



ST. CATHERINE'S BRITISH SCHOOL

A registered charity in the UK and member of HMC & COBIS

Upper School Curriculum Policy

This Policy is in line with the strategy of the school.

Purpose: To empower young people to understand, care and create a better future.

Mission: Foster learning with a rich curriculum that develops intellectual, social, physical and creative skills, preparing students for global citizenship.

Our **Values** of care, integrity, dedication and curiosity, from which everything flows:

o **Care** – compassion, empathy, looking after each other, asking difficult questions with respect, wellbeing and happiness.

o **Integrity** – honesty, fairness, transparency, doing our part, respect.

o **Dedication** – commitment, putting my all, going the extra mile, consistency, showing up when things get tough, striving for excellence.

o **Curiosity** – keep asking questions, drive to evolve, inquisitive, explore ways to do things better, keep learning, be creative.

We foster a community of opportunity and excellence, celebrating achievements and empowering students to take ownership of their learning, uphold high standards, and contribute positively. Policies provide the structure to support these goals.

1. **Curriculum Aims**

Our curriculum aims to:

- inspire and challenge all learners and prepare them for the future
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- provide a broad and balanced education for all pupils that is coherently planned, sequenced and builds on young people's experiences throughout their journey through the school
- help all young people to become successful learners, confident individuals and responsible citizens
- develop learners' independent learning skills and resilience
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- have a high academic ambition for all pupils and lead to qualifications that are of value for entry to higher education and the workplace.
- provide learners with subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals.
- nurtures the International Baccalaureate Learner Profile attributes (see Appendix 1) whose objective is to develop internationally minded people who, recognizing their

common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

- fulfil requirements commensurate with the status of a British School Overseas.

2. Introduction

The Curriculum of St Catherine's British School reflects the school's identity as a British international school in Greece.

The Upper School Curriculum builds on that of the Lower School and through to the end of Key Stage 4 the curriculum is based largely on the National Curriculum in England while providing extra elements related to Greek language and culture. In this way it provides an education that allows transfer of children from the international community into the school from other British schools in the UK and overseas, while at the same time meeting the needs of permanent residents of Greece and the curriculum expectations of a school licensed as a Foreign School in Greece by the Ministry of Education.

In addition, the Upper School Curriculum is structured and tailored to the aims and objectives of the International Baccalaureate Diploma programme in Years 12 and 13 that is the ideal stepping stone for our internationally minded students who are preparing for higher education in the UK, North America and elsewhere abroad.

3. Roles and responsibilities

The Education Committee

The Education Committee represents the governing board and monitors the effectiveness of this policy and hold the Principal to account for its implementation.

The governing board will also make sure that:

- the amount of time provided for teaching the curriculum is sufficient.
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- All courses that the school provides for pupils below the age of 19 and that lead to qualifications, such as GCSEs and IB Diploma and Career Programmes, have been approved by the Greek Ministry of Education
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

The Executive and Senior Leadership Teams will ensure that:

- the amount of time provided for teaching the curriculum is sufficient.
- the individual needs of students are being addressed

- the procedures for assessment are rigorous and provide students, their parents/carers and teachers with realistic information that show how much progress the students are making and what is required to help them improve.
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our students.
- where necessary an appropriate combination of qualifications or alternative qualifications can be offered which best suit the needs of learners
- assessment is appropriate to the course and the students following particular courses.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

The Senior and Middle Leadership Teams will ensure that:

- long term planning is in place for all courses. Such schemes of learning will contain curriculum detail on: context, expectations, key skills, learning objectives, learning outcomes, learning activities, differentiation and resources.
- schemes of learning encourage progression at least in line with national standards and are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are discussed on a regular basis and that actions are taken where necessary to improve these.
- there should be consistency of approach towards assessment.
- student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the academic curriculum is implemented in accordance with this policy.
- keep up to date with developments in their subjects.
- have access to and be able to interpret data on each student to inform the design of the curriculum so that it best meets the needs of students.
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.

Students will:

- be treated as partners in their learning in order to contribute to the design of their personal curriculum.
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning in order to help them get back on track quickly.
- receive co-ordinated support to enable them to make the appropriate curriculum choices on entry to Key Stages 4 and the International Baccalaureate programme.

Parents and carers will:

- be consulted about their children's learning and in planning their child's future education.
- be confident that their child is receiving a high-quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.

4. Formal Curriculum Structure**Key Stage 3**

In Years 7, 8 and 9 students study a wide range of subjects in order to give them a broad and balanced education. In Years 7, 8 and 9 the students have lessons in:

- English
- Mathematics
- Science
- Computer Science
- Design Technology
- Modern Greek
- Second Modern Foreign Languages chosen from French, German and Spanish
- Geography
- History
- Art
- Music
- Drama
- Physical Education
- Classical Civilisation

- Personal Social Health Citizenship and Economic Education (PSHCE) incorporating Relationships and Sex Education (RSE) and careers guidance

Key Stage 4

In Years 10 and 11 students prepare for their (I) GCSE examinations in five to ten subjects. The curriculum is offered in the form of two pathways: Diploma with 9 to 11 GCSEs and Career Pathway with 5 to 8 GCSEs. Additional subjects, such as Business Studies, Economics and Psychology enter the curriculum at this stage. The choice of subjects is grouped with a view to progression onto the IB Diploma and all students will study in Years 10 & 11:

- English Language and Literature
- At least one Foreign Language chosen from French, German, Spanish and Modern Greek
- Two Sciences out of three (Biology, Chemistry, Physics) with the option to select their Science as a part of their free options
- Mathematics with the option to take Further Mathematics
- Students may also choose three subjects from Art and Design, Drama, Music, Design Technology, History, Geography, Business Studies, Global Citizenship, Psychology and Economics or from the above Foreign Language group, where available.
- Students must also follow during Year 10 and 11 Physical Education as a non-GCSE subject.
- Also they follow PSHCE (incorporating Relationships and Sex Education (RSE) and careers guidance) as a non-examination subject.

Students on Career Pathway will study:

- English Language and Literature
- Single Award Science or two Sciences out of three (Biology, Chemistry, Physics) with the option to select their Science as a part of their free options
- Mathematics
- Students may choose three subjects from Art and Design, Drama, Music, Design Technology, History, Geography, Business Studies, Global Citizenship, Psychology and Economics or one Foreign Language chosen from French, German, Spanish and Modern Greek
- Learning Support where they study Study and Work Skills as well as have an additional independent study time
- Students must also follow during Year 10 and 11 Physical Education as a non-GCSE subject
- Also they follow PSHCE (incorporating Relationships and Sex Education (RSE) and careers guidance) as a non-examination subject.

International Baccalaureate (IB) Diploma Programme

In Years 12 and 13, students follow the International Baccalaureate programme and choose six subjects from the following groups, with normally three being studies at Higher Level and three at Standard Level.

- **Studies in language and literature:** English A HL (Literature)/ HL (Language and Literature) /SL (Language and Literature), Modern Greek A Language and Literature HL/SL,
- **Language Acquisition:** French B HL/SL, German B HL/SL, Spanish B HL/SL, Spanish Ab Initio SL
- **Individuals and societies:** Business and Management HL/SL, Economics HL/SL, Geography HL/SL, Global Politics HL/SL, History HL/SL, Psychology HL/SL, Environmental Systems and Societies (SL)
- **Sciences:** Biology HL/SL, Chemistry HL/SL, Physics HL/SL, Computer Science HL/SL, Sports, Exercise and Health Science HL/SL, Environmental Systems and Societies (SL)
- **Mathematics:** Mathematics Analysis and Approaches HL/SL, Mathematics Applications and Interpretations Studies HL/SL
- **The Arts:** Music HL/SL, Theatre HL/SL, Visual Arts HL/SL

Notes:

- In place of the Arts students may choose a second subject from the second, third or fourth group above.
- In place of Language Acquisition students may choose a second A language.
- Environmental Systems and Societies (SL) is interdisciplinary and may be considered as an option for Individuals and Societies or Sciences.

Other subjects may be offered as a self-study option or on a tutorial basis (e.g. for native languages) in exceptional circumstances.

In addition the Diploma students undertake three core elements:

- follow the Theory of Knowledge course
- write an Extended Essay of 4,000 words in a subject of their choice
- complete the Creativity, Activity and Service programme

For students to have their IB Diploma granted equivalency (*isotimia*) to the full Greek high school diploma (*Apolytirio*) are required to follow instruction in Greek Language, Literature and History and to pass examinations in these subjects as directed by the Ministry of Education and Religious Affairs of the Hellenic Republic.

Students for whom the full IB Diploma is not necessarily the most appropriate option may take a selection of individual subject courses at Higher and/or Standard Level. They will be required to attend Theory of Knowledge lessons (and may opt to be externally assessed by IBO in this subject) and to undertake Creativity, Activity and Service activities. They may opt to complete an Extended Essay which is externally assessed.

International Baccalaureate (IB) Career Programme (Septemeber 2027 start)

In Years 12 and 13, a small selection of students follow the International Baccalaureate Career Programme. These students are carefully selected based on their prior attainment. These students choose two DP from the following groups, with normally three being studies at Higher Level and three at Standard Level and one BTEC courses:

- Travel and Tourism
- or Art

In addition, the Career students undertake three core elements:

- Personal and professional skills
- Reflective Project
- the Language and Cultural Studies

5. Organisation and Planning

Curriculum Overviews outlining topics covered in each year group are shared with parents in September via the Parent Portal.

Each department is expected to develop long and short-term curriculum plans underpinned by a clear curriculum intent statement.

Deputy Head Pastoral maps the delivery of Fundamental British Values across the curricula while the Deputy Head Academic maps the teaching of IB Learning Attributes.

The curriculum is regularly reviewed and updated based on staff and student voice.

6. Individual Subject Curriculum Intent

English

CURIOSITY – Preparing Global Language Users

English is simultaneously a global language and an expression of life within the Anglophone world.

Our students who wish to study and work within English-speaking institutions will be equipped with linguistic and cultural tools to navigate them with confidence and success. For those whose life journeys keep them in Greece or take them elsewhere, the status of English as a

lingua franca will make the skills they acquire at St. Catherine's invaluable. These skills stay with students beyond the classroom, shaping them into thoughtful and articulate individuals who make a positive impact on their community.

DEDICATION – A Commitment to Expanded Capacity

The English Department advocates for adventurous language use. It is through determined commitment to continuous progress that students will expand their horizons towards new writing (both their own and others') as well as deeper and more fulfilling conversation. They will learn a range of descriptive and transactional forms, as well as the standards of academic composition.

English is a voraciously acquisitive language, with more loan-words than any other, and the sheer breadth of the vocabulary make significant demands on a learner's memory. We are engaged in discussion about how and when new words are introduced, and recognise the key role that our colleagues in other departments and the school library service play in this enormous task. This collaboration will be a central part of the Department's development.

CARE – Communication for All

We recognise the huge importance of oracy not only in academic success, but also in building an inclusive and fair world. Where students are able to describe their experiences and advocate for themselves, they are able to stand up for what they believe and discuss complex ideas. In this way they can come to know the joy of agreement and being understood. As well as this, it was well said that 'all writing floats on a sea of talk'. The English department firmly believes that learning to speak clearly and articulately is an inalienable part of a successful education, including exam success, even when speaking is not an explicit part of the assessment process.

INTEGRITY – Honouring Past and Present

English Literature, like the Mediterranean diet or Viennese music, is one of the key contributions to world culture. Five of the ten bestselling individual books of all time were written in English. An overwhelming majority of all books published globally are published in London or New York. We take seriously our responsibility to introduce students to the canon as well as less established voices, including instruction on how to respond critically to each. Cohorts are engaged with the practice of reading for pleasure such that our students leave with a well-established aesthetic orientation, and significant cultural capital in this regard.

In practice, this means our students will learn how to:

- communicate confidently in speaking and writing
- understand and enjoy stories, poems, plays, and texts from the literary canon and different cultures
- analyse language with depth and accuracy
- think critically about ideas, characters, and themes
- express their own thoughts clearly, creatively, and with purpose

- listen with respect and respond thoughtfully to others
- develop strong vocabulary and language skills that support learning in every subject
- ask questions, make connections, and discuss their ideas using evidence
- build empathy by exploring different perspectives and experiences
- become independent learners who can plan, draft, edit, and improve their work
- use language ethically and responsibly in a world full of information

Maths

We study Maths so our students can become confident and resilient in problem solving, to develop their independent critical thinking skills and find connections with other disciplines in school.

We study Mathematics so our students can become **confident, resilient problem-solvers** who can think independently and critically. Mathematics helps students **recognise patterns, make connections across disciplines**, and develop reasoning skills that empower them to analyse information, justify decisions, and approach challenges with curiosity and perseverance. Ultimately, Maths exists in our school to equip students with the **logical thinking, creativity, and quantitative literacy** they need to thrive both academically and beyond the classroom.

Our curriculum prioritises skills, knowledge, and the application of mathematical concepts to ensure students develop into *confident, flexible, and reflective mathematical thinkers*. Its unique flavour lies in the way it blends:

- **Conceptual understanding** with procedural fluency, allowing students not only to perform calculations but to *understand the mathematical structures* behind them.
- **Real-world application**, ensuring students can connect classroom learning to authentic contexts, solve meaningful problems, and appreciate the relevance of mathematics in everyday life and future careers.
- **Mathematical reasoning and communication**, giving students regular opportunities to justify their thinking, evaluate different strategies, and articulate ideas clearly using appropriate mathematical language.
- **Progressive challenge**, where topics are revisited through a spiral approach that deepens understanding over time and develops resilience, curiosity, and independent learning.
- **Creativity in problem solving**, encouraging students to explore multiple pathways, make conjectures, and develop their own strategies rather than rely solely on taught methods.
- **Use of technology and representations**, supporting students in visualising abstract ideas, modelling situations, and engaging with mathematics in dynamic and interactive ways.

Together, these elements create a curriculum that builds not just competent mathematicians but thoughtful, empowered learners who can apply mathematical thinking across disciplines and in life beyond school.

Our students leave with the ability to **formalise, analyse, and communicate mathematical problems and their various solutions with clarity and confidence**. They develop a lasting capacity to think logically, approach unfamiliar challenges systematically, and articulate their reasoning using precise mathematical language. This enduring change equips them to **tackle complex problems, evaluate different methods, and make well-justified decisions** long after they leave the classroom.

Science

We study Science so that students can make sense of the natural world by exploring evidence, thinking deeply, and asking bold, meaningful questions. They develop the critical skills needed to evaluate information and make informed decisions in an increasingly scientific and technological world.

Our curriculum prioritises a deep connection between scientific knowledge and real-world phenomena, with practical work embedded in everyday teaching, so that students experience science as a process of exploration, problem-solving, and discovery.

Ultimately, our students leave with the confidence and ability to independently ask questions, work as part of a team, carry out research, and apply evidence-based reasoning—becoming thoughtful, curious individuals ready to contribute meaningfully in any field they choose.

Humanities

Competencies

- Extended writing
- Evidence-based argument
- Source analysis
- Historical interpretation
- Chronological understanding
- Interdisciplinary thinking, historical enquiry and questioning
- Historical concepts: cause and consequence, change and continuity, significance

We study History to help students understand the complex, interconnected world in which they live by exploring the past through multiple perspectives and cultures. Through the study of events, ideas, and societies across time and place, students develop critical thinking about cause and consequence, change and continuity, and historical significance. They recognise that historical narratives are shaped by interpretation and context, fostering curiosity, empathy, and respect for diversity.

Our curriculum prioritises a wide range of historical periods, global perspectives, and diverse sources so that students experience the richness and complexity of the past. It is rooted in British values—democracy, the rule of law, individual liberty, and mutual respect—while maintaining a strong international outlook. Students develop rigorous historical enquiry, evidence analysis, and interpretative skills.

Students leave with the ability to think critically about change and continuity, question sources and narratives, and engage thoughtfully with the world as historically informed citizens.

Languages

We study languages to understand how communication works across cultures and to engage with the wider world. Students develop an awareness of how language functions by using metalanguage to talk about grammar, structure, and learning strategies. Language learning also fosters curiosity, resilience, and an understanding of the personal and cultural benefits of multilingualism.

In the Lower School, students learn not only the language but also **how languages are learned**. They develop metalanguage, explore different learning strategies, and encounter the cultures connected to the languages they study. This builds curiosity, enjoyment, and confidence. In the Upper School, this foundation is deepened through greater linguistic understanding, authentic materials, and more independent communication.

Students leave as curious, confident language learners who understand how languages work and how to learn them. They value multilingualism, appreciate different cultures, and are motivated to continue engaging with languages beyond the classroom.

Greek

Our aim is to help students:

- use the Greek language with confidence across all four skills: listening, speaking, reading, and writing
- gain a deep understanding and appreciation of Greek language, literature and culture
- develop a genuine love for Greek and grow as independent learners
- achieve excellent results in externally assessed exams (GCSE, IAS, IB, and Ellinomatheia)

Our curriculum prioritises the combination of teaching the language along with the cultural aspect of it by exposing the pupils to a variety of experiences inside and outside of the classroom

The Greek teaching and learning programme is enriched with a variety of activities and events, such as:

- Assemblies and theatrical performances
- Tributes to Greek scholars, poets, and musicians
- Visits to exhibitions and museums
- Participation in literature conferences
- Guest lectures

The Greek Department aims to shape well-rounded individuals capable of facing and contributing to the challenges of the modern world. Through Greek education, they participate in both Greek and global developments and benefit on both a personal and social level.

Art

We study **Art & Design** so that students can explore, interpret, and communicate ideas about themselves and the world around them through visual language. Art allows students to develop creativity, curiosity, and critical thinking while building the confidence to express individual perspectives. Through experimentation with materials, techniques, and concepts, students learn to observe carefully, think independently, and solve problems creatively.

In our school, Art & Design supports academic excellence by encouraging students to move beyond imitation toward thoughtful analysis and purposeful creation. Students learn how artists from different cultures and historical contexts have shaped societies, enabling them to understand art as both a personal and global form of expression. Ultimately, the subject nurtures resilient learners who can take risks, reflect on their work, and refine ideas over time.

Our curriculum prioritises **creative exploration** and **conceptual understanding** to ensure that students develop both technical skill and intellectual depth. Students engage with a broad range of artistic practices—including drawing, painting, sculpture, printmaking, digital media, and mixed media—while also studying the work of artists, designers, and cultures from around the world.

We place strong emphasis on:

- **Process over product**, encouraging experimentation, reflection, and iterative improvement.
- **Critical thinking and visual literacy**, enabling students to analyse artworks and understand how visual communication influences society.
- **Cross-cultural and global perspectives**, helping students appreciate artistic traditions and contemporary practices across different societies.
- **Independent inquiry and resilience**, where students progressively take ownership of their ideas, projects, and creative decisions.
- **Promoting positive wellbeing** for our students through artmaking

Through this balanced approach, students learn that creativity is not accidental but built through discipline, reflection, and sustained practice.

Ultimately, our students leave with the ability to **think creatively, observe deeply, and communicate ideas visually with confidence and purpose**. They develop the resilience to experiment, make mistakes, and refine their thinking—skills that extend far beyond the art studio.

Students graduate with:

- A lasting appreciation of art and culture from diverse global contexts.
- The confidence to express their perspectives and respond thoughtfully to the perspectives of others.
- Strong creative problem-solving skills applicable to many disciplines and future careers.
- An understanding of the role of creativity in shaping society and improving the world around them.

In this way, Art & Design contributes to the development of **thoughtful, reflective, and internationally minded individuals** who value creativity, respect diverse viewpoints, and use their imagination to engage with and positively shape the world.

Music

Our Music program fosters creativity and a profound appreciation for music, exploring its role as an expression of diverse cultures and historical periods. The curriculum emphasizes practical engagement through performance and composition, cultivates collaborative skills, and develops critical listening and analysis skill, with the aim of cultivating informed listeners."

Drama

The primary intent of our curriculum is to ensure that every student leaves the Upper School with a lifelong appreciation of Theatre. We aim to equip students with:

- Analytical Mastery: The critical skills required to deconstruct theatrical performances and comprehend the deeper socio-political meanings and artistic purposes behind them.
- Theatrical Literacy: A deep understanding of the dedication, discipline, and commitment required to move a production from the page to the stage.
- Artistic Conscience: A recognition of theatre as a tool that not only entertains but also informs, challenges and connects humanity.

Technology

We teach Design Technology and Computer Science so our students can **become confident, creative problem-solvers who think computationally and design purposefully**

Design Technology and Computer Science empower students to **understand technology, create digital solutions, and shape the world around them**

These integrated subjects enable students to:

- Think computationally: break problems into manageable parts, recognise patterns, abstract ideas, and design algorithms that solve real-world challenges.
- Design with purpose: create functional, user-centred solutions that combine digital and physical technologies, considering aesthetics, sustainability, and user experience.
- Understand digital systems: grasp how networks, data, artificial intelligence, and automation shape modern society, enabling them to use technology responsibly and critically.
- Develop as digital natives: build programming skills, learn robotics and automation, explore emerging technologies like machine learning, and understand the ethical implications of innovation.
- Collaborate and innovate work in teams to prototype, test, iterate, and refine solutions—mirroring real-world design and development processes.

Our integrated Design Technology and Computer Science curriculum prioritises practical application, computational thinking, and creative design. Its unique flavour lies in the way it blends:

- Practical making with computational thinking: students engage in iterative design cycles (plan, create, test, refine) while learning to code, use CAD, build circuits, and programme robots. Hands-on experience grounds abstract computing concepts in real materials and systems.
- Real-world problem solving: projects address authentic challenges—sustainability, accessibility, community needs. Students design everything from eco-friendly kitchen utensils to IoT systems that reduce resource waste, learning that design carries responsibility.
- Progressive technology integration: students move from visual programming (block-based) to structured textual languages (Python, Java), from basic CAD exploration to advanced 3D modelling, from simple robotics to autonomous systems capable of AI-informed decisions.
- User-centred design philosophy: every project begins with understanding user needs. Students research, empathise, prototype, and test with real users—developing social responsibility and design literacy.
- Sustainability as core principle: across all projects, students consider environmental impact, material choices, product lifecycles, and the role of technology in creating a sustainable future.
- Robotics and competition excellence: WRO-aligned robotics projects teach engineering excellence, systematic debugging, and collaborative problem-solving. Students design, build, programme, and compete at local, regional, and international levels.
- Creativity within constraints: students learn that great design balances technical constraints (cost, materials, computing power) with creative vision. They explore multiple pathways, make conjectures, and develop original solutions.

By the time students leave our Technology Department, they possess the capacity to **design solutions, prototype systems, code with purpose, and think critically about the role of technology in society.**

This enduring change manifests as:

- Computational fluency: students can articulate algorithms, reason code logic, debug systematically, and understand how software controls physical and digital systems.
- Design confidence: they approach unfamiliar challenges by researching user needs, sketching ideas, iterating prototypes, and justifying design choices with clarity.
- Systems thinking: they analyse interconnected problems holistically, recognising how technology intersects with ethics, sustainability, and human experience.
- Technological responsibility: they understand that innovation carries ethical weight. They design inclusively, consider data privacy, question algorithmic bias, and advocate for responsible technology use.
- Collaborative problem-solving: they can lead and contribute to team projects, communicate technical ideas to non-technical audiences, and learn from failure as part of the iterative design cycle.

Physical Education

We believe PE exists to help every child discover a love of movement. We want students to understand their bodies, feel confident being active, and experience the joy that physical activity can bring—whether that’s through sport, play, competition, or simply being active with others. PE is also where students learn how to cope with challenge, support each other, and build habits that protect their physical and mental wellbeing.

Our curriculum is built around two key ideas: everyone belongs and everyone can improve. We offer a wide range of experiences so that every student can find something that connects with them. From the early years, where we focus on fundamental movement and confidence, through to older students exploring different sports, fitness, leadership, and performance pathways, there is always a place for every learner.

We value:

- Enjoyment alongside achievement
- Personal progress as much as performance
- Teamwork, respect, and fair play
- Giving students different roles—player, leader, coach, official
- Whether a student is highly competitive or just beginning their journey with physical activity, we want them to feel successful and included.

By the time students leave us, we want them to feel comfortable and confident in their own bodies. We want them to have found an activity that they enjoy and will continue into adulthood. More than anything, we want them to choose to stay active—because they’ve had positive experiences, not because they feel they have to. They leave with:

- The confidence to try new activities
- The resilience to keep going when things are difficult
- An understanding of how to look after their wellbeing

- Memories of being part of something—teams, challenges, shared moments

Our hope is simple: that PE is not something students leave behind at school, but something they carry with them for life.

PSHCE

At St. Catherine's, we teach PSHCE so that every student develops the knowledge, skills and values needed to lead healthy, responsible and fulfilling lives that encompass the four pillars of Care, Curiosity, Dedication and Integrity. Structured around eight interconnected domains: personal, social, mental health, physical health, economic, spiritual, moral and cultural, our curriculum is carefully sequenced across KS3 and KS4 to reflect both the statutory requirements of the DFE's RSHE guidance and our commitment to the holistic SMSC development of every student. We prioritise active, discussion-based learning and real-life experiences, so that students are equipped to navigate challenge, build meaningful relationships, make informed decisions and engage with the world around them with empathy and integrity. PSHCE is not the work of one classroom alone; cross-curricular links across the wider school and through form time and assemblies, ensure that these values and skills are reinforced throughout every student's experience at St. Catherine's. Ultimately, our students leave with the ability to question, appreciate and celebrate the world around them and builds them up to be confident, compassionate and critically engaged young people.

7. Learning Support

Learning support is available to students in all year groups with the aim for all students to access the curriculum, develop study skills and undertake appropriate assessments in full. Where individual needs require special consideration students can follow an adapted curriculum with bespoke assessment arrangements encompassing alternative qualifications or a modified timeline through the components of regular curriculum and assessment.

All students in Upper School will continue to benefit from high-quality teaching, differentiation, and appropriate classroom strategies as part of our inclusive approach. In-class support will continue to be provided as part of the everyday learning experience of students, building on their Lower School learning and free of charge.

However, some students may benefit from additional personalised support delivered through the Learning Support Centre. These sessions will take place outside of the mainstream classroom setting and may be delivered individually or in small groups (maximum of), depending on student needs and timetabling arrangements. As this provision involves specialist staffing, personalised interventions, differentiated resources and dedicated support programmes, it will carry an annual fee.

The Learning Support programme may include:

- Individualised interventions in areas such as reading, spelling and numeracy in line with the student's diagnostic report and psychologist recommendations, where applicable;
- Study skills and organisational support;
- Curriculum access support;
- Homework and revision support;
- Social skills development;
- One-on-one mentoring and guidance.

Futures

All students have access to the guidance from the Futures team as appropriate. Individual counselling and group presentations provide an insight into the world of work and Higher Education requirements. The programme is co-ordinated by the Future's office (more details can be found in the Future's Handbook).

Wellbeing

St Catherine's aims to build and maintain a workplace environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment).

Review

The range of subjects available in Key Stages 3 and 4 and the IB Diploma is regularly reviewed, and details of the school's current curriculum offer may be found in the relevant academic prospectuses, which are revised and re-issued each year. Subject teachers, heads of key stages, heads of years, heads of department and tutors should be prepared to advise students on their suitability for a particular course of study, taking into account individual aptitudes, interests and career aims.

Appendix *The IB Learner Profile¹ states that IB learners strive to be:*

Inquirers *They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.*

Knowledgeable *They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.*

Thinkers *They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.*

Communicators *They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.*

Principled *They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.*

Open-minded *They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.*

Caring *They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.*

¹www.ibo.org/benefits/learner-profile

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

This Policy was reviewed by Senior Leadership Team in October 2026

Next review date October 2027