



Curriculum Policy

CHARTERHOUSE



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Charterhouse aims to provide a strongly academic education which exposes its pupils to a broad range of subjects in their first year at the School. Specialisation begins to occur at the beginning of a boy's second year (the Remove) and appropriately focused sixth form (Specialist) programmes are provided post-16, when pupils follow either four subject courses in a traditional English style or the International Baccalaureate Diploma Programme. Throughout the School pupils are encouraged to make the very most of their ability, and to engage actively in the learning process, that they might learn and make progress.

THE UNDER SCHOOL (YEARS 9-11)

- a) To develop pupils' skills in written and spoken English, and their confidence in reading for understanding thereby enhancing their communication skills through speaking and listening, as well as increasing their command of language and literacy through reading and writing. Focused work on manipulation of English is done to develop an increased understanding of the language's structures. Pupils' communication skills are developed through engagement with speaking and listening tasks.
- b) To extend pupils' linguistic experience both by continuing the learning of a foreign language already begun and by beginning a new language (German or Spanish) ab initio. This experience is intended to further both the understanding of language and also pupils' appreciation of different cultures. It is compulsory for all pupils to take at least one foreign language to the end of the Fifth Form (Year 11).
- c) To develop pupils' mathematical confidence, to enable them both to appreciate the beauty of mathematics and to understand its practical applications. Work should provide a broad range of experience, fostering calculating ability, algebraic understanding, the appreciation of patterns in number and space (including relationships) and the development of logical thought, including practical activity, exploration and discussions, thereby allowing them to develop the skills of numeracy and to express themselves clearly.
- d) To engage pupils with the three sciences, increasing their understanding and appreciation of the world around them. Work will focus on the areas of nature, materials and forces within biology, chemistry and physics, promoting enquiry through experimentation and teaching pupils to observe, record and form hypotheses appropriately. All three sciences are compulsory to the end of the Fifth Form.
- e) To provide pupils with appropriate technological experience. This includes work in information technology across a range of subjects to gain experience of programmes for word processing, spreadsheets and graphics. All pupils in the Fourth Form (Year 9) in the School also study Design & Technology, to allow them the opportunity to work with tools, equipment, materials and components in order to plan and create products, then to evaluate processes and products; those interested in doing so continue the subject to (I)GCSE.
- f) To gain a fuller understanding of the world around them through the study of the human and social sciences. Pupils are encouraged through their work in history to develop an



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understanding of other cultures as well as their own, to appreciate the ways in which actions and events affect humanity, and to assess evidence in order to draw conclusions. In geography pupils are encouraged to explore ways in which their immediate environment affects the way they live, and to begin to understand how others' experiences may differ. All pupils study History in their first year in the School and most also study geography; well over half the year group continues with at least one of these subjects to the end of the Fifth Form.

- g) All pupils in the Fourth, Remove and Fifth Forms are active participants in the sporting programme at the School. A range of sports is offered in order to provide opportunities for all pupils to develop physical skills, coordination, tactical understanding and an appreciation of strengths and weaknesses that they might improve their performance. In addition pupils are involved in various CCF and service activities, some of which contain a physical element which further enhance appreciation of fitness and health.
- h) All pupils in the Fourth Form have some lessons in art and music, and are encouraged to engage with the creative aspects in these disciplines as well as the aesthetic and creative aspects. Some pupils choose to continue with these disciplines to (I)GCSE. For those who do not there are many opportunities for engagement with this area of the School, including the study of literature, the house art competition, frequent theatrical productions, and in music a range of ensembles, orchestras and bands and individual lessons.
- i) All pupils in the Fourth Form study religious education, such that they develop human and social education and promote spiritual, moral, social and cultural development.
- j) Every pupil is expected to do work outside the classroom in all subjects. This work, known as banco, is designed to build upon learning in the classroom, to promote deeper knowledge and to challenge and stretch pupils.

THE SPECIALISTS (YEARS 12 AND 13)

As Specialists, pupils at Charterhouse have the opportunity to choose the appropriate path relevant to their needs for more specialised study. The School offers both specialisation in the traditional English mode through a range of subjects at Pre-U and A level, and has also introduced the International Baccalaureate Diploma Programme to allow pupils to maintain a greater breadth in their work than has historically been possible in the English context. All pupils are required to write an extended essay during the summer holiday at the end of their first year as Specialists, and all also participate in CAS, the IB's programme for Creativity, Action and Service, which is required of all Carthusians, not just those studying for the IB Diploma Programme.

Pupils choosing to pursue further study at Pre-U and A level follow linear programmes in either three or four full subjects, with all assessment taking place at the end of their second year in order to maximise teaching time. Those pursuing three full subjects also choose a short course which is studied in the first year only and is examined at the end of that year either at AS or Pre-U short course level. Full details of the subjects offered can be found in the Specialist Choices Booklet which is readily accessible in the academic section of our website.



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Those who choose the IB Diploma Programme continue with six subjects, three at Higher Level and three at Standard Level. The study of English, a foreign language, mathematics, a science and a subject from the humanities is compulsory; pupils also choose a sixth subject from the creative arts or from a range of electives. Once again full details can be found in the Specialist Choices Booklet on the website.

Whether following Pre-U / A level courses or pursuing the IB Diploma Programme all Specialists are encouraged to become more independent in their modes of study; the intention is that they should be fully equipped for the challenges of university life by the time they leave Charterhouse. To that end research skills are fostered, independent reading is undertaken and presentation skills developed. All pupils are encouraged to think critically, to challenge perspectives and to engage in debate. Every effort is made to encourage a love of learning and scholarship which will last long after the pupil's time at School.

All pupils, whichever Specialist programme they follow, undertake a substantial amount of work outside the classroom. This work is used both to reinforce concepts learned in the classroom and to deepen and extend pupils' knowledge.

In addition to their academic programme Specialists are actively encouraged to involve themselves in all aspects of School life. Sporting and cultural engagement are promoted, with myriad opportunities to play in teams, become members of School societies, visit the art studio and the DT workshop, and to participate in theatrical and musical productions.

THE LIBRARY

All pupils at Charterhouse are encouraged to make use of the Library, which has substantial collections and also a range of electronic resources. All pupils are given an introduction to the Library when they arrive in the School, and its use by Under School pupils is further promoted by lessons which take place in the Library and by projects which require research to be undertaken. The Library is also widely used by Specialists both as a source of information and as a place of work.

SPECIAL EDUCATIONAL NEEDS

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, in terms of ability, need and aptitude. Pupils with Special Educational Needs or an Education, Health and Care plan are given appropriate help and guidance by the Department of Educational Support; in addition all pupils in the Fourth Form are given guidance in study skills on their arrival in the School. New pupils are screened on entry to the School and feedback from their teachers on class and examination performance is regularly sought to ensure that every Carthusian receives the help and support he or she needs, thereby allowing all pupils to have the opportunity to learn and make progress.



PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION

Charterhouse offers a comprehensive programme of Personal, Social Health and Economic Education (PSHE) which is delivered both inside and outside the formal curriculum. PSHE seeks to reflect the School's aims and ethos, as well as encouraging respect for other people, with particular regard to the protected characteristics as set out in the Equality Act 2010.

RELIGIOUS LIFE AND EDUCATION

Chapel is central to life at Charterhouse and the addresses which are part of the services are an important element in the delivery of the PSHE programme. Carthusians are encouraged to reflect on the heritage of this Christian foundation, to grow spiritually, and to develop high moral standards. For all Fourth Form pupils at the school theology forms part of the curriculum, and these lessons both explore other faiths and engage with philosophical issues, respect and tolerance for other faiths and beliefs.

GUIDANCE ON HIGHER EDUCATION AND CAREERS

Pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner of the advice on offer in the Higher Education and Careers Department from early in their time at Charterhouse; in addition tutors and housemasters are actively involved in providing assistance with (I)GCSE and Specialist choices, as is the Specialist Advisory Panel which ensures that at least two conversations take place with every member of the Fifth Form. Every effort is made to encourage pupils to reflect on their strengths and weaknesses, to research appropriate university courses and to gain relevant experience of the world of work, that they might make informed choices about a broad range of career options. The aim is that every Carthusian should fulfil their potential and be ready for the next stages in his or her career by the time of leaving School.

OUT OF SCHOOL VISITS

In addition to activity in the classroom many departments arrange trips to reinforce learning; these are not usually part of the formal curriculum but are complementary to it. They range widely in scope, from local geographical observation to recent art visits to the USA and economics trips to the Far East.

BRITISH SOCIETY

Pupils are prepared for the opportunities, responsibilities and experiences of life in British society through active consideration of their own experiences, as well as when held in comparison to the experience of others. Through the School's own structures, evidence and opportunity is provided for pupils to witness at first hand, participate in and support aspects of democracy, the rule of law, individual liberty as well as mutual respect and tolerance of others with different faiths and beliefs.