

CURRICULUM POLICY

Policy owner	Deputy Head Academic (Mr M Braybrook) and Head of Prep (Mrs S Roberts)
Policy last reviewed	December 2021
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Policy audience	Staff and parents

Norwich High School aims to provide a broad and balanced curriculum designed to enable our girls to reach their full potential in a supportive and structured environment. The curriculum embodies the principles set out in our school aims.

These are:

- **We put girls first**

Our girls are known and valued as individuals. Our girls benefit from the fact that everything is designed and developed to meet their educational and pastoral needs, so they can be their very best whilst here at school and beyond.

- **We are ambitious for every girl**

Our girls are intellectually curious, equipped to meet academic challenge and innovate. They benefit from the opportunities of our pioneering curriculum.

- **Our education is about more than exams**

Our girls fulfil their potential. They become outstanding scholars, sportswomen, musicians, actors and are inspired to explore a wide range of pursuits.

- **Community matters to us**

Our girls contribute to and benefit from the unique community fostered by staff and students. Our girls are known and valued as individuals and contribute positively to the lives of others in the school and the wider community; they are outward looking and networked.

Aims of the Curriculum

- To ensure that a holistic approach benefits our girls so they become well-rounded individuals, suitably prepared for the responsibilities, opportunities and experiences of adult life.
- To ensure that all our girls have the opportunity to learn and to make progress. The subject matter being taught will be appropriate for each girl's age and aptitude, including those with a statement or whose first language is not English.
- To ensure that all girls have the opportunity to acquire skills in speaking and listening, literacy and numeracy.

- To ensure a broad, well-balanced curriculum for all girls, developing their creativity through art, drama, music and other practical activities, as well as providing sporting opportunities relevant to their age.
- To foster the girls' understanding of languages, mathematics, science, technology and the arts.
- To provide a programme of personal, social, health and economic education and guidance that reflects the school's aims and ethos and enables the girls to make informed choices.
- To develop the spiritual, moral, social and cultural understanding of all girls and to help them develop a strong moral compass.
- To promote tolerance, consideration and celebration of the backgrounds, statuses and beliefs of others.
- To be aware of current human and social issues and embed an international element within the curriculum.
- To encourage the girls to work independently, making effective use of technology and library resources.
- To encourage the girls to develop a love of learning and to persevere when faced with challenge.
- For our girls to be confident and creative in their use of technology, recognising its use as a part of their toolbox to augment and enhance their learning, to share their ideas allowing them to articulate their understanding and giving them independence in their learning.

Qualities for Learning

Our curriculum is underpinned by the Qualities for Learning. These have been drawn from the World Economic Forum lists of the top 10 skills needed for success in the Fourth Industrial Revolution combined with action research undertaken by members of our staff.

The Qualities for learning are:

Analysis
 Interpretation
 Evaluation
 Problem Solving
 Creative Thinking
 Reasoning
 Collaboration
 Determination
 Approach

In addition the girls in the Prep School also focus on Communication, Independence and Resilience as Qualities alongside the list above.

We believe developing these qualities is fundamental to helping our girls become the best possible versions of themselves, whether they have just started in our Nursery or are working towards their A Levels in our Sixth Form.

The Qualities are explored through assemblies, form time and in lessons. Girls are encouraged to develop an awareness of their strengths and areas of 'work in progress', recognising when each quality is being used and building a portfolio of their skills and attributes. In the Prep School the qualities for learning are embodied in hand drawn characters, as seen below, to enable girls from as young as 3 years old to identify with and understand them.



Access, equality and inclusion

We aim to provide an inspiring learning environment across the whole curriculum, which maximises individual potential and ensures that girls of all ability levels are well equipped to meet the challenges of education, work and life. We aim to be an inclusive school and offer opportunity to all groups of girls including, but not limited to EAL, range of faiths and ethnicities, SEND, LAC, G&T, Young carers.

Lessons are differentiated as appropriate to the learning needs of girls with specific learning difficulties or additional learning needs. They are also supported in bespoke sessions timetabled as appropriate to their needs. Diagnostic assessments are carried out to aid identification of learning needs and fine-tune support. Additionally from Year 9 some girls,

particularly those with diagnosed dyslexia or identified examination access arrangements, have reduced lesson timetables to accommodate learning and study skills support.

We will make all reasonable adjustments to ensure that all our girls can access the education we provide. Examination access arrangements in the Senior school are administered by our SENDCo and follow JCQ guidelines. Further details can be found in the SEND policy.

All reasonable adjustments will be made to ensure that all girls can access the admissions process. Further details can be found in the Whole School Admissions policy.

Our curriculum reflects the School's aims and ethos and encourages respect for other people, paying particular attention to the protected characteristics set out in the 2010 Equality Act; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

British Values and SMSC

Throughout the school the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs are embedded in the curriculum. Every department within the school has a responsibility to ensure that they are upheld through their teaching as appropriate. The democratic process is modelled through the Senior School Council and the Prep School Forum, which exist for the girls to have a voice, enabling them to help to shape the future of the school.

A model UN is held for girls in Year 10, which, together with an emphasis on debating throughout the school, gives the girls the opportunity to argue and defend points of view.

All departments within both the Senior and Prep school recognise the importance of delivering spiritual, moral, social and cultural education and citizenship through the curriculum, assembly times and PSHEE lessons.

The curriculum also aims to encourage girls to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. Strong links with local schools and institutions have been developed, providing girls with the opportunity to give of their time, learning and resources to support others and charity work in the Prep School helps to develop the girls' social conscience.

Careers and Work-related learning

There is a statutory requirement under Sections 42A and 45A of the Education Act 1997 for the school to provide a balanced and broadly based curriculum which 'prepares pupils for the opportunities, responsibilities and experiences of adult life', which includes preparation for working life. This, in conjunction with the Gatsby Benchmarks, forms the basis for the Careers education programme at Norwich High School for Girls.

Norwich High School for Girls is committed to maximising the benefits for every pupil in the development of a whole school approach to work-related learning. The school recognises

that there should be some work-related learning for all pupils. The school wishes to promote work-related learning as part of the learning entitlement for all pupils and as a means for learning 'about work', learning 'through work' and learning 'for work'.

Opportunities such as 'Inspiring Females', SIX+ lectures and careers talk, visiting parents and GDST-wide events give the girls encounters and experiences with work-related learning across the full age range of the school. Girls develop understanding of their qualities and competencies through the use of the Unifrog platform throughout the Senior school.

Details about the aims, procedures and personnel involved in the delivery of Careers guidance and education at Norwich High School for Girls can be found in the Careers Education and Guidance Policy.

The curriculum will be reviewed regularly with the aim of facilitating the highest standards of pupils' learning.

Curriculum in the Prep School

The curriculum in the Prep school is planned to ensure a breadth and balance of subjects studied and to engage and challenge our girls. We carefully review and develop schemes of work at all levels, meeting the requirements of the Early Years Foundation Stage, following the intentions of the National Curriculum and other DfE guidelines, but broadening the scope to ensure the programmes of study suit the abilities and interests of our girls and focus on the development of the individual.

The curriculum comprises the planned activities that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the academic curriculum, but also the various extra-curricular activities that the school organises to enrich the girls' experience. It is underpinned by the Believing in Butterflies programme and the Qualities for Learning, which aim to provide the girls with the skills and attitudes required to become positive, responsible learners who can work and cooperate with others, while at the same time developing their knowledge and skills, in order to achieve their full potential.

We value the breadth of the curriculum we provide. We have high expectations for every girl and, as well as being rigorous and thorough, our curriculum is filled with inspirational and stimulating experiences, whilst still being flexible and responsive to individual needs and interests. We aim to foster creativity and curiosity in our girls and help them thrive as happy, confident learners who face challenges with independence, resilience and determination.

Nursery and Reception - EYFS

The EYFS learning and development requirements comprise of the seven areas of learning and development, and the educational programmes. The three 'prime' areas (Personal, Social and Emotional Development (PSED), Physical Development and Communication and Language) and four 'specific' areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) are believed to be interconnected and important. The

curriculum meets the requirements of the Statutory Framework for the Early Years Foundation Stage (September 2021).

Learning and development in the Early Years takes place through a wide range of adult-directed and child-initiated activities. Learning through play and first hand practical experiences provide the children with the opportunity to develop in all seven areas. Learning and development in all areas is interlinked – several areas of learning and development will take place during any one activity. With an element of free-flow between indoor and outdoor environments, this enables the children to choose and move freely between adult-directed and child-initiated activities. Topics are loosely used and the children's own interests and experiences are valued and their learning will take these into account. Planning of activities and experiences will follow their lines of enquiry as and when it fits. Teaching will include the wider curriculum which promotes the development of the whole child and which includes the opportunity to explore the unexpected.

On entry when a girl joins our Early Years, the teacher or Nursery Manager begins to record the skills of each girl in the form of a baseline assessment. This assessment forms an important part of the future curriculum planning for each girl. Assessment continues frequently with next steps put in place to ensure each girl is moving forward with their learning and development. With the careful use of Tapestry, our online Learning Journal, observations and next steps are highlighted and shared with parents, and they provide a record of their development. The Profile is completed at the end of Reception and must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development is assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

We are well aware that our girls need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each girl by keeping them informed about the way in which their daughter is being taught and how well they are progressing; this enables parents to share in their daughter's learning in their home environment. Our Tapestry online Learning Journal provides the basis of this partnership and allows parents to see exactly where their child is at with their learning and development, and what school and home can do to support them in moving forward with their individualised next steps.

Swimming (water skills) and Forest Schools are part of the curriculum. Girls are introduced to French from Reception.

Prep School

We believe that in order for the girls to develop into successful learners and to achieve their full potential they must receive consistently high quality teaching with learning opportunities that provide appropriate challenge for all. We have designed a curriculum that fosters intellectual curiosity, resilience and a love of learning.

The curriculum is broadly based on the National Curriculum 2014 but it is enriched through a wider range of subjects, topics and learning opportunities. The curriculum includes Mathematics, English, Science, STEM, PSHEE, Bespoke (History and Geography topics), Art and Design, French, Music, Physical Education, Swimming, Religious Education and Forest School. Visits and visitors also play an important part in enriching the curriculum in the Prep School.

The majority of the teaching is form based, with form teachers receiving guidance and support from subject leads within the school. Specialist teachers deliver aspects of the curriculum such as Music, Physical Education, swimming, French and Forest Schools.

In Years 1 and 2, the curriculum is timetabled with greater flexibility to create links between the subjects and make the best possible arrangement of lessons to suit the age of the girls. Over the course of the week, the curriculum is taught through 35 periods of 40 minutes each.

In Years 3 to 6, the curriculum is timetabled in discrete subjects. Over the course of the week, the timetable is taught through 40 periods of 40 minutes each. Mathematics and English are allocated 18 periods a week and Bespoke is allocated 4 periods. Physical Education and swimming take up 6 periods a week and Science, STEM, Music, Art and French are allocated 2 periods. All the other subjects have a weekly allocation of one period. Forest Schools is part of the curriculum for Years 3 and 4 and this is taught on alternate weeks with Art equating to one period a week of each.

At Norwich High Prep School, the teaching of high quality English and Mathematics is very important. English is taught through the use of high quality literature, ensuring that girls develop a deep understanding of the features and language of different types of text. In Mathematics, we follow the White Rose scheme and use the SHINE model for mathematical excellence. This ensures that the Mathematics is Social, Hued, Interlinked, Nerve-building and Energetic.

The teaching and learning of the humanities takes place within a topic based Bespoke Curriculum, which is underpinned by the promotion of thinking skills, the qualities for learning and global citizenship. This, and the Science and STEM schemes of work, are designed specifically to develop active learning and girls are encouraged to question, discover, challenge, debate and problem solve to ensure a deep understanding.

As a 1:1 iPad environment within the Prep and Pre-Prep, Digital Learning is embedded throughout the curriculum. Coding skills are taught through STEM projects and online safety is taught through the PSHEE curriculum and whole school days, such as Internet Safety Day. The girls are encouraged to see the iPad as an important resource in their learning toolkit and, through a core set of content free apps the teachers set tasks to enhance the teaching and learning. However, iPad use can be seen in many different subjects as the girls access the devices to support and enhance their learning experience. This enables the girls to become confident, safe and responsible computer users.

The teaching of Physical Education includes both PE lessons and separate swimming lessons. The PE lessons cover a range of sports and disciplines and from Year 2 there is the

introduction of a Games afternoon to provide girls with opportunities to develop their skills in specific sports and take part in match play.

Girls study French from Reception onwards and this is complemented by a Language Awareness course for a term of each of Years 5 and 6.

The teaching of Music includes lessons in singing and the playing of instruments, with all girls learning the recorder from Year 3. Music lessons are further supported through school choirs, orchestra and a wide range of peripatetic music lessons. There are a number of performance opportunities for girls throughout the year and every girl is involved in a large-scale drama production each year.

Religious Education lessons aim to develop the girls' understanding of the different beliefs and values, which contribute to our diverse society, both within the United Kingdom and across the wider modern world. The girls gain a sound knowledge and understanding of the six major world faiths in order to encourage positive attitudes towards the beliefs and practices of others.

Art and Design lessons introduce the girls to a range of technical skills by exploring the six main strands of fine art: painting, drawing, collage, 3D modelling, textiles and printing.

Although PSHEE (Personal, Social, Health and Economic Education) is timetabled as one lesson a week to be delivered by the form teacher, we believe it underpins the entire curriculum. Our PSHEE is planned through the Believing in Butterflies programme and is grouped in the three termly strands, *Take care of the little things*, *Grow a little every day* and *Be bold, be brave and spread your wings*. The work in these strands is supported and enhanced in our assemblies and through our termly Butterfly Days where the girls work in vertically grouped houses on different kinds of challenges and activities.

Curriculum Planning

The curriculum is planned in three phases. A long-term plan is developed for each subject, which usually consists of a broad overview of the areas/topics/strands of learning to be covered throughout the year. This may also be accompanied by a progression chart or a grid that shows the allocation of the strands across each term. These are designed and monitored by the Assistant Head Academic and subject lead.

Medium term planning takes the form of schemes of work, detailing clear objectives for learning, suggested activities, resources and links to the qualities and iPad activities. Under the guidance of the subject lead these are written by the year teams. The Assistant Head Academic and the subject lead will oversee this process to ensure knowledge coverage, progression of skills and continuity of learning.

Short term planning is written on a weekly basis by teaching staff and personalised to the cohort of girls. There is no specified format for this and it is not directly monitored. Staff are encouraged to be creative in their delivery of the learning objective in order to keep the lessons lively and interesting. Differentiation is planned into the lesson and AfL (Assessment for Learning) techniques are used to assess understanding and ensure progress. Short term planning is monitored through learning walks, book scrutiny and lesson observation.

Provision of Learning Support

Lessons are differentiated and Teaching Assistants are timetabled, mainly in core subjects, in order to support the learning within lessons across the Prep School. Girls with specific learning difficulties may be withdrawn from assemblies or certain lessons in order to be taught individually or within small groups. This usually enables them to follow a specific scheme to support their learning and will be for a specified time period.

Extra-Curricular Provision

Our girls benefit from an extensive programme of extra-curricular activities, run before and after school, as well as at lunchtime. Many of these are delivered by the Prep School staff but a number of external providers run clubs as well. Whether the girls' interests lie in music, sport, drama, dance or they just want to try something new, we aim to find something to suit everyone, allowing all our girls to sample a variety of activities and discover new hobbies. Examples of clubs provided are cheerleading, cookery, Spanish, Acro, street dance, swimming, hockey, netball, orchestra and circus skills.

Curriculum in the Senior School

The curriculum in the Senior School is broad and well balanced. Girls study a core curriculum until the end of Year 9 that includes Art and Textiles, Computer Science, Drama, DT, English, Geography, History, Latin, two modern foreign languages (French and either Spanish or German), Music, PE, Mathematics, RS, and Science. They then follow individual programmes of study resulting in 9 or 10 GCSEs. Girls are encouraged to develop their love of learning, to explore new ideas, to think critically and creatively and to take an informed interest in the world around them.

As a 1:1 iPad environment throughout the Senior school, digital learning is embedded in the curriculum, both through compulsory Computing lessons in KS3 and the option of Computer Science at GCSE and A level, but all through the delivery of all subject areas. Opportunities for digital learning are explicit in the Schemes of work and are developed in line with the school's digital strategy.

Issues of learning and teaching are high on the professional agenda of the school and staff are regularly involved in discussions about such issues - on curriculum development, assessment, homework and the provision for individual needs - through whole school, Teaching and Learning Community sessions, Heads of Department and departmental meetings. We aim to use a wide range of teaching styles and methods. Heads of Department take responsibility for the management and monitoring of learning and teaching in their areas and members of the SLT take responsibility for monitoring and evaluating learning and teaching overall and the curriculum through the line management system.

Learning and teaching is supported by a well-resourced Library in the Senior School and a well-qualified librarian.

Year 7 (Upper Three)

A significant number of girls start the school at age 11 and join girls transferring from the Prep School. In order to facilitate integration of the new girls into the school, we divide the cohort into forms in which the proportions from the Prep School and from feeder schools are balanced. They remain in these form groupings until the end of Year 8. There is a member of staff with pastoral responsibility for Year 7 girls in addition to the form tutors and Head of Year. They look after their welfare as well as monitoring their academic performance.

The Year 7 girls are taught as a form for most of their curriculum while in Year 7. This is to help them transition from KS2 to KS3.

The Year 7 curriculum comprises of:

English, Drama, Mathematics, Biology, Chemistry, Physics, French, Geography, History, RE, PE, Art, Music, Latin, Design Technology, Computing and PSHEE. Learning support is offered to those girls who need or request it following assessments in the first half term. This support is tailored to the individual and can take the form of anything from short targeted support outside of lesson times, either individually or in small groups, to girls being withdrawn from subjects (often Classics or French) to allow for more substantial levels of support.

Girls are not taught as form groups in Mathematics, this allows for greater flexibility in grouping the girls according to the needs of the cohort and the topic area being studied. Groupings in Mathematics are designed to be true mixed ability.

Year 8 (Lower Four)

Girls continue to be taught in form groups for the majority of their subjects. The groupings in Mathematics continue. A choice of German or Spanish is offered as a second modern foreign language, in addition to French. Those girls who are advised against beginning a second modern foreign language are given learning support in a small group. This is supported by specialist teaching in Maths, Science and a session from the language assistant to ensure that the girls are able to rejoin their peers in either Spanish or German in Year 9 should the support no longer be required.

Year 9 (Upper Four)

The curriculum has the same basic structure as in Year 8. New form groupings are arranged as new girls start the school at the beginning of Year 9. The girls then remain in these new form groupings with the same form tutor, where possible, until the end of Year 11.

The timetabled time for each subject throughout KS3 is given in the table below:

Subject	Year 7 (minutes per fortnight)	Year 8 (minutes per fortnight)	Year 9 (minutes per fortnight)
Art	100	50	150
Biology	150	150	150

Chemistry	150	150	150
Computing	100	100	100
DT	100	100	100
Drama	100	100	100
English	350	300	300
French	300	200	200
Geography	150	150	150
German/Spanish		250	200
History	150	150	150
Latin	150	150	150
Maths	400	300	300
Music	100	100	100
Physics	150	150	150
PE	300	300	300
PSHE	50	50	50
RS	150	150	150

Years 10 and 11 (Lower and Upper Five)

Form tutors stay with their forms throughout Years 10 and 11 to ensure consistency. The Heads of Year 10 and 11 plan the PSHEE programme, which is delivered by withdrawing the girls from their normal timetable for an afternoon/morning.

The Year 11 girls have their own base, the Churchman Centre, which is separate from the main Senior School base, Eaton Grove.

The core curriculum consists of:

Mathematics leading to the IGCSE. Girls are also given the opportunity to take the Further Maths IGCSE.

All girls study Biology, Chemistry and Physics and may opt to study Science Double Award IGCSE or Triple Science IGCSE, with a small number advised to study the Science Single Award IGCSE following the Year 11 Mock examinations.

English IGCSE is taught in form groupings in Years 10 and 11 leading to IGCSEs in English Language and Literature.

Girls generally study at least one modern foreign language; French, Spanish or German IGCSE. This is delivered through the option groupings. Exceptions to this are made for those girls with SpLD.

GCSE option subjects:

Girls study 9 or 10 GCSE subjects and can choose three, four or five subjects from the following list (depending on whether they have opted for double or triple science):

German, French, Spanish, Design Technology, Geography, History, PE, Drama, Textiles, Art, Latin, RS, Classical Civilisation, Music, Computing. There are no option blocks from which the girls have to choose, they have a free choice of subjects which we aim to honour.

PSHEE is delivered within the programme of assemblies and theme days/half days.

Timetabled time throughout KS4 is as follows:

Subject	Year 10 (minutes per fortnight)	Year 11 (minutes per fortnight)
English	350	450
Maths	350	400
Option Blocks	300	300
PE	200	200
Option blocks for Science and MFL		250

Years 12 and 13 (Lower and Upper Sixth)

Several new girls join the school and there are new form groupings for the two years in the Sixth Form. Form groups are vertical and consist of a mix of Year 12 and Year 13 girls. The tutor stays with their group throughout their two years in the Sixth Form where possible. The Director of the Sixth form plans the PSHE programme, which is delivered by withdrawing the girls from their normal timetable for an afternoon/morning.

Girls choose three or four subjects to study at A Level although this may vary on an individual basis.

The curriculum programme is designed to meet the needs of all of our Sixth Formers, offering them a free choice of subjects, from which to choose their options.

We ensure breadth in the curriculum through the Extended Project Qualification in Year 12.

All girls do an afternoon of PE a week. A wide range of sporting and fitness activities is offered. In addition girls in Year 12 have one afternoon of Activities a week during which they have a variety of active, creative and service options from which to choose.

The subjects offered at A Level are:

Art, Biology, Business Studies, Chemistry, Classical Civilisation, Computing, Design Technology, Drama, Economics, English Literature, French, Further Mathematics, Geography, German, Government and Politics, History, Latin, Mathematics, Music, Philosophy and Ethics, Physical Education both A level and BTEC, Physics, Psychology, Spanish and Textiles.

Girls opting to study Further Mathematics and Mathematics are taught the two subjects together as two A Level options. All other subjects are taught in 12 periods a fortnight in Year 12 and 13 periods a fortnight during Year 13.

Timetabled time throughout KS5 is as follows:

Subject	Year 12 (minutes per fortnight)	Year 13 (minutes per fortnight)
Option blocks	600	650
PE	200	200
Activities	200	
EPQ	200	

Provision of Learning Support

Learning support is on a withdrawal system in which girls attend lessons with the SENDCo, or a learning support assistant, rather than their subject teachers. Where possible, learning support sessions are scheduled on a rotation basis so that the girl does not miss the same subject lesson every week. Assistance is also provided by a team of pastoral mentors who are assigned mentees to help them with organisation, study skills and other needs on an individual basis.

Extra-Curricular Provision

Our girls benefit from an extensive programme of extra-curricular and super-curricular activities. Clubs are run throughout the school at lunchtime and after school offering opportunities for sport, music and drama. Girls in the Senior school attend a lunchtime society once a week, each department offers a lower school and an upper school society, extending their subject beyond the confines of the examination specification and encouraging a love of learning and scholarship.

In the Lower Sixth (Year 12) girls follow a programme of Activities one afternoon a week. This programme has three strands: Academic, Service and Active. The girls choose two activities a year with options ranging from conservation on Mousehold Heath, volunteering at Hartford Manor (a local school for children from 3 to 18 years with complex needs), rowing, learning to cook, to gaining a TEFL qualification.

The super-curriculum is enhanced in KS4 and 5 by the 6+ lunchtime lecture series held on Wednesday lunchtimes and open to the whole of the Upper Fifth (Year 11) and Sixth form (Years 12 and 13).

PSHEE

Personal, Social, Health and Economic education is planned and managed by the Heads of Year. It is taught within the timetable in one lesson a fortnight for KS3. KS4 and 5 have their PSHEE in an afternoon or morning release from the timetable once a half term. The programmes of study are coordinated by the Deputy Head Pastoral to ensure a clear progression between the years. Each year includes an element of careers education, including the Inspiring Females programme, Take your daughter to work day and use of the Kudos programme. Further details can be found in the PSHEE policy.