CHARTERHOUSE

CURRICULUM POLICY

Author: DJB | **Lead**: DH (Academic) | **Last reviewed**: September 2026 by AFC | **Next Review**: September 2027

Charterhouse aims to provide a wide-ranging academic education for pupils in their first year at the School (the Fourth Form, Year 9). Specialisation begins in a pupil's second year (the Remove, Year 10) and appropriately focused Sixth Form (Specialist) programmes are provided post-16, when pupils follow either A Level courses (with the possibility of combining with BTECs in selected subjects) or the International Baccalaureate Diploma Programme. All pupils are encouraged to make the very most of the academic opportunities available, to engage actively in the learning process, and to make excellent progress.

Further details of the curriculum (intended for pupils and their parents) can be found on the school website at https://www.charterhouse.org.uk/academic/curriculum

AIMS:

THE UNDER SCHOOL (YEARS 9-11)

a) To develop pupils' literacy, oracy and communication skills through reading, writing, speaking and listening. By reading for understanding and analysing a range of texts, pupils strengthen their command of language and deepen their understanding of its structures. Speaking and listening activities enable pupils to communicate effectively, articulate their ideas clearly and build confidence in self-expression.

b) To extend pupils' linguistic experience by exposure to the learning of foreign languages, both modern and classical. This experience is intended to further both the understanding of language and pupils' appreciation of different cultures as well as develop key communication skills. It is compulsory for 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 provides 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 pupils to develop the skills of numeracy and to express themselves clearly.

d) To engage pupils with science, increasing their understanding and appreciation of the world around them. Work will focus on the areas of nature, materials and forces, promoting enquiry through experimentation and teaching pupils to observe, record and form hypotheses appropriately. All three sciences are studied to the end of the Fifth Form, either as individual IGCSEs or as part of the IGCSE Double Award.

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 receive an introduction to Informatics (an introduction to computational science) and to Design Engineering. Both subjects allow them the opportunity to work with software and resources, to plan and create products, and to evaluate processes and products; those interested in doing so continue the subjects 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 understanding of other cultures as well as their own, to appreciate the ways in which actions and events affect humanity, and to assess evidence to draw conclusions. Ancient History is also offered throughout the School (termed Classical Civilisation in Sixth Form). 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 and Geography in their first year in the School.

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 outdoor education, 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 an introduction to art, drama, fashion textiles, design engineering and music as part of a 'Creative Carousel' on Tuesday afternoons. At Half-Term in OQ (Autumn Term), they choose two of these subjects to continue for the remainder of their 4th Form. Those pupils with particular creative strengths or interests may take a third subject in place of one of their languages. Pupils are encouraged to engage with the creative and aesthetic aspects of these disciplines and many choose to pursue a creative discipline 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 Theology, Philosophy and Ethics, such that they develop historical and contemporary human and social education and further promote spiritual, moral, social and cultural development. The School does not provide a parental opt-out for this subject in the Fourth Form as set out in Section 71 of the Schools Standards and Framework Act 1998 as amended.

j) From OQ of the Fourth Form to OQ of the Fifth form, pupils study a programme of careers and study skills called 'Future U'. This is designed to engage pupils' critical thinking, and to develop their executive function skills. As part of the course, all pupils take an accredited course in AI.

k) 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 period from 7.05 to 8.45 each evening is set aside in boarding houses for banco to be completed.

THE SPECIALISTS (YEARS 12 AND 13)

As Specialists, pupils at Charterhouse can choose the appropriate path relevant to their needs for more specialised study. The School offers specialisation through a range of subjects at A Level complemented by academically enriching, non-examined elective courses. In addition, pupils studying three A Levels complete a further accredited qualification as First Year Specialists (Year 12): either the Pearson Extended Project Qualification (EPQ) or the Charterhouse Entrepreneurship Diploma (accredited by the Institute of Enterprise and Entrepreneurs).

The School also offers the International Baccalaureate Diploma Programme to allow pupils to maintain a greater breadth. All pupils are also able to participate in community and service initiatives, not just IB students, as part of the Creativity, Action and Service programme.

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 (https://www.charterhouse.org.uk/academic/curriculum).

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 option subjects. Once again, full details can be found in the Specialist Choices Booklet on the website.

Whether following A Level courses or pursuing the IB Diploma Programme, all Specialists are encouraged to become more independent in their studies; 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 a 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 a range of electronic resources. All pupils are introduced the Library when they arrive in the School; 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 AND DISABILITIES (SEND)

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 SEND or an Education, Health and Care plan are given appropriate help and guidance by the Learning Centre team; 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 they need, thereby allowing all pupils to have the opportunity to learn and make progress.

EQUALITY, DIVERSITY AND INCLUSION (EDI)

Charterhouse wants to ensure that the curriculum delivered to pupils reflects as far as possible the backgrounds and life experiences of its pupils. As a community featuring pupils and staff from across the globe and speaking dozens of different languages, we seek to celebrate diversity, understanding that what is interesting about people are not our similarities but our differences. We also want to provide opportunities in the classroom for subject teachers to bring attention to historic inequalities and discrimination so that pupils can understand not only the rights of those with protected characteristics in the UK, but also the context in which these were enshrined in law.

An annual EDI audit of the curriculum is carried out by Heads of Department under the supervision of the Academic Management Team, and departments report on EDI changes to their curriculum as part of the annual Departmental Review. All departments subscribe to the policy of seeking to reflect diversity in the classroom resources that they use.

PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION

Charterhouse offers a comprehensive programme of Personal, Social Health and Economic Education (PSHE). PSHE seeks to reflect the School's aims and ethos, with our five core values of kindness, moral courage, open-mindedness, perseverance and responsibility. It is delivered in small co-educational teaching groups of about 15 pupils. Pupils follow three modules each year in RSE, Health and Wellbeing, and Living in the Wider World. Each module is taught by a team of trained staff and concludes with an assessment that both gauges pupils' understanding and collects feedback on the effectiveness of teaching.

PSHE education is supported by year group assemblies and by discussion groups in House.

Lessons are framed to enable pupils to feel safe and at ease discussing issues. The scheme of work is spiral in nature, returning to topics in an age and stage appropriate manner. Opportunities are also taken to address issues that may arise outside of the scheme of work. The programme is informed by the Relationships and Sex Education Policy which is available on the school website.

The programme seeks to actively promote fundamental British Values and respect for other people, with regard to the protected characteristics as set out in the Equality Act 2010. Induction and out-duction, anti-bullying week, mental health days and internet safety weeks are some of the opportunities taken to ensure pupils learn effectively about healthy relationships, consent, mental health and personal safety, including online safety.

There is more information available to parents on the PSHE & RSE page of our website, as well as via webinars and talks. The School Community also receives a half-termly PSHE newsletter. The annual pastoral survey obtains feedback on the effectiveness and appropriateness of lessons and the extent to which pupils feel at ease.

Training for staff includes induction, working lunches, inset and guidance on the staff area of the intranet.

RELIGIOUS LIFE AND EDUCATION

Chapel is central to life at Charterhouse and Chapel addresses, which are part of the services, are an important element in the delivery of the PSHE programme. All pupils attend Chapel three times a week. Carthusians are encouraged to reflect on the heritage of our 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 Futures Department from early in their time at Charterhouse. In addition, members of the academic team are actively involved in providing assistance with (I)GCSE and Sixth Form choices and 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 their career by the time of leaving School.

OUT OF SCHOOL VISITS

In addition to activity in the classroom many departments arrange visits 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 art visits to the USA and a Theology trip to Jordan and the Holy Land.

BRITISH SOCIETY AND POLITICAL IMPARTIALITY

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, 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.

Staff have a duty to avoid the promotion of partisan political views in the teaching of all subjects. Where political themes are brought to pupils' attention, they will be offered a balanced presentation of opposing views.

THE SPIRITUAL, MORAL, SOCIAL AND CULTURAL DIMENSION (SMSC)

Charterhouse recognises that the spiritual, moral, social and cultural (SMSC) element of education is crucial to our pupils' development as individuals, allowing them to take their rightful place in the community as local, national and global citizens.

We seek to achieve this in all aspects of school life, whether the 'academic' curriculum, the co-curriculum or through House life. All departments play a role in the process, with explicit opportunities provided in Theology, Philosophy and Ethics (TPE), RSE and PSHE. Teachers are sensitive to the needs of the pupils in their care and seek to reflect the nature of the world we live in by offering balance in the discussion of different opinions, for example, concerning religious and political matters.

The SMSC policy can be consulted for further information.