

CHRIST'S HOSPITAL

ACADEMIC CURRICULUM POLICY

The curriculum at Christ's Hospital is underpinned by the school's **Purpose, Mission and Objectives Statement:**

PURPOSE:

To challenge inequality by providing a nurturing, transformative education for young people from all backgrounds.

MISSION:

The mission of Christ's Hospital is to offer young people 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,

- a) 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;
- b) in the choice of students, to have regard especially to children of families in social, financial or other specific need;
- c) to provide our students with opportunities to explore, reflect upon, and grow in their understanding of, the Christian faith;
- d) to maintain and further the close connection with the City of London so successfully nurtured since 1552.

OBJECTIVES:

Christ's Hospital has the following objectives for students:

- a) The school experience centres on **building and strengthening values**. These are kindness, inclusion, responsibility, perseverance, and individuality, which are principles of the Christ's Hospital curriculum.
- b) Protect and develop **excellence in academic achievement** through structured growth of teaching and learning practices, innovation and insisting upon a culture of scholarly curiosity.
- c) The school recognises that some of the most notable learning takes place well beyond the classroom as part of a broader curriculum; it places strong emphasis on the value of **blended experience** to create the finest possible curriculum.

Introduction

Christ's Hospital aims to provide a strongly academic education which exposes its students 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, where students follow an A-Level programme.

Throughout the school students 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 student 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 most of its students. Although students 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 students is one of its greatest strengths. This perspective must be borne in mind when evaluating academic results and other performance indicators.

The school has a weekly timetable with 42 periods of 40 minutes each per week (ppw).

Every student 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 students.

Junior school curriculum: Year 7 (Second Form) and Year 8 (Third Form)

- a) Christ's Hospital aims to provide a strongly academic education which exposes its students to a broad range of subjects in their first two years at the school.
- b) To develop students' skills in written and spoken communication, English (4ppw) is taught to all students. Weekly library lessons (1ppw) are integrated into the English allocation to develop students' confidence in reading, thereby enhancing their communication skills through speaking and listening, as well as increasing their command of language and literacy through reading and writing. Students' communication skills are equally developed through engagement with speaking and listening tasks.
- c) Maths (4ppw) to develop students' 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 students take general science (4ppw) which includes material from the separate science fields of biology, chemistry and physics. 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.

- e) To extend students' linguistic experience, students are required to take French (3ppw) and Latin (2ppw) in the Second Form (Year 7). In the Third Form (Year 8), students' linguistic experience is built on through continuation with Latin (3ppw) and enhanced and broadened by selecting two modern foreign language (2ppw each) options to take from a choice of French, German, Mandarin and Spanish. This experience is intended to introduce students to new languages, further their understanding of other languages and also foster and develop their appreciation of other cultures.
- f) To gain a fuller understanding of the world around them through the study of the human and social sciences all students take theology and philosophy (2ppw) for both years. This is complemented with history (3ppw) and geography (3ppw) in the Second Form, and both are refined down to 2ppw in the Third Form to accommodate the increase in other subjects.
- g) All junior students are active participants in the sporting programme at the school and the sports provision focuses on the students gaining experiences that develop lifelong physical habits. The junior academic PE lessons (2ppw) build the basis for students to understand how their bodies move and work as well as exposing them to some specific sports. This complements and enhances the broader curriculum sport programme, which is incorporated into the timetable, known as Activity for Life (AfL) (4ppw) to provide opportunities for all students to develop physical skills, coordination and tactical understanding in a range of sports.
- h) To provide students with appropriate technological experience they have dedicated lessons in information technology, known as coding (2ppw) in which they learn everything from the basic introduction to software packages included Microsoft Office and Teams through to touch typing and finally coding of web pages and robots. 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 students in the Second Form have lessons (2ppw) in a half yearly carousel in art and design technology. This increases in the Third Form to 2ppw for each subject, providing them with an opportunity to work with tools, equipment, materials and components in order to plan and create artefacts, then to evaluate processes and outcomes.
- j) Drama (2ppw) and music (1ppw) continue throughout (in addition to the extensive broader curriculum musical opportunities and individual instrumental lessons available) encouraging students to engage with creation and performance aspects of creative art.
- k) Food and nutrition is undertaken by the Second Form (2ppw) to introduce them to basic food preparation and hygiene.

Middle school curriculum: Year 9 (Little Erasmus)/Year 10 (Upper Fourth)/Year 11 (Greater Erasmus)

- a) Christ's Hospital's 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, students will select five options subjects (3ppw) in the Little Erasmus (Year 9) from a range of 16. As they progress to the Upper Fourth (Year 10) they refine this choice down to four options subjects (increasing to 4ppw for Year 10 and Year 11). From these options subjects it is a requirement to select a minimum of one humanity from history, geography and theology and philosophy and one modern foreign language from French, German, Mandarin and Spanish.

- b) Students continue to develop their command of language, literacy, written and spoken English in English (5ppw). This increases their confidence in reading 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 develops an increased understanding of the language's structures.
- c) Maths (5ppw), 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 numeracy skills.
- d) Science is organised into ability sets and taught as separate disciplines of biology (3ppw), chemistry (3ppw) and physics (3ppw) to enhance students' 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 Little Erasmus (Year 9), where some students may then reduce their science undertaking to dual award science.
- e) All students in the Little Erasmus (Year 9) take lessons (1ppw) in the skills of reasoning, in particular the virtues of reasonable disagreement. Using the framework of Philosophy for Children (P4C), the course enables students to first learn about truth and argument, then to practise reasoning in discussion with each other, and finally to research and publicly present arguments over a controversial issue. The skills acquired will be invaluable not only in future academic study, not least the extended project qualification (EPQ) undertaken in Deputy Grecians (Year 12), but also to their engagement with issues in wider society more generally.

Senior school curriculum (sixth form): Year 12 (Deputy Grecians)/Year 13(Grecians)

- a) Deputy Grecians (Year 12) and Grecians (Year 13) are sixth form students at Christ's Hospital who can choose either four or three subjects from the traditional range of subjects at A-level. Whilst every endeavour is made to cater for the subject selections made by students, the school may choose not to run a course in the sixth form if there is insufficient interest.
- b) The sixth form at Christ's Hospital is where research skills are fostered, independent reading is undertaken and study skills developed. All students are encouraged to think critically, to challenge perspectives and to engage in debate. These skills are primarily delivered through students engaging in the Learning for Life (2ppw) and extended curriculum (4ppw). As such students, 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 student's time at the school.

- c) If a student selects four A Level subjects (8ppw), for each subject, they will continue with these until the end of their Deputy Grecian (Year 12) year at which point they will decide whether to retain all four or refine to three subjects.
- d) If a student selects three A Level subjects (8ppw each), they will be expected to undertake an extended curriculum (4ppw). Typically, this is in the form of the Extended Project Qualification (EPQ).
- e) In addition, all sixth form students will be expected to undertake the Learning for Life strand of physical activity (2ppw). This strand complements and extends academic learning, allowing students to develop an understanding of themselves, their place in the world and how best to interact with it. It continues to deliver essential PSHE, EDI and RSE topics whilst providing opportunities for critical reflection; engagement with the important spiritual, cultural and moral aspects of human experience; wider interrogation of contemporary social and political issues and the traditions that inform them. These elements are complemented by a developing focus on wider activities such as outdoor education, preparation for university and the workplace and an exploration of the adult world that lies beyond the school.
- f) In addition to their academic programme, sixth form students are actively encouraged to involve themselves in all aspects of school life. Sporting and cultural engagement are promoted, with multiple opportunities to play in teams, become members of school societies, visit the art studio and the DT workshop and participate in theatrical and musical productions.

PSHE (personal, social, health and economic) education/Learning for Life (L4L)

- a) A comprehensive programme of personal, social, health and economic education (PSHE) is delivered both inside and outside the formal curriculum. The PSHE and L4L programme reflects the ethos and aims of the school, actively promotes fundamental British values, encourages respect for others, fosters understanding of the wider world, and addresses the protected characteristics set out in the Equality Act 2010. It is delivered in small, co-educational teaching groups by selected staff.
- b) All Second Form (Year 7) and Third Form (Year 8) students receive Junior Learning for Life (L4L) lessons (2ppw), which include statutory topics in PSHE and RSE. This is supplemented through assemblies inside and outside the timetable, chapel and tutorial periods (1ppw).
- c) All students in Little Erasmus (Year 9), Upper Fourth (Year 10) and Great Erasmus (Year 11) continue to have a dedicated tutorial periods (1ppw) in addition to timetabled PSHE lessons (1ppw).
- d) All Deputy Grecian and Grecian students receive dedicated Senior Learning for Life (L4L) periods (2ppw), which include statutory topics in PSHE and RSE. This is further supported by assemblies inside and outside the timetable, chapel and tutorial periods (1ppw).
- e) All students receive mandatory Relationships and Sex Education (RSE) in accordance with government guidance [here](#).

- f) Further details are available in the school's PSHE Policy.

Spiritual, moral, social and cultural education

- a) Chapel (1ppw in addition to Sunday service) is central to life at Christ's Hospital and provides students with opportunities to explore, reflect upon, and deepen their understanding of the Christian faith. The talks delivered during Chapel services form an important element of the PSHE programme. Students are encouraged to reflect on the heritage of our Christian foundation, to grow spiritually, and to develop high moral standards, and to learn respect for other faith traditions. Talks are as inclusive as possible to make the experience accessible and meaningful to students of all faiths or none, whilst maintaining the Anglican ethos and tradition of the School.
- b) Christ's Hospital recognises that spiritual, moral, social and cultural development (SMSC) education is crucial to pupils' development as individuals, enabling them to take their rightful place in the community as local, national and global citizens. We seek to achieve this across all aspects of school life, within the academic curriculum, the broader curriculum and boarding houses. All departments contribute to this process, with explicit opportunities provided in theology and philosophy, reasoning, L4L and PSHE. Teachers are sensitive to pupils' needs and aim to reflect the nature of the world we live in by offering balanced discussions on differing opinions, including religious and political matters.
- c) The Second and Third Form (Years 7 and 8) have lessons in theology and philosophy (2ppw). In addition, many students undertake theology and philosophy at GCSE and philosophy in the sixth form. All Little Erasmus (Year 9) take reasoning lessons (1ppw) which promote SMSC development and debate, fostering awareness of issues in contemporary British society and encouraging respect and tolerance for all viewpoints, both faith-based and secular, consistent with British values.
- d) Students are prepared for the opportunities, responsibilities and experiences of life in modern British society through active consideration of their own experiences and those of others. Through school structures and tutorials (1ppw), students are given opportunities to witness, participate in and support aspects of democracy, the rule of law and individual liberty. We actively promote debate, free speech and the importance of understanding the rules of debate, including listening and reflecting on others' views before forming conclusions. This approach equips students for university life and the workplace.

Careers

- a) The aim of the Careers Department is that every student, by the time they leave Christ's Hospital, should have fulfilled their potential and be fully prepared for the next stage of their career.
- b) The Careers Department provides extensive support and opportunities to guide students in their choices and the options available throughout all year groups. Careers advice is delivered via tutorials, Learning for Life (L4L) or PSHE lessons, assemblies, year-group events, parent consultations, drop-in sessions, careers teas and a programme of guest speaker talks.

- c) Personality and careers-related online programmes are introduced to Little Erasmus (Year 9) students to help them identify their strengths and weaknesses and understand how these relate to the world of work.
- d) All students in the Upper Fourth (Year 10) complete a Unifrog profile assessment. In the Great Erasmus (Year 11), this profile and report are reviewed, with feedback provided by specialist tutors. Students attend one futures interview with a professional external team to discuss their profile and future aspirations in detail.
- e) Deputy Grecians (Year 12) are introduced to several degree course selection platforms to support their UCAS decisions, typically delivered by a specialist sixth form tutor. They receive guidance on future choices through presentations from Unifrog on higher and degree apprenticeships, as well as talks from admissions tutors and employers on post-18 and graduate employment opportunities. Deputy Grecians and their parents attend a specialist session on "Post-18 Education and Employment Opportunities" delivered by an external expert.
- f) Deputy Grecians and Grecians attend presentations by careers consultants, followed by one-to-one specialist interviews during the Michaelmas term. Grecians can attend one to one consultancy interviews, assessment centres and skills-based sessions from external agencies, to prepare for their applications for degree apprenticeships.

Special educational needs and disability

- a) The school's curriculum, plans and schemes of work take full account of the needs of all students in terms of ability, need and aptitude. Subject teachers are directly responsible and accountable for the progress of all students they teach.
- b) Students with learning support needs, special educational needs or disabilities (SEND), or those with an Education, Health and Care Plan (EHCP), receive appropriate help and guidance from all teachers and/or the Learning Support (LS) Department.
- c) Students fall into three different support levels and provision is allocated and prioritised according to the level of need:
 1. Level 1 – Quality First Teaching where students are identified with a SEND or a learning support need but can access the curriculum without direct intervention from the LS department
 2. Level 2 – students have an identified learning need or SEND and require more support or a reduced timetable. These students will receive time and support from the LS department, as well as Quality First Teaching (QFT) in the classroom
 3. Level 3 – usually students with higher support needs or an EHCP. These students will have a reduced timetable and receive support from the LS department.
- d) The Head of Learning Support ensures that information about students' needs is available to staff via the Learning Support register, iSAMS and student passports.
- e) Christ's Hospital follows an assess-plan-do-review cycle and a graduated approach to referral, through which earlier decisions and actions are revisited, refined and revised. This process leads to a growing understanding of the student's needs and the strategies that support progress and secure positive outcomes. At all points, the

Learning Support Department is available to offer advice and further support to teachers, students and parents as required.

- f) Learning support lessons may take the form of specialist provision for specific needs, support in consolidating any curriculum work, study skills, emotional support and strategies, or giving a student time to work and reflect. The support responds to the individual.
- g) If required, students may be formally assessed to identify barriers to learning and gaps in progress. Ongoing reflection on teaching and learning approaches ensures that strategies are adapted to meet the student's needs effectively. Student passports and a teacher strategy mat support adaptive teaching.
- h) The LS department has three specialist assessors who assess for access arrangements as well as for ongoing support. The Head of Learning Support ensures access arrangements are in place for public examinations and that these are communicated to teaching staff and the Examinations Officer.
- i) Further details can be found in the Learning Support Policy.

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Date of last review: December 2025

Date of next review: June 2026