



BURGESS HILL
— GIRLS —

Curriculum Policy Statement – Senior School and Sixth Form

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Responsible for Initiating Review of Policy	Assistant Head Academic
Committee to Review	SLT
Last Review Date	August 2022
Review Period	Three yearly (or as required)
Approved by (Committee and Date)	SLT August 2022
Approved by Board of Governors	JEC
Effective Date of Policy	August 2022
Next Review Date	August 2025
Related Policies	Curriculum Synopsis – Senior School and Sixth Form



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The Curriculum aims to:

- prepare students for the opportunities, responsibilities and experiences of adult life and promote a lifelong love of learning;
- be inclusive by providing opportunities for all students (including those with mild special educational needs, learning difficulties and EAL pupils) to develop their skills and knowledge and to realise their potential;
- promote the spiritual, moral, social and cultural development of all pupils;
- encourage pupils to use their initiative and develop their independence;
- encourage the personal, social and academic development of pupils;
- provide opportunities for pupils to be creative;
- promote fundamental British values;
- challenge and support pupils as appropriate in a caring atmosphere;
- embrace and utilise technology in all forms;
- encourage the personal mental and physical development of pupils;
- identify and develop transferrable skills for the 21st Century;
- cater for the individual needs, interests and aspirations of each student.

To achieve these aims the curriculum should:

- be holistic in approach which will prepare pupils to meet the challenges of life through social and emotional development and resilience;
- be broad to ensure that each pupil is able to develop a wide range of skills and understanding;
- be balanced to ensure that each element of the curriculum is given appropriate emphasis to achieve the above aims;
- ensure that students are able to access the full range of curriculum subjects, extra-curricular activities, higher education courses, institutions and career pathways that they choose;
- be personalised to ensure that the individual needs of each student are met through the provision of appropriate choice, pace, challenge and support at all levels;
- be stimulating and creative to promote independent and lifelong learning;
- be progressive to build upon prior knowledge and experience through the introduction of appropriate challenge at all levels;
- provide opportunities for each pupil to find and develop their specific strengths;
- foster the development of transferrable skills and cross-curricular understanding;
- be designed to meet the specific learning needs of girls but to be free of gender



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- stereotypes;
- be designed to be accessible for students from the top 50% of the national ability range;
- be designed to promote individual pathways and flexibility within a structure informed but not constrained by the National Curriculum and the requirements of external examination syllabuses;
- incorporate all statutory requirements of the Relationships and Sex Education (RSE) programme.