






The British School of Paris

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Curriculum Policy

Committee responsible: Academic		Effective from: March 2010 to: March 2011
Scope: This document is for use by the Whole School Community		
Policy Leader: Dr J Batters	Checked by: Mr K Pearey	Authorised by: Dr S Sommer
Signature: 	Signature: 	Signature: 
Date: 14 th March 2010	Date: 30 th March 2010	Date: 30 th March 2010

Distribution List

1. Board of Governors
2. Headmaster
3. Academic Team
4. Pastoral Team
5. Administrative Staff
6. Support Staff
7. Parents

AIMS

In line with the school's overall 'Philosophy and Aims', the British School of Paris aims to provide a broad and stimulating curriculum which challenges every pupil throughout the whole school, encourages intellectual curiosity and independence, and prepares the way for lifelong learning.

We aim to ensure that our curriculum gives students the opportunity to possess the qualifications, skills and knowledge which will enable them to make effective choices. In all aspects of the curriculum, students are enabled to acquire skills in speaking and listening, literacy and numeracy.

The school's curriculum follows relevant statutory requirements and some subjects follow National Curriculum guidelines in relation to content. While the National Curriculum influences our work, we take full advantage of our independence to provide wide ranging and stimulating experiences for our children. Our curriculum is designed to ensure adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

The school offers a wide range of extra-curricular activities, which provides the basis for broadening and enriching the experience offered through the formal curriculum.

SUBJECTS OFFERED

We aim to ensure that our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; with subject matter that is appropriate to the age and aptitudes of the pupils including those pupils with a statement.

YEARS 7 TO 9

The emphasis in these years is on breadth and enabling pupils to study a wide spread of subjects. Pupils are taught in mixed ability classes except in Mathematics and French, where pupils are placed in sets according to ability. English has a small group for pupils experiencing difficulty. A second Foreign Language, English Language Support or Learning Support are also offered.

The following table shows the periods allocated to subjects in Years 7 to 9. Periods are 30 minutes in duration.

Subject	Years 7 - 9	
	Sets	Periods
English	4	6
Mathematics	4	6
Science	3	8
French	4	6
Ge/Sp/EAL/LS	5	3
Technology	3 or 4	4
IT	3	2
Sport	3	2
PE	3	2
Art	3	2
Geography	3	4
History	3	4
Music	3	3
PSHE	3	2
Tutorial	3	1
Total		55

YEARS 10 TO 11

A greater element of choice becomes important at this stage of education, and the school endeavours to shape the curriculum to ensure that the students can develop their special strengths and interests.

English (examined as English Language and English Literature) Mathematics, Science and French are compulsory elements of the curriculum. Pupils are expected to opt for three additional GCSE subjects.

The following table shows the periods allocated to subjects in Years 10 and 11. Periods are 30 minutes in duration.

Subject	Years 10 + 11	
	Sets	Periods
English	4	8
Mathematics	4	6
Science	5	12
French	4	5
Sport		4
PSHE	3	2
Options		15
Enrichment		2
Tutorial	3	1
Total		55

Option subjects include: Art, Business Studies, Design and Technology Graphic Products or Resistant Materials, Drama, Geography, German, History, ICT, Music, PE, Spanish.

Enrichment subjects change every year but have included: BSP News desk, Economics, German, Music Theory, Philosophy, Photography, Project Management, Stage craft, Geology and Forensic Chemistry.

SIXTH FORM

The School follows the HMC recommended scheme of study with the majority of students taking four subjects for AS level leading to three at A2 level. However, where appropriate, some will begin Year 12 taking three AS level subjects; some students opt to continue with all four subjects for A2 level. There are no obligatory subjects. The curriculum for our pupils above compulsory school age has been designed to provide scope for their talents and interests and to prepare them for the opportunities, responsibilities and experiences of adult life.

The following table shows the periods allocated to subjects in Years 12 + 13. Periods are 30 minutes in duration.

Subject	Years 12 + 13	
	Sets	Periods
Support, enrichment or extension		8
Sport		4
PSHE	3	2
Options		40
Tutorial		1
Total		55

Support subjects include: English and Maths at GCSE level. Enrichment includes: Critical Thinking and Photography. Extension includes: EPQ and accelerated French.

Option subjects include: Art, Biology, Chemistry, Design and Technology, Economics and Business, English, French, Further Maths, Geography, German, Government and Politics, History, History of Art, ICT, Mathematics, Music, PE, Physics, Spanish.

ENRICHMENT AND EXTENSION OF THE CURRICULUM

The formal academic curriculum for all pupils, including those in the Sixth Form, is enriched and extended by a diverse programme of curricular and co-curricular activities which includes intellectual, creative and sporting activities, opportunities for personal development, preparation for life beyond school, leadership and character building. These are viewed as an essential aspect of the school's full curriculum for pupils of all ages.

For more detailed information please refer to the Curriculum Handbooks for KS3, KS4 and Sixth Form on the school website. Hard copies are also available on request.

PERSONAL SOCIAL HEALTH AND CITIZENSHIP (PSHE)

Personal, social, health and citizenship education (PSHE) reflects the school's aims and ethos. It is delivered in two single periods per week usually by tutors with the support of a specialist team of PSHE teachers and outside specialists. A summary of the scheme of work can be seen in the Curriculum Guides.

SEX AND RELATIONSHIPS EDUCATION

As part of the PSHE programme, the school provides sex education in the curriculum for all pupils, in which pupils are encouraged to follow moral principles and taught to recognise the value of family life.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.

POLITICAL EDUCATION

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Any political issues that may be introduced are presented in a balanced manner.

CAREERS EDUCATION

Careers guidance is provided as part of the PSHE programme throughout the school. There is a Head of Careers, to whom all pupils have access, as well as a wide range of guidance and reference materials relating to careers education and career opportunities. The school draws upon the advice of 'ISCO' as appropriate.

PE AND SPORT

All pupils are expected to take part in the school's Physical Education and Sport programme. Pupils can only be excused from PE and Sport lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

HOMWORK

Homework is an important part of the week's work, and needs to be given priority of time and place by the pupils. A timetable for homework is devised to meet the differing needs of each year group. *Please see the BSP Homework Policy.*

EQUAL OPPORTUNITIES

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

In accordance with the school's admission's policy (*available on the school's website*) children are admitted to the school if, following an assessment, it is considered that the school can meet the child's needs. This includes children with a statement of educational needs.

Disabilities: In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable.

Statements of Educational Needs: The school aims to ensure that children who have statements of educational needs receive an education which fulfils the requirements of their statement. There is an annual review of each statement of educational needs conducted by the Head of Learning Support, in consultation with academic and pastoral staff within the School.

Learning Difficulties and/or Disabilities (LDD):

The school has an Educational Support policy for all pupils who may require additional educational support, including statemented pupils. This policy is available on request.

Differentiation: A variety of differing teaching and learning methods and materials is used in all courses to suit pupils' different needs to ensure that all pupils have the opportunity to learn and make progress. *Please see the Teaching and Learning Policy.*

Gifted & Talented: The school maintains a register of 'Gifted & Talented' pupils and seeks to make all staff aware of the differing needs of such pupils. We believe that the needs of all pupils can be successfully catered for by differentiation within the curriculum, and departments find ways to 'stretch and challenge' pupils in an inclusive way.

There is a range of extra-curricular activities arising from subject-based clubs, music, drama and sport that also provide extension for all pupils, including the 'gifted' and 'talented'. Our Enrichment programme (KS4) and enrichment and extension (6th Form) also attempt to address the needs of gifted and talented students.

English as an Additional Language: Those students for whom English is an additional language follow a curriculum adjusted to their needs. They have their own English provision, and are integrated into mainstream classes as soon as it is judged that they are able to access the material being covered.

More information regarding EAL provision is available in our Curriculum documents and on the school website.

CONCERNS AND COMPLAINTS

Parents who have concerns about, or would like to know more about, any aspect of the curriculum should normally discuss these in the first instance with the Deputy Head- Academic. If the issue is not resolved parents may raise the matter with the Headmaster.