



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

CURRICULUM POLICY

Date: May 2025
Revision Date: May 2026

Introduction

The curriculum at Sutton Coldfield Grammar School for Girls includes all the planned activities that are organised to promote learning, personal growth, and development. It includes both formal timetabled lessons and the range of super-curricular and extra-curricular activities that are offered to enrich the experience of students.

Aims

- Provide a broad and balanced curriculum which is coherently planned and sequenced.
- Promote a positive attitude towards learning with high expectations of all students.
- Ensure equal access to learning for all students with appropriate levels of challenge and support.
- Enable students to acquire knowledge and skills, to develop an understanding of concepts, and be able to choose and apply these appropriately.
- Support students' spiritual, moral, social and cultural development.
- Prepare students for the next stage in their educational journey / future career.
- Promote super-curricular opportunities to stretch and inspire students within subject areas.
- Provide a varied programme of extra-curricular activities.
- Nurture the talents of all and celebrate successes.
- Develop a fair curriculum model with appropriate time allocations.
- Provide subject choices that support students' learning and progression.
- Enable the aspirations and development of students to remain central in the design of the curriculum.
- Ensure a financially sustainable curriculum.

Personal Development and Religious Education

- Personal Development (PD, which incorporates Personal, Social and Health Education, PSHE and Careers) is taught in timetabled lessons across all year groups.
- Personal Development is also delivered through assemblies and registration activities.
- Religious Studies (RS) is timetabled in Years 7/8/9 and delivered via assemblies for students in Years 10/11/12/13.

Timetabled Enrichment and Extra-Curricular Activities

- Year 12 students have weekly timetabled enrichment activities.
- The whole school extra-curricular programme incorporates a wide range of sporting, musical, creative and practical activities, and a programme of visits and residentials both in the UK and overseas.
- A half termly extra-curricular schedule is published and shared with all students promoting the activities available at lunchtime, before and after school.

Year 7/8/9 Curriculum

- The 7/8/9 curriculum includes English, Mathematics, Science, French, Spanish, Geography, History, Religious Studies, Computer Science, Physical Education (PE), Art, Music, Drama, Design Technology (DT), Food and Nutrition (Food), Textiles and Personal Development.
- Year 7 students are taught French until midway through the summer term and then Spanish is introduced in Summer 2.
- DT, Food and Textiles are taught on rotation throughout Years 7, 8 and 9.

Year 10/11 Curriculum

- Students study a maximum of ten GCSE subjects.
- Core GCSEs are English Language and Literature, Mathematics, Biology, Chemistry and Physics.
- Students take a GCSE language in either French or Spanish and can study both as required.
- English has 8 lessons in Year 10 and 7 in Year 11. Maths has 8 in Year 11 and 7 in Year 10.
- A further 3 GCSEs are chosen from Art, Business, Computer Science, Design Technology, Drama, Food and Nutrition, French, Geography, History, Music, PE, RS, Spanish and Textiles.
- Students choose GCSE option subjects in the spring term of Year 9.
- GCSE option blocks are devised based on student choices made by the publicised deadline. Any requests to change subjects after this may not be able to be accommodated.
- A very small number of students take Supervised Study in place of one of their GCSE option subjects. These are on a case-by-case basis with the support of the 6th Form team
- Once students have started courses in Year 10, it is expected that they continue with their chosen programme of study through Years 10 and 11.

Year 12/13 Curriculum

- Students opt to study three or four A-Levels from Art, Biology, Chemistry, Computer Science, Drama, Economics, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Music, Physics, Politics, Psychology, RS, Sociology and Spanish.
- Students give an indication of A-Level subject choices in the spring term of Year 11.
- A-Level option blocks are devised based on current Year 11 student choices and staffing. The blocks will be shared on the school website during Summer 2, before Sixth Form Induction Day.
- A GCSE Grade 7 (minimum) in that subject is required to study certain A-Level subjects: Mathematics, Biology, Chemistry, Physics, French and Spanish.
- The Extended Project Qualification (EPQ) is offered to students in Year 12 through Enrichment.
- Year 12 have weekly timetabled enrichment activities and a scheduled week of Work Experience.
- Year 12/13 students studying three A-Levels have 6 timetabled supervised study periods per fortnight. We allow students studying Art to be timetable-4 to allow for the other 2 hours to be scheduled in the Art rooms.
- Students may start with four A-Level subjects and subsequently drop to three with the expectation that this decision is made by the end of September.
- Where a student requests to change A-Levels, this can only be considered within the first two full teaching weeks in September of year 12.
- If a student requires a more personalised approach this will be considered on a case-by-case basis with the support of the 6th Form team and Curriculum DHT.

Timetable and Allocations

- A two-week timetable is constructed based on 50 one-hour lessons per fortnight.
- The allocation of lessons in each year group: -

Year 7

Lessons per fortnight	English	Maths	Science	French (Spanish from June)	Geography	History	RS	Computing	PE	Art	Music	Drama	Dt/Food/ Textiles	Personal Development
Year 7	6	6	6	6	3	3	3	2	4	2	2	2	3	2

Year 8

Lessons per fortnight	English	Maths	Biology	Chemistry	Physics	French	Spanish	Geography	History	RS	Computing	PE	Art	Music	Drama	Dt/Food/ Textiles	Personal Development
Year 8	5	6	3	3	3	3	3	3	3	2	2	4	2	2	2	3	1

Year 9

Lessons per fortnight	English	Maths	Biology	Chemistry	Physics	French	Spanish	Geography	History	RS	Computing	PE	Art	Music	Drama	Dt/Food/ Textiles	Personal Development
Year 9	6	6	3	3	3	3	3	3	3	3	2	3	2	2	1	3	1

Year 10/11

Lessons per fortnight	English	Maths	Biology	Chemistry	Physics	Core PE	Option A	Option B	Option C	Option D	Personal Development
Year 10	8	7	4	4	4	2	5	5	5	5	1
Year 11	7	8	4	4	4	2	5	5	5	5	1

Year 12/13

Lessons per fortnight for students studying 3 A-Levels	A-Level 1	A-Level 2	A-Level 3	Supervised Study	Personal Development	Enrichment
Year 12	10	10	10	6	2	2
Year 13	10	10	10	6	2	

Lessons per fortnight for students studying 4 A-Levels	A-Level 1	A-Level 2	A-Level 3	A-Level 4	Personal Development	Enrichment
Year 12	10	10	10	10	2	2
Year 13	10	10	10	10	2	

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Curriculum Policy

Is this a new or an existing policy/activity/project?

Existing Policy

Scope/timescales for project or activity (including review date):

Approved in May 2025. To be reviewed in May 2026.

Policy/project lead and Author of Equality Impact Assessment:

Mrs K Downing, Deputy Headteacher (Curriculum and Assessment)

Outline of main aims of this activity/policy/project:

To provide guidelines for all members of the school community about the school's expectations with regard to the curriculum.

Who will benefit/be affected by this policy/activity?

Students, staff and parents/carers of Sutton Coldfield Grammar School for Girls students

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No concerns

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

(a) Students and members of the community? (eg The Governing Board, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all students equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, sexual orientation etc.

Name: Mrs K Downing

Date: May 2025