

CHRIST'S HOSPITAL

CURRICULUM POLICY

The School's Aim:

Christ's Hospital's aim is to provide boys and girls, predominantly those in need of assistance to allow them to achieve their full potential, with an outstanding boarding education to the betterment of themselves and society.

The School's Objectives:

- i. Pupil's school experience centres on building and strengthening **attributes**. Attributes, illustratively, are resilience, perseverance, compassion, willing service and empathy. These are pillar-strength principles of the Christ's Hospital curriculum.
- ii. A **curriculum to support challenge** in all its forms. This means encouraging three characteristics in the Christ's Hospital education:
 - 1) pupils are allowed to feel what is like to be challenged and,
 - 2) pupils, having been challenged, will themselves, challenge discerningly and,
 - 3) the spirit of challenge flowing from this experience will be brought to bear upon the societies Christ's Hospital pupils enter.Challenge at Christ's Hospital is understood to be part of a creative, productive, and transformative progress which equips pupils to shape positively the societies they belong to.
- iii. Protect and develop **excellence in academic achievement** through structured growth of Teaching and Learning practices, insisting upon a culture which embraces academic challenge regardless of ability.
- iv. The school recognises that some of the most notable learning takes place well beyond the classroom; it places strong emphasis on the value of **blended experience** to create the finest possible school curriculum.

Mission Statement:

- a. To offer to boys and girls of suitable age an education of such breadth and excellence as will fit them pre-eminently for service in society and employment in their generation; and in particular to enable them to compete competently with their peers for opportunities in further education and careers. In doing so,
- b. to develop first the skills, learning habits, independence of mind and spiritual awareness that will enable and motivate them to continue to educate themselves throughout their lives; and second, a high sense of responsibility towards themselves, their families, their associates and to society at large, such as to form a permanent foundation of their training and character;
- c. in the choice of pupils, to have regard especially to children of families in social, financial or other specific need;
- d. to provide our pupils with opportunities to explore, reflect upon, and grow in their understanding of, the Christian faith;
- e. to maintain and further the close connection with the City of London so successfully nurtured since 1552.

The Curriculum at Christ's Hospital is made of two parts the **Academic Curriculum** led by the Assistant Head (Academic) and the **Broader Curriculum** led by the Assistant Head (Co-curricular)

From September 2020: NB the policies that follow apply to normal working conditions. During the global coronavirus pandemic necessary adjustments have been made to comply with government advice and guidance, e.g. composition of junior classes to follow year group and corridor bubbles and cancellation of all trips and matches .

ACADEMIC CURRICULUM POLICY

The detail of the school's Academic Curriculum Policy flows directly from Christ's Hospitals Aims, Objectives and Mission Statement.

Academic Curriculum Delivery

Christ's Hospital aims to provide a strongly academic education which exposes its pupils to a broad range of subjects. Specialisation begins to occur at the start of the Little Erasmus (year 9) and appropriately focused sixth form (Deputy Grecians and Grecians) 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. Many factors affect the academic performance and life of the school including pupil ability, teaching, curriculum, facilities and resources, school ethos and profile, and significantly at Christ's Hospital, the nature of home circumstances.

Christ's Hospital could reasonably be expected to be able to compete favourably with the brightest and best comparable independent schools. The charitable mission of Christ's Hospital means that it provides bursarial support for the large majority of its pupils. Although they are subject to academic selection, many have personal or behavioural issues associated with their backgrounds which provide an added challenge. The dedication of all staff in dealing with these issues is to be admired greatly, and the eventual success the school has with the majority of these pupils is one of its greatest strengths. This perspective must be borne in mind when evaluating academic results and other performance indicators.

The School works to a fortnightly timetable with 46 periods of 35 minutes a week or 92 periods per fortnight (ppf) with a five minute break in-between.

Every pupil is expected to enhance the learning and work they do inside the classroom in all subjects. This work, known as prep, is designed to build upon learning in the classroom, to promote deeper knowledge and to challenge and stretch pupils.

Junior School Curriculum (2nd Form/3rd Form)

- a) Christ's Hospital aims to provide a strongly academic education which exposes its pupils to a broad range of subjects in their first two years at the School.
- b) To develop pupils' skills in written and spoken English (8 ppf in Yr 7, 7 ppf in Yr 8), and their confidence in reading, through weekly library lessons, thereby enhancing their communication skills through speaking and listening, as well as increasing their command of language and literacy through reading and writing. Pupils have 2 ppf out of the 8 ppf allocation, dedicated to ensuring they have fully grasped English grammar. Pupils' communication skills are developed through engagement with speaking and listening tasks.
- c) Maths (8 ppf) to develop pupils' mathematical confidence (the only streamed subject in the junior curriculum), 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 to develop their numeracy skills.
- d) All pupils take General Science (8 ppf) which includes material from Biology, Chemistry and Physics, increasing their understanding and appreciation of the world around them. This is enhanced by the interspersed CASE (Cognitive Acceleration through Science Education) thinking Science lessons which promote enquiry and exploration through experimentation and teaching pupils to observe, record and form hypotheses appropriately.
 - e) To extend pupils' linguistic experience, pupils are required to take French (6 ppf) and Latin (6 ppf in Yr 7, 4 ppf in Yr 8) over both years. In the 3rd Form pupils' linguistic experience is enhanced by the choice of a second Modern Foreign Language (5 ppf) from German, Mandarin or Spanish. This experience is intended to further both the understanding of language and also pupils' appreciation of different cultures.
 - f) To gain a fuller understanding of the world around them through the study of the human and social sciences all pupils take Theology and Philosophy (4 ppf), History (6ppf) and Geography (6ppf) in their first two years at the School. The latter two History and Geography drop to 4ppf in the 3rd Form to accommodate the increase in other subjects.
 - g) All pupils are active participants in the sporting programme at the School. To supplement the range of sports on offer in the broader curriculum PE lessons (4 ppf) are incorporated into the timetable to provide opportunities for all pupils to develop physical skills, coordination, tactical understanding in a range of sports.
 - h) To provide pupils with appropriate technological experience they have dedicated lessons Information Technology Lessons (4 ppf in Yr 7, 2 ppf in Yr 8) (IT) in which they learn everything from touch typing to coding. This includes work in using Information Technology across a range of subjects to gain experience of programmes for word processing, spreadsheets and graphics.
 - i) All pupils on the 2nd Form have lessons (2 ppf) in Art, Design Technology, Drama and Music (in addition to the extensive broader curriculum musical opportunities and individual instrumental lessons available), and are encouraged to engage with the creative aspects in these disciplines as well as their aesthetic and creative aspects. Design Technology allows them the opportunity to work with tools, equipment, materials and components in order to plan and create products, then to evaluate processes and products.
 - j) All pupils in the 3rd Form are encouraged to explore further the creative aspects of Art, Design Technology and Drama with 4 ppf. Music remains 2 ppf given the extensive musical opportunities on offer outside of the timetable.
 - k) All pupils in the 3rd Form undertake lessons (2 ppf) in Critical Argument, Rhetoric & Debating (CARD) designed to introduce the 3rd Form to the skills of deductive and inductive arguments, critical thinking, logical fallacies, rhetorical types, structures and appeals and modern debating practice, all essential not only to several academic disciplines but potential future careers.

Middle School Curriculum (Little Erasmus/Upper Fourth/Greater Erasmus)

- a) Christ's Hospital middle school curriculum aims to provide a strongly academic education with the addition of an element of choice. Whilst the core subjects of Mathematics, English and Science remain, pupils will select five options subjects (6ppf) in the Little Erasmus (Year 9) from a choice of 16. As they progress to the Upper Fourth (Year 10) they will refine this choice down to four options subjects (increasing to 8ppf for Year 10 and Year 11). From these options subjects it is a requirement to select a minimum of one Humanity from a choice of History, Geography and Theology and Philosophy and one Modern Foreign Language from a choice of French, German, Mandarin and Spanish.
- b) Pupils continue to develop their command of language and literacy in English (10 ppf).

- c) Maths (10 ppf), which remains set by ability, continues to foster calculating ability, algebraic understanding, the appreciation of patterns in number and space (including relationships) and the development of logical thought to develop their numeracy skills.
- d) Science is organised into ability sets and taught as separate disciplines of Biology (6ppf), Chemistry (6ppf) and Physics (6ppf) to enhance pupils understanding and appreciation of the world around them with regard to each specific discipline. Experimental inquiry, accurate observation, appropriate manipulation and justification of conclusions are a key aspect of any of the Science disciplines. All three Sciences remain compulsory to the end of Greater Erasmus (Year 11).
- e) Pupils in the Little Erasmus engage (2ppf) in the Christ's Hospital Independent research Project (CHIP), this is akin to the Higher Level Project Qualification (HLPQ). Pupils develop vital skills of independence, research and extended writing, all essential in their eventual I/GCSE preparation and subsequent Sixth Form studies.

Senior School Curriculum (Sixth Form) (Deputy Grecians/Grecians)

- a) Deputy Grecians and Grecian the Sixth Form pupils at Christ's Hospital have the opportunity to choose the appropriate path relevant to their needs for more specialised study. Christ's Hospital offers both the traditional range of subjects at Pre-U and A level, in addition to the International Baccalaureate (IB) Diploma Programme to allow pupils to maintain a greater breadth in their work, something historically not possible in a traditional context. Whilst every endeavour is made to cater for the subject sections made pupils, the School may choose not to run a course in the Sixth Form if there insufficient interest.
- b) Pupils choosing to pursue further study at Pre-U and A level follow linear programmes in four subjects (16ppf for each subject), with all assessment taking place at the end of their second year in order to maximise teaching time. All pupils have the choice at the end of their first year to refine their choice down to a minimum of three Pre-U/A level courses. During the summer holiday of the Deputy Grecians year all pupils are encouraged to undertake an Independent Summer Project to showcase their research skills and enhance their UCAS application.
- c) Those who choose the IB Diploma Programme continue with six subjects, three at Higher Level (13ppf for each Higher Level subject) and three at Standard Level (8ppf for each Standard Level subject). 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. As part of the IB Diploma Programme pupils are required to write an Extended Essay, Theory of Knowledge Essay and participate and complete the Creativity, Action and Service (CAS) requirement of the Programme.
- d) Whether following Pre-U / A level courses or pursuing the IB Diploma Programme all pupils 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 Christ's Hospital. To that end, research skills are fostered, independent reading is undertaken and study skills developed. All pupils are encouraged to think critically, to challenge perspectives and to engage in debate. As such pupils, regardless of path, are expected to undertake a substantial amount of work outside the classroom to reinforce concepts learned in the classroom and to deepen and extend their knowledge. Every effort is made to encourage a love of learning and scholarship which will last long after the pupil's time at School.
- e) In addition to their academic programme Sixth Form pupils 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.

PSHE (Personal, Social Health and Economic) Education

- a) A comprehensive programme of Personal, Social Health and Economic Education (PSHEE) is delivered both inside the formal curriculum (timetabled tutorial sessions, assemblies and PSHEE lessons) as well as outside the formal curriculum. The PSHEE programme seeks to reflect the ethos and aims of School, encourage respect for other people, foster understanding of the world around us and cover the characteristics as set out in the Equality Act 2010.
- b) All 2nd Form Pupils receive Discovery periods (2 ppf) which are devoted to induction and familiarisation, then, after half a term, PSHEE in addition to tutorial periods (2 ppf) with a member of the boarding house team.
- c) All 3rd Form Pupils receive tutorial periods (2 ppf) with a member of the boarding house team and PSHEE issues are dealt with in a carousel programme with English library lessons.
- d) All Pupils LE – GE continue to have a dedicated tutorial periods (2 ppf) in addition to timetabled PSHEE lessons (2ppf).

Religious Life and Education

- a) Chapel (2ppf in addition to Sunday service) is central to life at Christ's Hospital and provides pupils with the opportunity to explore, reflect upon and grow in their understanding of, the Christian faith. The talks that form the focus of Chapel services are also an important element in the delivery of the PSHE programme. Pupils are encouraged to reflect on the heritage of our Christian foundation, to grow spiritually, and to develop high moral standards.
- b) Religious Life and Education is also delivered through tutorials, the Theology and Philosophy curriculum and opportunities outside of the classroom.
- c) The 2nd and 3rd form have lessons in TP (4ppf). In addition, a large number of the students take TP at GCSE and in the Sixth Form. All Little Erasmus to Great Erasmus pupils follow Religion and Worldview lessons (2ppf) which promote spiritual, moral, social and cultural development. They do this by exploring world faiths and through engagement with philosophical and socio/political issues. This fosters an awareness of issues in Contemporary British society and a respect and tolerance of all positions, both faith based and not, that are broadly consistent with British values.
- d) Pupils are prepared for the opportunities, responsibilities and experiences of life in Contemporary British society through active consideration of their own experiences, as well as others. Through the School's own structures, opportunities are provided for pupils to witness at first hand, participate in and support aspects of democracy, the rule of law and individual liberty. We promote debate, free speech and the importance of understanding the 'rules of debate' and the need to listen and reflect on the views of others before drawing conclusions. This prepares them for University life and life in the workplace.

Careers

- a) The Careers department provides extensive support and opportunities to guide pupils in their choices, and the opportunities available, throughout all years. Careers advice is delivered to all year groups through tutorials, PSHE lessons, assemblies, year group events, parents' consultations, drop-in sessions, careers teas, hot seating events, and guest speaker and lunch time talk programmes.
- b) Personality and careers related online programmes are provided to the 3rd Form and Little Erasmus, to enable pupils to recognise their strengths and weaknesses and how these relate to the world of work.
- c) All pupils in the UF sit a COA, a Cambridge Profile, in the GE the profile and report is reviewed, feedback is given by specialist trained tutors, interviews are offered from a

professional team (COA) and slots are also provided to all pupils to allow them to discuss the Profile report in detail.

- d) Deputy Grecians sit the Centigrade COA, a degree course selection programme, to help guide them in making their decisions for UCAS, typically delivered by a specialist Sixth Form tutor. Deputy Grecians are given guidance on future choices, with presentations from Unifrog on Higher Apprenticeships, and Rate My Apprenticeship in Apply Day as well as Admission tutors and companies on 18 plus and graduate employment, alongside HE options.
- e) Grecians attend presentations from careers consultants, with a view to one to one specialist interviews in the Michaelmas Term.
- f) The Careers department aim is that every pupil, by the time of leaving Christ's Hospital, should fulfil their potential and be ready for the next stages in their career.

Special Educational Needs and Disability

- a) 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. Subject teachers are directly responsible and accountable for all pupils they teach.
- b) Pupils with special educational needs, disability (SEND) or an education, health and care plan (EHCP) are given appropriate help and guidance by the Teaching and Learning Skills and Support (TLSS) Department. The TLSS department are responsible for supporting pupils where there is a need. Pupils who access the TLSS Department fall into two categories:
 - Learning Support – Special Educational Needs and Disability (SEND)
 - Teaching and Learning Skills – Academic CoachingCurrently provision is allocated and prioritised by level of need with SEND pupils taking priority. The Head of Teaching and Learning Skills and Support (TLSS) is responsible for making sure that the information on students available to staff.
- c) SEND support at Christ's Hospital should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are - Assess, Plan, Do, Review. There are four successive cycles that we will follow starting at whole-school level. Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning. Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes. In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

Author: MIM

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BROADER CURRICULUM POLICY

The Broader Curriculum (BC) offered to pupils aims to be consistent with, and fulfil the ambitions of, the Broader Curriculum Development Plan. It aims to offer wide opportunities for self-discovery and **challenge**, to provide both breadth and depth in its scope and to be educational and progressive as each pupil journeys through the School.

The “Creative and Challenge” curriculum: While language and labelling are not in themselves substantive, it is interesting to note the evolution from “extra-curricular” to “co-curricular” and now “broader curriculum” to the idea of what could perhaps be better termed the “Creative and Challenge Curriculum”. Strong branding needs to underpin the message that the total curriculum approach embraced by Christ’s Hospital (CH) means that the challenges provided by pastoral and spiritual experience, academic work, outdoor education, sport, music, drama, community service and all the myriad activities sprinkled through this plan are all integral and valuable parts of the whole educational experience of the School. Raising understanding of the benefits and true values instilled by the Broader Curriculum (the term used for the rest of this document) is a key ambition for the School.

Contextual illustrations of the Broader Curriculum can be gained from the following:

- Article 1: Schedule of the current term’s activities.
- Article 2: Exemplar information for tutors.
- Article 3: School Trip lists.

Broader Curriculum - Aims:

- 1) The total educational experience of the pupils at CH comprises their “curriculum”. The BC programme is designed to enrich the educational experience of pupils in their time as part of the total curriculum; in the same way that their academic work is part of the total curriculum.
- 2) The broader curriculum programme is rich and diverse and aims to enable pupils to discover, develop, challenge and explore talents in a variety of new areas as well as through more familiar perspectives. Through this, pupils will build an increased feeling of self-worth and self-confidence which will enhance, and indeed be a crucial part of, their experience of education during their time at CH and beyond.
- 3) The broader curriculum programme aims to be inclusive and to foster progression and enjoyment for all pupils from the novice to the elite.
- 4) The broader curriculum programme aims to support and complement the academic and pastoral programmes, within the concept of the overall total curriculum
- 5) The broader curriculum programme aims to provide pupils with interests, areas of excellence, and healthy lifestyles which will serve them well at school and beyond.

Broader Curriculum - Specific Rationale:

Broader curricular activities are a critical part of a meaningful rounded education. We expect all pupils at Christ’s Hospital to engage with a broad range of activities outside the classroom, and for one, or a number of these, to play a significant role in a pupil’s development.

- a) In a predominantly full-boarding setting, CH pupils have a great deal of time outside of lessons while they are at School. The broader curriculum programme enables pupils to maximise their enjoyment of life as full boarders. As a result activities take place in

the afternoons, evenings and over weekends, and sometimes in School holidays. The programme allows pupils to enjoy their time beyond the confines of the classroom in a positive, expansive and structured way.

- b) The broader curricular programme enables those pupils with expertise in their particular area to receive coaching, guidance and mentoring at the appropriate level.
- c) Participation in the programme often teaches pupils the need to prioritise and to manage their time effectively. The pupils' lives are very busy and they have many deadlines to meet.
- d) In particular, while acknowledging the benefits of individual pursuit of excellence (both academic and non-academic), Christ's Hospital recognises and endorses the specific benefit of collaborative endeavour. This can manifest itself through any of the broader curricular perspectives, e.g. team sport, ensemble music work, being in a performing cast, expeditions or simply working as part of a smaller unit with a common goal in community action.

Activities will provide the very best opportunities for leadership, social development and fun. Some broader curricular activities first experienced at Christ's Hospital will become life-long passions, and the source of a pupil's greatest memories of School life. Activities at Christ's Hospital will include, but will not be limited to:

- competitive Sports: e.g. rugby, football, hockey, netball, basketball, cricket, tennis, swimming, table tennis, badminton, squash, athletics, fives
- non-competitive physical activity: e.g. aerobics, yoga, dancing, cycling, gym and weights
- outdoor educational challenges: e.g. D of E, CCF, climbing, hiking, camping, kayaking, orienteering, bushcraft, scuba diving
- the arts: e.g. music practice and performance (choirs, ensembles, bands, orchestra, ABRSM/Trinity examinations), drama (and associated performing arts), practice and performance (plays, musicals, dance, performances, individual speech and elocution lessons, art and design (creation, display, exhibition, photography), creative and descriptive writing (magazines, newspapers, web pages)
- LAMDA lessons and qualifications are offered for modest fee in groups of two or more and timetabled into the programme
- clubs and cognitive activities: e.g. Model United Nations, debating, charity fundraising, sixth-form minority courses, cultural awareness, chess
- service : e.g. community action programme, human rights, leadership – monitorship, School Council, house captains and councils, CCF and School Service

The following description plots the broader curriculum by year group from second form to Grecians, mirroring the academic curriculum policy.

A: Weekly structure in curriculum time.

In the second and third forms, (NC years 7 and 8), pupils are exposed to major games on Tuesday, Wednesday and Saturday (match day) afternoons. For the boys these are rugby and soccer; and for the girls hockey and netball in the Michaelmas and Lent terms respectively. In the summer term more flexibility is allowed with cricket (B) and tennis (G) being nominally the main games, but with the parallel summer sports swimming, athletics, together with, to a lesser extent, rounders and boys' tennis completing the picture. Many CH pupils come to us

with little or no expertise in traditional team sports such as rugby or hockey and main games are compulsory for all in the first two years. All pupils get the chance to represent the School with equal provision for D and E teams alongside more proficient exponents. Indeed in rugby (following new RFU guidelines) all teams are **mixed ability** in the first two years.

Thursday afternoons provide more opportunities for coaching in sports to be pursued in the following term. For example, second form boys learn rugby during the Michaelmas term on Thursdays, building towards matches in the Lent term; with exactly a mirror situation with girls and hockey. This enables the Directors of Hockey and Rugby to both coach the senior team and to ensure that all pupils receive excellent grounding in these two lead sports.

Monday afternoons are reserved for a free choice of activities including ecology, chess, strategy games, craft, fencing and many more. (The full list can be gleaned from Article 1).

Fridays provide opportunities for year group assemblies, drama rehearsals and some specialist coaching.

For the second and third forms, as with the whole School, later afternoon slots (5-7pm) are reserved, throughout the week and in every term, for musical activities. In the first two years these are, chiefly, organised music practice, junior choir (Tuesdays), and training band (Thursdays).

The LE (year 9) follows a similar pattern on Tuesdays, Wednesdays and Saturday, but some specialisation starts to occur with some pupils feeding into sports such as squash, fives, cross-country, and swimming. A rotation of these activities is provided for pupils for whom the main game is not so appealing on Wednesdays. Mondays continue to offer a free choice.

A further main change in the LE year is the provision of “CHELSP” on Thursday afternoons:

Christ’s Hospital Exploration and Life Skills Programme – CHELSP. The programme affords many possibilities for exposing pupils to a wide range of experiences that can be useful in later life, support independent living and offer a taste of service and Outward Bound type experiences. CH meets this need by providing a three-weekly carousel of activities, throughout the School year on Thursday afternoons. These provide platforms for fuller and deeper specialization in subsequent years. For this purpose pupils are organised into balanced mixed gender groups of about 12 which are also scrambled across boarding houses to provide opportunities to mix with groups that may differ widely from their preferred social groupings. Each activity is scored after the three sessions and thus overall scores for the year lead to a winning group that enjoys an outing at the start of the UF summer term as a “prize” (incentive).

Currently, the activities in the programme are:

1. cooking and fine dining;
2. sewing;
3. geochaching;
4. CCF/D of E taster sessions;
5. DIY/DT skills;
6. orienteering;
7. climbing;
8. yoga;
9. Bushcraft/ecology;
10. scuba diving;
11. PSHE citizenship/FBV.

Additionally CHELSP provides opportunities on Field Days in which the pupils also operate in their CHELSP groupings. Field Day activities with one third of the year group rotating round three more activities on the three Field Days:

- first aid course;
- further bushcraft and camping skills;
- trip to Hever Castle/School sponsored walk

The CHELSP programme is designed specifically to support outdoor education and challenge in line with the vision of our Head Teacher. On-site facilities for abseiling and (longer-term) canoeing are being developed.

Similar to the second and third form, Fridays involve assemblies, drama rehearsals and sports coaching.

LE pupils also pursue their musical ambitions in the early evening slot but more are now involved with formal orchestras, ensembles and choirs, as well as music practice and the training band.

UF & GE (years 10 and 11) allow pupils to exercise increasing choice over their weekly activities.

The structure of the School week also changes with the third long afternoon (half-day) becoming Monday rather than Tuesday (as it is for juniors). This structural change enables expert coaches and those with other specific enthusiasms to reach both junior and senior pupils (NB this presents a timetabling challenge!).

Main games continue on Monday, Wednesday and Saturday (match day) as before. Pupils not required for the A and B teams now have more freedom to choose activities. Tuesday afternoons offer many non-physical and intellectual enrichment items such as MUN, history extension, and computer science. A larger range of other options are now available including non-competitive physical activity, including, Zumba, yoga, dancefit, fencing and spinning. Other specialist interests are available including Arabic and technical theatre.

NB within this structure pupils are expected to do a minimum of three physical activities in each week, monitored by tutors (see Article 2).

On Thursdays, UF and GE are expected to opt in to a “service” or outdoor education type activity, typically CCF, community action, DofE, human rights, or School service. Climbing opportunities exist in choice programmes on Mondays and Wednesdays instead of team games.

CH has large and thriving CA culture. Activities include: charity shops; hospices; nursery and primary schools, special needs help. Some of these activities need to be organised when external partners are available and so do not follow the strict daily patterns of other strands.

Fridays continue as before, but with the addition of the top flight School choir, Schola Cantorum, at lunchtime.

The music slot becomes full blown with the marching band, concert band, Chapel choir, symphonic orchestra and many ensembles in operation.

DG and GR (years 12 and 13). These year groups follow the same patterns for games and music and Tuesdays as the UF and GE, but the Thursday requirement is dropped. However, those dedicated to e.g. CCF, CA, etc. continue to opt in to such activities in large numbers. The gold DofE group operates on Friday afternoons. Some more specialized options exist such as Oxbridge/STEP preparation and a medical society. More options e.g. astronomy and

film clubs are available for the non-sporting on Saturday afternoons. Occasionally small ensembles may operate in the later evening for seniors (e.g., currently, Grecians string octet Friday 9-9.45)

The absolute minimum requirement is now three physical activities but very few indeed reduce to that level.

B: Music lessons.

Uniquely, and for the whole school, individual music lessons operate against formal academic teaching (on a rotational basis to avoid the same lesson being missed) and in Broader Curriculum time. Older pupils who have “study periods” and gaps in the afternoons can more easily organise fixed lessons occurring at the same time each week. For others, especially those who learn more than one instrument or who are multitalented there are bespoke arrangements that are carefully agreed by the Director of Music. Upwards of 400 lessons are delivered each week.

C: Outside of timetabled curriculum time:

1. Show time:
 - Drama: the senior drama production occurs just before Christmas and the main junior show is towards the end of the summer term. Additionally, there is a community drama evening, wherein staff present short vignettes, and a house drama competition at the end of the Lent term
 - Music: major annual items are the School concert, music scholars’ concert, house singing competition, Big Band (Michaelmas), Angus Ross, band concert, house singing (2) (Lent); Symphonic concert, School Concert and Beating Retreat (summer).
2. Band parade, weekly lunchtime concerts and court room classics. occur throughout the School year)
3. Field Days: one day (and the preceding evening/night) is set aside each term for pupils to experience challenge uninterrupted by the usual timetable, which is suspended, and ideally remote from the main CH site. The second and third forms have a mixture of on-site presentations such as drama, bullying, PSHE issues and trips. For the LE, Field days gel with the CHELSP programme and they rotate around bushcraft/first aid course/trip to Hever Castle. UF and GE take their chosen Thursday afternoon activity to different venues. Field Day is optional for the sixth form but those (and there are many) who are dedicated to CCF, DofE, and CA engage in those activities, usually offsite. Others have opportunities to do academic work (e.g. mini in-house TOK conference) or explore career options
4. Lecture programme: six to eight high profile lectures occur in the evenings in the Michaelmas and Lent terms. These are focused on the sixth form, and particularly on Grecians. They provide wider perspectives on life and recent topics have included, happiness, law, politics, humour and feminism. [Departments also organise guest speakers, usually focusing on their academic discipline]
5. Regular trips: Outings of (academic and) broader curricular benefit occur throughout the year by arrangement, including, this year, cinema, ice-skating, real tennis, theatre, the V&A. See appendix 3 for a full list.
6. Overseas and overnight trips: a number of bigger scale ventures occur: a netball tour to Jersey (Easter 2018), Baltimore Exchange, New York (Xmas 2018) and some exciting new trips including an outreach project in Kenya are in the pipeline. DofE silver, gold and bronze expeditions happen each year as does the summer CCF camp.

7. Junior (02–LE) and senior (UF-GR) debating happen voluntarily on Friday and Saturday evenings. This has a long history and our senior pair reached the last eight of the national competition this year.
8. Sundays: nominally a day of rest but Sundays provide specific time for band and Chapel choir rehearsals and further drama rehearsals, as well as ad hoc house events.

Author: SJOB

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