

ST. CATHERINE'S SCHOOL
CURRICULUM
(Senior and Prep and Early Years Foundation Stage)

Our Vision

To be a school that lives the Gospel values, promotes the dignity of every individual and is committed to excellence.

Mission Statement

We are a Catholic School where every student, regardless of her individual faith:

- is valued
- is a member of a thriving, happy community
- is helped to achieve her personal best
- is given a wide range of opportunities to develop her talents
- is prepared for the challenges of adult life
- is helped to understand and fulfil her responsibilities to self, family and society

As a Catholic school in the ecumenical tradition, Gospel values are at the heart of our curriculum. We believe that the curriculum should provide a broad and balanced experience for all pupils.

Aims

We aim to provide:

- a curriculum which will have, at its heart, the spiritual, moral and social values of the Gospels.
- a broad curriculum, reflecting scholarship, intellectual values and personal growth will bring pupils into contact with the elements of learning: knowledge, skills (speaking, listening, literacy and numeracy), concepts and attitudes – and the areas of learning experience: aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.
- a balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.
- a coherent curriculum will be planned as a whole and will embrace the elements and areas of learning in a way that contributes to overall progress and achievement.
- a relevant curriculum will reflect the previous learning of the pupils and their aspirations and promote personal growth.
- a differentiated curriculum will allow for differences in pupils' abilities and skills.

Objectives

To maintain a curriculum which values:

- Religious Education
- Personal Social and Health Education
- the Spiritual, Moral, Social and Cultural Education strand in individual subjects

To maintain a broad and balanced curriculum which: -

- in the Prep Department exposes pupils to a wide range of academic, creative, physical, spiritual, social and technological experiences; these experiences will be delivered in such a way as to provide a balanced curriculum.
- at Key Stage Three covers the full range of elements and areas of learning.
- at Key Stage Four provides a range of options which allows pupils to experience the majority of elements and areas of learning.
- at Key Stages Three and Four provides a core that balances the elements and areas of learning.
- at Key Stage Five provides each student with the right balance of challenges and skills to pursue further learning at a further education college/university of their choice.

To maintain a relevant curriculum which: -

- At Key Stages 1 and 2 covers the core and foundation subjects of the National Curriculum and the Here I Am programmes of study in RE
- includes, for the Early Years, a programme of activities appropriate to their needs.
- at Key Stage Three takes account of the curriculum in our main feeder preparatory schools, while preparing pupils for GCSEs.
- at Key Stage Four provides pupils with a core of GCSE courses that provide a foundation for further study and a range of options that allow for individual interests and aptitudes.
- At Key Stage Five provides students with an extensive choice of AS and A2.
- includes Careers Education and Guidance and which will help prepare pupils for opportunities, responsibilities and experiences of adult life.

To meet the needs of the individual by: -

- in the Prep Department, using differentiation within the classroom with some specialist support.
- at Key Stages Three and Four, where appropriate, allowing for the setting of subjects according to ability so that all pupils have the opportunity to learn and make progress.
- At Key Stage Five providing very small class sizes, one-on-one tutorial advice on careers and further education selection.
- providing support, within the resources that it possesses, for students who have LDD e.g. EAL or dyslexia or who find certain aspects of their learning programmes difficult.
- enabling pupils with disabilities to have full access to the curriculum.
- teaching in ways that make allowances for individual abilities and skills.

Curriculum

In both the Prep Department and Senior School all pupils follow a programme in Religious Education, Personal, Social and Health Education (PSHE) and Physical Education (PE). Swimming is a curricular subject throughout the school up to Year 9.

Prep Department:

Early Years:

Key Stage 1 and 2: All national curriculum subjects are taught. French and Food Technology are introduced at Key Stage 2 and Spanish has been introduced this year to Year 6.

Senior School

Key Stage 3: All national curriculum subjects are taught. Pupils study Spanish, French and German. From Year 7, pupils are set by ability in Maths and Science. Year 8 pupils are set by ability in Modern Foreign Languages

Key Stage 4: All pupils study the core subjects to GCSE – English Language, English Literature, Religious Education, Mathematics, Science (Double or Separate Award). They also do either French or German.

In addition, they choose a further 3 subjects from: Art, Drama, Geography, German, History, ICT, Music, PE, Photography, Technology (Food) and Spanish.

Key Stage 5: All students in Year 12 follow a General Studies programme, which includes one period of General RE. Those who have not studied ICT to GCSE level are expected to complete the ECDL. The students also have a PE lesson each week. All students are expected to study 4 AS level subjects, though some may elect to do 5. In special circumstances a student may study only 3 AS level subjects.

Sept 2010 JSK

Review Date: Sept 2011