.

** In Year 9, pupils continue with their language choices, each of which is allocated 2 periods per week; if 1 language is studied, pupils follow an OPAL programme of Learning Support.

+ GCSE Art Photography: there are typically 12 spaces on this course and a portfolio can be requested to help with selection

++ GCSE Dance GCSE is open to girls via audition only

GCSE Core/Additional Science are both taught over 6 periods per week.

- Typically, pupils study between 8 and 10 GCSEs Pupils taking OPAL study for 9 GCSEs. Some pupils may study fewer GCSE subjects, usually for medical reasons or because of very heavy time commitments to sport or the performing arts. Their curriculum is bespoke and determined on an individual case-by-case basis. The underlying principle is that pupils follow the curriculum pathway which best plays to their strengths.

	Art/* Art Textiles Art Photography Biology Business Studies Chemistry Classical Civilisation Computer Science Dance* Creative Writing Drama & Theatre Studies DT Graphic Products DT Textiles Economics English Language English Literature French Further Mathematics Geography German Greek History History of Art Latin Mathematics Music Philosophy Physical Education Physics Politics Psychology Religious Studies Sociology Spanish						
Year 12, 3 subjects	3 of these @ 5 periods each	1	2	2	2	1	18/19/20
Year 12, 4 subjects	4 of these @ 5 periods each				2	1	23
Year 13, 3 subjects	3 of these @ 5 periods each		2	2	2	1	18/20
Year 13, 4 subjects	4 of these @ 5 periods each				2	1	23

Notes

Students are given guidance as to the most suitable pathway (in terms of number and choice of subjects studied) to follow at A-level.

- Within the Art option, Fine Art or Art textiles can be studied and either of these can be combined with Art Photography as a separate A-level subject.
- Dance is by audition only

- PSHE is delivered through a suspended timetable model for Year 13.
- SIP consists of one taught period

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