STAHS
PREP SENIOR SIXTH

Curriculum

Teaching, Learning & Assessment Policy
Related Document

June 2026

THINK BEYOND

STAHS
PREP SENIOR SIXTH

P06: TEACHING, LEARNING AND ASSESSMENT POLICY (Related Document)

CURRICULUM

Contents

1. INTRODUCTION 2
2. CHALLENGE FOR ALL AND TEACH TO 25 2
3. PSHE 3
4. HIGHER EDUCATION AND CAREERS 3
5. PHYSICAL EDUCATION AND GAMES 4
6. SEND, EAL AND MORE ABLE 4
7. CURRICULUM STRUCTURE 5
   - Pre-Prep 5
   - Prep 6
   - Senior 6
   - Sixth Form (Year 12 and 13) 8
   - The STAHS Diploma 10
   - Super Curriculum 11
8. PUPIL CLASSES AND TEACHING GROUPS 12

1. INTRODUCTION

1.1. STAHS is academically ambitious and is a community that benefits from academic rigour and intellectual challenge. STAHS seeks to inspire and nurture academic ambition through a vibrant and through-school culture of a love of learning, underpinned and informed by meaningful assessment.

1.2. Through the development and delivery of our curriculum, we help pupils to gain the knowledge, skills, and interests to make realistic and exciting choices about their futures as individuals.

1.3. STAHS provides a full-time supervised education for pupils from Reception to Year 13, which gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical and aesthetic and creative education.

1.4. The curriculum provision enables pupils, including those in the EYFS, to acquire skills in speaking, listening, literacy and numeracy. It enables all pupils to have the opportunity to learn and make progress, including those with special educational needs or disabilities (SEND), those for whom English is an additional language (EAL), the most able, and those with protected characteristics as set out in the Equality Act 2010, namely age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

1.5. The curriculum's provision includes the preparation of pupils for the opportunities, responsibilities, and experiences of adult life in a manner that is age appropriate. The STAHS curriculum ensures students cover the key elements of the National Curriculum but are also provided with enhanced choice and opportunity beyond it. All curriculum subject matter is appropriate for the age and aptitudes of the pupils in each school year, including any pupils with SEND, whose needs are regularly reviewed.

1.6. 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. At STAHS we embrace our wider role in preparing pupils for their adult life beyond formal education including the opportunities, responsibilities, and experiences of life in British society. Part of our roles in that preparation is ensuring that we actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

1.7. We aim to develop in every young person the values, skills, and behaviours they need to get on in life. All pupils should receive a rich provision of classroom and co-curricular activities that develop a range of character attributes, such as resilience and ambition, which underpin success in education and employment.

2. CHALLENGE FOR ALL AND TEACH TO 25

2.1. We aim to have a curriculum and approaches to our pedagogy and assessment that challenges each of our pupils, supporting them in fulfilling their full potential. We do this by having high expectations of all pupils and by providing pupils with opportunities to take themselves beyond the curriculum in each subject area, and/or by giving them opportunities to take academic risks

in the way they respond to curriculum topics. More on this can be found in the *Challenge for All* Related Document to P06.

2.2. It is through Challenge for All that we aim to provide all pupils with the knowledge, skills and attributes to be able to thrive aged 25. We Teach to 25, enabling pupils to succeed not only on their next stage of study but in their first careers. This is especially pertinent in a time where the number of careers each individual will have in a lifetime continues to grow. More details can be found in the Curriculum Structure 'Sixth Form' section below.

2.3. In the Senior School, the Super Curriculum provides a weekly opportunity for those in Years 7 to 10 and 12 to 13 to work on non-examined material which stretches them beyond the confines of the regular school curriculum. In Year 7 pupils look at effective study habits, read widely and create their own research and presentations and carry out a social action project through First Give. Year 8 pupils undertake reading and discussion of current affairs and create their own projects, in Year 9 they participate in subject-led book groups before preparing individual presentations, in Year 10 all pupils undertake an interdisciplinary project combining multiple subject areas, and in Years 12 to 13 pupils have sessions on research skills and subject-specific stretch material. Year 11 use this weekly time for private study, developing their own independent study skills where support and sessions teaching pupils how to consolidate effectively are available.

3. PSHE

3.1. The STAHS Personal, Social and Health Education curriculum ensures that pupils receive a PSHE education that reflects the School's mission, vision and values and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

3.2. PSHE takes place within STAHS in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHE delivered through regular sessions led by form tutors, which is branded as Skills for Life for Year 7 to 11 at the Senior School. The informal curriculum enhances this by providing a wide range of opportunities for PSHE including assemblies, co-curricular and academic clubs and societies, charity and community engagement, lectures, and school visits.

3.3. The PSHE curriculum adapts to the needs of the pupils and the national context. Details of the PSHE curriculum can be found in the PSHE Scheme of Work.

4. HIGHER EDUCATION AND CAREERS

4.1. While our Challenge for All and Teach to 25 approach is embedded firmly within all areas of our curriculum, it is expressed particularly explicitly through our Higher Education (HE) and Careers provisions. STAHS HE and Careers provisions are in place to ensures pupils are ready to thrive in any career, knowing that those who leave us will likely go on to multiple careers. Those who will be most successful will be able to utilise their relevant transferable skills more effectively, with much development of these taking place at STAHS.

4.2. More details on Careers Advice and Guidance across the School can be found in the Related Document as part of the P03 Pastoral Care and Personal Development. It is our duty to provide

accurate, up-to-date careers guidance that is in line with the Gatsby benchmarks meaning it should be impartial, it should enable pupils to make informed choices about a broad range of career choices, and it must help to encourage our pupils to fulfil their potential. Our Head of Careers has oversight of all careers provision. The curriculum at STAHS embeds careers advice and guidance throughout, both as part of schemes of work in curricula of subjects and through the co-curriculum, school visits and other events.

4.3. Each subject area has an impact on pupils' higher education choices, through their curriculum, co-curriculum and their schemes of work. Preparing pupils for the world of work and higher education is a responsibility STAHS takes seriously, and we expect all our teachers to be supporters of this by weaving in skills, knowledge and awareness of the world of work and higher education to their lessons and the co-curriculum where appropriate.

4.4. At the Senior School, all Sixth Form pupils aim to achieve the STAHS Diploma, the fourth pillar of which is 'Making the Leap' and outlines what we expect of pupils in partaking in HE and Careers preparation. We have access to impartial and independent information, advice and guidance about careers through advisors that support the School. Each pupil is assigned a HE/UCAS advisor, and most pupils will choose to complete a UCAS application in Year 13. Those applying abroad or to specialist courses, or alternative Higher Education or career pathways that are not through UCAS are equally supported with this. The Head of Sixth Form has oversight of all of the applications with support from our Head of Higher Education and our Assistant Head of Sixth Form: Academic.

5. PHYSICAL EDUCATION AND GAMES

5.1. All pupils at STAHS participate in both our PE and Games curriculum. These present an opportunity to encourage pupils to enjoy and achieve their potential, not just in sports and outdoor activity, but when they go back into the classroom and onto their chosen careers. Breadth, balance, a phased approach to physical development and careful management of competition are features of the PE curriculum, with pupils accessing a plethora of activities which allow them to find sports that they enjoy, and to promote lifelong involvement in physical activity.

5.2. The PE curriculum is supported by an extensive co-curricular programme. At the Prep School and Senior School, the weekly Games programme focuses on development of, and competition in, the core sports in rotation, and other sports as appropriate. In Year 12 and 13 pupils choose from a wide range of activities that run alongside the core sports as part of Senior Games.

6. SEND AND EAL

6.1. STAHS actively seeks to ensure the full range of the curriculum is accessible for the full diversity of pupils attending the school. An inclusive and enriching curriculum across all our subject areas are key to fulfilling the potential of all pupils.

6.2. Pupils with special educational needs and disabilities, and those with language barriers, including our EAL pupils, may receive specialist support at the Prep and Senior from our SENCOs. Our curriculum is designed to provide opportunities for pupils of all abilities and needs to thrive, and teachers are trained to identify potential needs and can seek the support of the SENCO where it is required.

7. CURRICULUM STRUCTURE

7.1. At Prep, we use our School's curriculum overview map for 4 – 11-year-olds to guide our teaching and to show the progression and continuity within subjects and age groups. Medium term plans are used to set out the aims and learning objectives for each subject, giving details of what is to be taught in each year group. We also identify opportunities for assessment, extension, and support activities.

7.2. At Senior, each department has schemes of work that outline the aims and learning objectives for each year group. These indicate within them opportunities for assessment and extension and support activities.

7.3. Staff at both the Prep School and the Senior School meet to ensure curriculum development considers the curricula at each site. This helps to avoid repetition for pupils such that the curriculum either broadens or deepens pupil knowledge and skills.

Pre-Prep

7.4 **Reception**

a. Pupils in Reception follow the Early Years Foundation Stage Curriculum (EYFS). The EYFS Curriculum is based around seven standards: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design.
b. Teaching is organised and planned to be free-flowing and in addition to focused and targeted work, pupils have many opportunities to make choices in their learning and to play. All pupils in Reception receive specialist PE/Games, Little Voice, Big Ideas (oracy lesson), computing, forest school and music lessons.

7.5 **Years 1 and 2**

a. Pupils in Years 1 and 2 study two core subjects: English and Mathematics with reference to the National Strategies together with the foundation subjects:

- Science
- Art and Design
- Geography
- History
- Computing
- Music
- Physical Education
- Religious Education
- Forest School
- Little Voices, Big Ideas (Year 1 only)
- French (Years 2 only)
- Skills for Life

Prep

7.6 Pupils in Years 3 - 6 study two core subjects: English and Mathematics with reference to the National Strategies together with the following subjects:

- Science
- Art and Design
- Geography
- History
- Computing
- Music
- Physical Education
- Religious Education
- Swimming (Y3 and Y4 only)
- Mandarin (Y6 only)
- French (Y2 to Y6)
- Skills for Life (PSHEE)
- Future STAHS (Y5 and Y6 only)
    - Microbit Technology & Coding
    - Robotics
    - Ethics and Debating
    - Public Speaking
    - Entrepreneurship and Financial Literacy
    - Sustainability and Environmental Innovation Project

Senior

7.7 **Key Stage Three (Years 7 through 9)**

a. All pupils have two hours of Games per week and follow a discrete PSHE programme taught by form tutors in timetabled lessons named Skills for Life.
b. Pupils in Years 7 and 8 follow a broad, balanced course of study:

- Art
- Biology
- Chemistry
- Design and Technology - Food, Textiles and 3D Design
- Drama
- English
- Two languages out of French, German, Italian, Mandarin or Spanish
- Geography
- History
- Computer Science
- Latin
- Mathematics
- Music
- Physical Education
- Physics
- Religious Studies
- Science: discrete Biology, Chemistry and Physics

c. At the end of Year 8, pupils tailor their curriculum to allow for exploration of new subjects or in preparation for further study at GCSE. These are called 'Electives'.
d. All pupils study the following Year 9 core subjects:

- Biology
- Chemistry
- English
- Two languages out of French, German, Italian, Mandarin or Spanish
- Geography
- History
- Mathematics
- Physical Education
- Physics
- Religious Studies

e. Pupils may then select five from the following Year 9 elective subjects to complete their profile of 14 courses: (those marked with an * are new opportunities in Year 9):

- Art
- Food and Nutrition
- 3D Design
- Textiles
- Drama
- Music and Further Music* (those taking Further Music complete their GCSE in Year 10 and complete the Silver Arts Award in Year 11)
- Classical Civilisation*
- Latin
- Greek*
- Computer Science

f. At the end of Year 9, following advice from staff and discussions with parents, pupils choose the GCSE subjects they wish to study. They must complete a set of 'core' subjects, and may then choose from a given menu of options subjects.
g. The Extended Maths Qualification is an option to pupils who are placed in Sets 1, 2 or 3 in Year 10, based on their assessment results in Year 9. This GCSE is taken as an additional qualification; those in Year 10 Maths sets 1, 2 and 3 are taught an accelerated programme which covers primarily GCSE Maths with some extension topics. At the end of Year 10, resetting occurs where students may move between sets 2 and 3: in Year 11, sets 1 and 2 will pursue the Extended Maths Qualification in addition to the GCSE while Sets 3 – 7 pursue the GCSE. It is only a suitable route for the best mathematicians because it is a challenging qualification taken at an accelerated pace. As such, we do not permit pupils below Maths Set 3 in Year 9 to opt to take the qualification.

7.8 **Key Stage Four (Years 10 and 11)**

a. All pupils are required to take the full suite of GCSE options available to them. This means most pupils take ten GCSE subjects and those opting for Double Award Science will take nine. In exceptional circumstances which could include a particular special educational need or medical need, pupils may begin Year 10 on a Personalised Curriculum. This decision would be made in discussion with the pupil, parents, Head of Year and relevant members of the Senior Leadership Team.

b. All pupils study the following core GCSE subjects:

- English Language
- English Literature
- Mathematics
- Science*
- A Modern Foreign Language (French, German, Italian, Mandarin or Spanish)

* Students may choose whether to pursue the Triple Science qualification or the Double Science qualification. The Double Award qualification is taught in the same number of lessons as the Triple Award and continues to be taught as three separate sciences.

c. Pupils may then select from the following subjects to complete their profile of ten GCSE courses (nine where Double Award Science is selected):

- Art and Design: 3D Design
- Art and Design: Fine Art
- Art and Design: Textile Design
- Classical Civilisation
- Classical Greek
- Computer Science
- Drama
- French
- Geography
- German
- History
- Italian
- Latin
- Mandarin
- Music and Further Music (those taking Further Music complete their GCSE in Year 10)
- Religious Studies
- Spanish
- Physical Education (GCSE)

d. Pupils continue to have discrete PE and Games lessons in Year 10 and 11.

e. All pupils continue to follow a discrete PSHEE programme in Year 10 and Year 11, delivered primarily by form tutors as Skills for Life. These are tailored to the needs to each year group.

f. Pupils opting for Further Music take Music GCSE a year early and then complete the Silver Arts Award during their Year 11 course.

g. Some pupils will sit additional GCSE exams without taking the associated course; for example, where a pupil is a native speaker of an examinable modern foreign language, STAHS may act as an exam centre for the assessment. Arrangements for pupils sitting exams outside of the curriculum are made on an individual basis, and at the Head's discretion.

h. Some pupils will also sit an Extended Maths Qualification, as described above in 7.7 (g)

Sixth Form (Year 12 and 13)

7.9 At STAHS, we view entry into the Sixth Form as the start of the journey to adulthood. These are the first two years in a trajectory that will take our students through their A Levels,

university degrees or other higher education qualifications and into their first career. Our 'Teach to 25' philosophy means that the STAHS Sixth Form really is a bridge between secondary and tertiary education, ensuring that the physical and academic freedom enjoyed by our Sixth Formers is balanced by a clearly defined structure which ensures well-rounded personal development, intellectual growth, acquisition of skills for life, a commitment to service and experience of – and training in – leadership.

7.10 All pupils in our Sixth Form study four A Level subjects. In exceptional circumstances, which could include a special educational need or medical need, pupils may begin Year 12 with a reduced programme of study. This decision is made in discussion with the Head of Sixth Form and the Deputy Head Academic.

7.11 Pupils who wish to move from four A levels to three are able to do so after Michaelmas half term of Year 12. They are invited to discuss this with the Head of Sixth Form after which feedback is received from all the pupil's class teachers to consider whether dropping a particular subject is a sensible course of action when considering their attainment in their other subjects and in the context of future higher education or career choices. Pupils are able to move to three A levels at any stage after Michaelmas half term of Year 12, following the same process as above. The only exception is A level Drama, where they must drop the subject either by the end of Michaelmas term of Year 12 or continue to the end of Trinity term of Year 12. This is because in Lent and Trinity terms they are completing group NEAs (coursework) which require their continued participation as it influences the outcomes of all other pupils in the group.

7.12 Many pupils also complete the Extended Project Qualification (EPQ) or the HSK certificate in Mandarin.

7.13 Pupils may then select from the following A Levels:

- Art and Design: 3D Design
- Art and Design: Fine Art
- Art and Design: Textiles Design
- Biology
- Chemistry
- Classical Civilisation
- Classical Greek
- Computer Science
- Drama and Theatre
- Economics
- English Language
- English Literature
- Environmental Science
- French
- Geography
- German
- History (Modern or Medieval routes)
- Latin
- Mathematics
- Further Mathematics
- Music
- Philosophy

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

The STAHS Diploma

7.14 The Diploma is the framework on which the STAHS Sixth Form programme hangs. All STAHS Sixth Formers embark on the Diploma journey, engaging over the course of Years 12 and 13 with each of the four distinct Pillars of the Diploma: Academics, Skills for Life, Service and Leadership and Making the Leap. Students develop their individual Diploma Portfolio where they record and evidence their achievements and participation in a range of activities and pursuits, ensuring they meet the expectations for each pillar, but often far surpassing the requirements.

7.15 The Four Pillars of the STAHS Diploma:

a. **Academics**

The STAHS Sixth Form supports students with a genuine love of learning, and our programme of study is not limited to the functional learning for A Level exams, but instead is built on the development of independent thought and the exploration of the big ideas that have shaped our world. This pillar encompasses A Level studies, EPQs, super-curricular studies and additional academic workshops, lectures, masterclasses and other intellectual pursuits.

b. **Skills for Life**

The 21st-century workplace requires skills and intellectual dexterity that are often not acquired in the classroom. The Skills for Life pillar includes the STAHS co-curriculum and a rich non-examined curriculum to enable students to discover new hobbies, interests and skills that they will continue to enjoy into adulthood and the practical skills to enable them to lead successful and fulfilling adult lives.

c. **Service and Leadership**

Providing positive, supportive leadership and engaging in service to the community (the School community, our local area, national and global) are fundamental STAHS values embodied by our Sixth Form students. This pillar includes community service and charitable activity, activism and leadership opportunities.

d. **Making the Leap**

The STAHS Sixth Form is the first step on a multi-destination journey to adulthood, and our students are well prepared to 'make the leap' to higher education, apprenticeships or other qualifications and the world of work. This pillar is all about preparation for tertiary education (including specialist preparation for Oxbridge and Medical, Veterinary and Dental applications), careers education and work experience.

7.16 By the end of Lent Term in Year 13, students will have met the requirements for completion of the STAHS Diploma (barring their A level examinations, which complete their Diploma portfolios). We hold a formal Valediction Ceremony in Trinity term where the achievements of individual students in the Diploma, and elsewhere in the school, are recognised and celebrated.

7.17 The STAHS Sixth Form is so much more than just A level education; the Diploma provides a fantastic platform for girls to document and track their many successes and helps them better understand their strengths and area for development. The Diploma encourages students to take ownership of their education, and to make well-informed and independent decisions about their future.

Super Curriculum

7.18 All Year 7 to 13 pupils have one lesson set aside per week, in addition to their curriculum as described above, for activities which take them beyond the remit of a typical examined curriculum, or for private study in Year 11 and some of Year 12 and 13. This is a key part of the STAHS aim to stretch pupils, to make them feel increasingly confident and well-equipped when asked difficult or open-ended questions, and to develop their skills in research, close reading, listening and oracy.

7.19 The activities in this lesson slot for each year group are as follows:

- Year 7: Habits of an Effective Learner, Knowledge Matters and Social Action. Students will learn effective study techniques, read widely and prepare their own presentations on a wide range of topics beyond the formal curriculum, and in Trinity, engage with local charities to carry out their own social action through First Give.
- Year 8: current affairs reading and discussion groups. Pupils engage with live political debates, read a variety of articles on a given topic, then summarise their reading and debate and present their own views on the subject. In Lent Term, Year 8 participate in the STAHS Museum project, where they select an item they believe worthy of inclusion in the STAHS Museum and prepare a formal, analytical presentation on their item.
- Year 9: subject-specific book groups. Pupils select one book group to follow in Michaelmas and a second to follow in Trinity. Year 9 then participate in STAHS' version of the National Gallery's ARTiculation prize in Lent Term: this sees them research a favourite piece of visual art, music or design, and then deliver a formal analytical presentation to their peers.
- Year 10: pupils complete an interdisciplinary research project combining two contrasting subjects (e.g. comparative mythology in ancient and modern cultures, the history of scientific discoveries, the future of food). The first part of the year incorporates a series of lessons on research skills, followed by subject masterclasses and then time to complete and present their project.
- Year 11: private study.
- Year 12: taught research and university-level skills (Michaelmas), then subject-specific stretch classes including preparation for university-style seminars and interviews (Lent and Trinity). Some students may complete private study in Trinity.
- Year 13: subject-specific stretch (Michaelmas) and then private study (Lent and Trinity). Some students may complete private study throughout Year 13.

8. PUPIL CLASSES AND TEACHING GROUPS

8.1. Across both Prep and Senior, unless there are significant extenuating circumstances, pupils follow our full timetabled curriculum. The School may decide that a significant pastoral, medical or special educational need is such that changing a pupil's programme of study is necessary to enable them to thrive.

8.2. The class or teaching group in which a pupil finds themselves may also be changed at the discretion of the School. This decision is for the School and will be made at the Prep by the Senior Deputy Head Academic in liaison with the Head of Prep and at the Senior School by the Deputy Head Academic in liaison with the Head of STAHS Senior. Changes to class or teaching group are not made based on pupil, parent or teacher preference, and instead based on educational decisions; for example, due to significant pastoral, medical or special educational need, or mixing up classes in a year group as they move from one year to the next.