

Curriculum policy

Action	Policy to be reviewed as required and at least annually		
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Reported	Education Committee	26 September 2017	✓
Approved	Board of Governors	7 December 2017	✓

To be published on the following:	
Staff Portal	✓
School website	✓



Aims and objectives

We aim to give all girls at St Paul's a first-class education. Central to our ethos are the development of the mind and the pursuit of excellence. In a climate which fosters academic ambition, we encourage girls to be independent thinkers, to challenge conventional wisdom, to debate complex issues and to take responsibility for their own learning, working co-operatively with others and making an active and sustained contribution to school life. Paulinas are taught to show respect for everyone in the community and to develop the self-confidence, resilience and compassion which will inform all aspects of their wider lives. Within the school and beyond they are encouraged to show initiative, to make informed judgements and seize the opportunity of exploring a wide range of academic, cultural, aesthetic and sporting pursuits. An education at St Paul's involves the acquisition of excellent study habits which together with an enquiring mind form the basis of a life-long love of learning. The curriculum has been developed with these objectives in mind.

The **spiritual, moral, social and cultural education** of all pupils is fostered through the open, friendly, tolerant and respectful culture of the school. Frequent whole school or year-group assemblies and a PSHEE curriculum delivered by form tutors and occasional specialists on a weekly basis provide key avenues for delivery and discussion of these themes. A broad and rich academic curriculum provides numerous explicit and indirect ways in which spiritual, moral, social and cultural ideas are developed and investigated, most notably through the religious studies curriculum. The **fundamental British values** of democracy, individual liberty, the rule of law and the mutual respect and tolerance of people of different faiths and beliefs are actively promoted through the pastoral system and the curriculum. All of these principles are supported by our culture of respect for scholarship and the views of others within classrooms and through the extensive programme of co-curricular activities throughout the school. For full detail of how the curriculum supports spiritual, moral, social and cultural education and promotes fundamental British values, please see Appendix 2 on page 6.

The curriculum

Please read in conjunction with the curriculum map at Appendix 1, page 5.

In **year 7** all girls study English, mathematics, history, geography, ICT, Latin, religious studies, art and design, drama, music, physical education, combined science and our Discovering Languages course. The Discovering Languages course provides an introduction to basic concepts in linguistics, unpicking common aspects of different languages and encouraging girls to focus on 'how we learn' languages. All students then undertake three eight-week preliminary courses in German, Mandarin Chinese and Russian to gain a flavour of three different language families. In the summer term, girls pick their first modern language (ML1) which remains part of their core curriculum through to GCSE/ IGCSE level from a choice of French, German and Mandarin Chinese. Tutorial time in small groups of around 10 girls is used for one-to-one and group discussions on a daily basis and for the delivery of PSHEE (personal, social, health and economic education) in a dedicated lesson each week - a programme which continues throughout the school. Academic classes are comprised of two tutor form groups.

From **year 8** onwards, biology, chemistry and physics are taught separately by subject specialists. Mathematics classes are broadly streamed into sets by performance to date from the start of year 8 through to IGCSE and are blocked within the timetable so that setting decisions can be reviewed at appropriate stages. We do not set by ability in other subjects. Girls select a second modern language (ML2) from a choice of French, German, Italian, Mandarin Chinese, Russian or Spanish. In years 8 and 9, ICT lessons occur on a carousel basis each week through the autumn and spring terms. In **year 9**, girls continue studying all subjects and start the IGCSE science specifications. Academic classes are comprised of two tutor form groups, with the exception of modern languages and maths. The pairing of form groups is changed in year 9 to lend a different class dynamic and to enable girls to have wider social interaction within their year.

In the two years leading to GCSE or IGCSE (**years 10 and 11**) a required core of subjects is balanced by an element of choice. The **seven core subjects** are: English, English literature, ML1

(French, German or Mandarin), mathematics, biology, chemistry and physics. The FMSQ additional mathematics specification is embedded in the schemes of work of the top and middle maths sets; students choose whether to take the FMSQ or not alongside their GCSEs.

Girls also select **four optional subjects** and the timetable is flexible enough to accommodate most combinations. There are fifteen optional subjects available: computer science, classical Greek, geography, history, Latin, religious studies, ML2 (depending on which of the six modern languages girls have taken from year 8), ML3 (an ab initio accelerated course in French, German, Italian or Spanish), art and design, history of art, drama and music. Art, drama, history of art and music are offered as school-directed courses which are internally marked and externally moderated. Girls can choose up to two subjects from art, drama, history of art or music. All other subjects lead to GCSE or IGCSE qualifications. All girls also follow compulsory, non-examined courses in general studies and PE. General studies in the V comprises two compulsory courses in positive mental health and healthy living and three optional courses from: art history, communication intelligence, computer coding, designing webpages, economics, Excel skills, the history and philosophy of science, linguistics, logic, mindfulness and politics. In the VI, general studies is offered in five or six week courses through the autumn and spring terms and girls select four options from: artificial intelligence, history of emotions, history of science, “isms”, linguistics, mindfulness, philosophy, practical public speaking, the ethics of war and peace and the role of women artists.

As girls move into the **Senior School (years 12 and 13)** 24 subjects are available: economics, government and politics, medieval history and further mathematics can be studied in addition to the subjects offered earlier. All girls choose four subjects in year 12 with further mathematics counting as a separate subject. Students do not sit standalone AS levels at the end of year 12 and will sit all of their public examinations at the end of year 13. We follow the Pre-U qualification in English literature, history (medieval and modern), theology and philosophy, and the six modern languages. The other 14 subjects follow linear A-level specifications.

A new St Paul's Programme is undertaken by all year 12 students alongside their four academic subjects on one afternoon each week. In the autumn term, two academic symposia give girls the opportunity to discover the nature of independent study in the Senior School from a wide array of presentations by peers in year 13 who have just completed a senior scholarship project over the summer. All girls then choose four different electives (this year from 31 courses) in a non-examined curriculum, gaining an insight into different areas of scholarship and the wider academic interests of the staff. Examples of courses include anthropology, music and nationhood, creative writing, the history of Japan in the Heian and Tokugawan shogunate periods, exploring the Renaissance view, the philosophy of mathematics, psychology, codebreaking and art for pleasure.

In the spring term of year 12 we work in partnership with business, with girls working on entrepreneurial and innovative problems in small teams, recognising and developing the kinds of soft skills required by employers. The summer term allows time to explore, plan and research a senior school project, mentored individually or in small groups by staff, with many of the girls going on to complete and submit the projects over the summer.

The school advises most girls to focus on three subjects in **year 13**. We strongly encourage girls to engage with their academic subjects in greater depth than the subject specifications allow, reading more widely around those areas that they find particularly interesting, and developing a scholarly passion for their academic work. This enriches their understanding, changes how they approach their studies and helps to inform higher education choices. If a student is focusing on a US university application then it may be advisable for them to preserve more academic breadth. Specialist advice on US college applications is provided from the spring of year 10 onwards. Girls taking further mathematics have a timetable equivalent to four subjects in the VIII.

We encourage parents to engage with the subject choices their daughters make, particularly in relation to GCSE, AS and A level courses. In consultation with the girls we are able to accommodate nearly all combinations of subject choices, however a girl's programme of study

will ultimately be as the school determines.

Throughout the school, girls participate in **co-curricular activities** as a means of developing personal interests and academic passions, collaborative working and leadership skills: please see Appendix 3 (*not included in this version for governors*) for more detail. Girls are given many opportunities to develop their public speaking - in assemblies, debating clubs, societies, and when presenting to their peers within the curriculum. Numerous trips in the UK and abroad are on offer to girls in all age groups. We arrange specialist language exchanges and girls can also apply to take part in an exchange with one of our partner schools. Broader enrichment continues to be a very important element of education in the senior school. All girls attend the Friday lecture - a stimulating and varied programme of talks given by eminent speakers from the arts, sciences or public life.

Our **higher education programme** aims to provide girls with the skills, information and support they need to make informed choices. This scheme is undertaken by all girls in years 9 to 13. Led by the Director of Higher Education, it is a rich and diverse programme which includes open days and events, seminars for pupils and parents, career profiling, advice on work experience, one-to-one discussions with senior staff and higher education advisors, university preparation classes and interview practice. For example, preliminary higher education ambitions and career goals are considered during the discussions with girls that support the Senior School subject choices process in the VI. For full details of the Higher Education and Futureworks programme, see Appendix 4 (*not included in this version for governors*).

The content and scope of the curriculum are reviewed regularly and are therefore subject to change. In keeping with our commitment to the development of independent thinking, greater flexibility is built into the curriculum as girls progress through the school.

Availability of this policy

A copy of this policy may be downloaded from <http://spgs.org/school-policies/> or is available on request from the school office, St Paul's Girls' School, Brook Green, London, W6 7BS (tel: 0207 603 2288). This policy can be made available in large print or other accessible format if required.

Appendix 1: Curriculum Map

Curriculum Map 2017-18 with changes in red																													
	Maths	Further maths	Biology	Chemistry	Physics	English Language	English Literature	French	German	Mandarin	Russian	Italian	Spanish	Latin	Ancient Greek	History	Politics	Geography	Religious Studies	Economics	ICT/ Computer Science	Art & Design	History of Art	Drama	Music	PE	General studies / St Paul's Programme	Form time / PSHCE	
MIV	4		combined science 6			4		Discovering Languages 4						3		2		2	2			1	3		2	2	4		1
UIV	4		2	2	2	4		ML1 3						3		2		2	2			1C	2		2	2	4		1
LV	4		2	2	2	4		ML1 3						3		2		2	2			1C	2		2	2	4		1
V	4		triple award 3 3 3			2 IGCEs 4		ML1 3					ML2 3		4	3		3	3		4	4	4	4	4	4	3	1	1
								ML2 3					ML2 4																
								ML3 4?					ML3 4?																
VI	4		triple award 3 3 3			4		ML1 3+1					ML2 3+1		4	3		3	3		4	4	4	4	4	4	3	1	1
								ML2 3+1					ML3 4+1																
								ML3 4+1					ML2 4+1																
VII	7	7	7	7	7		7	7+1	7+1	7+1	7+1	7+1	7+1	7+1	7	7	7	7	7	7		7	7	7	7	7	2	4	1
VIII	8	8	8	8	8		8	7+1	7+1	7+1	7+1	7+1	7+1	7+1	8	8	8	8	8	8		8	8	8	8	8	2	4	1

 changes	 IGCE	 AS	 Compulsory	Total periods available per week = 40
 9-1 GCSE/IGCSE	 GCSE	 1C	Carousel in autumn and spring terms of UIV and LV	"+1" = plus oral lesson. Oral lessons are timetabled in free periods, prep. periods, or during the lunch hour.
 A*-G GCSE/IGCSE	 SDC	 	The St Paul's Programme in the Senior School	General studies in V = choice of 13 different six lesson courses. Girls select five over the academic year.
 Pre U				General studies in VI = choice of 10 different five/ six week courses. Girls select four courses.

**Spiritual, moral, social and cultural development (SMSC) and Fundamental British Values (FBV)
Review September 2017
Independent school standards relating to SMSC and FBV**

CONTENTS

a) Actively promote fundamental British values	7
b) ensures that principles are actively promoted which	
i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence	22
ii) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England (all people in England are subject to the laws of the land)	30
iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those working in the locality in which the school is situated and to society more widely	34
iv) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (parliament, police force, Post office, healthcare, welfare, education: how public services have evolved & how they relate to daily life)	40
v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of & respect for their own and other cultures	44
vi) encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010	50
vii) Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England	53
c) Precludes the promotion of partisan political views in the teaching of any subject in the school	55
d) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils	58
- While they are in attendance at school	
- While they are taking part in extra-curricular activities which are provided or organised by the school	
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere	
they are offered a balanced presentation of opposing views	

Standard	Where in curriculum	Evidence/ Exemplars
<p>a) Actively promote fundamental British values</p> <p>PSHEE</p>	<p>FBV embedded throughout the PSHEE programme.</p>	<p>Refer to PSHEE schemes of work for <u>extensive</u> detailed links to FBV content of the course.</p>
<p>ART HISTORY</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p>	<p>VIIIth</p>	<p>Unit 4</p> <p>It is touched on in a synoptic lesson about the emergence of Modernist visual culture in the context of an American sense the abstraction in particular might express a liberal democratic society in early 20th century politics: The early years of MoMA (1930's) was knowingly constructed as an expression of the 'Liberal' West in the face of the fate of culture under Stalinism and Nazism. We also touch on the consequences of the latter on cultural production</p> <p>Much of the theory and practice of early Modernism is predicated on the idea of the foundation stone of individual liberty.</p>
<p>BIOLOGY</p> <p>Democracy and</p> <p>The rule of law</p>	<p>VIII. Autumn term.</p> <p>VII. Summer term.</p> <p>VI. Spring term.</p> <p>VI. Spring term.</p> <p>V. Summer term.</p>	<p>(VIII) EXCRETION: Misuse of anabolic steroids (and detection). Subject content & discussion with girls.</p> <p>(VII) Biodiversity: international and local conservation agreements. Subject content & discussion with girls.</p> <p>(VI) Cell division & organisation: Differentiation & stem cells. Stem cell therapy and use of embryonic stem cells. Subject content & discussion with girls.</p> <p>(VI) Genetic manipulation: Cloning techniques and genetic engineering. Subject content & discussion with girls.</p> <p>(V) Human population and pollution: Subject content & discussion with girls.</p>

<p>Individual liberty and Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>VIII. Spring term. VIII. Spring term. VIII. Spring term. VII. Spring / Summer term. VI. Autumn term. VI. Spring term. V. Spring term. UIV. Summer term.</p>	<p>(VIII) CLONING: natural and artificial clones. Ethics. Subject content & discussion with girls. (VIII) GENE TECHNOLOGY: genetic engineering - human Insulin & ‘Golden Rice’. Subject content & discussion with girls. (VIII) GENE TECHNOLOGY: somatic cell gene therapy and germ line cell gene therapy. Subject content & discussion with girls. (VII) Classification and evolution: the evidence for the theory of evolution by natural selection. Subject content & discussion with girls. (VI) Evolution - Alternative theories and evidence. Subject content & discussion with girls. (VI) Cell division & organisation: Differentiation & stem cells. Stem cell therapy and use of embryonic stem cells. Subject content & discussion with girls. (V) Homeostasis: Control of blood glucose (pig versus human insulin) and kidney transplants (choice on transplant surgery). Subject content & discussion with girls. (UIV) Reproduction: Contraception & safe sex. Subject content & discussion with girls.</p>
<p>CHEMISTRY</p> <p>Democracy</p> <p>The rule of law</p>	<p>6th – Autumn Term: Crude oil 5th – Autumn Term: Oxygen and oxides</p> <p>6th – Autumn Term: Ethanol</p> <p>7^h – Autumn Term: Atomic structure</p>	<p><i>In subject content:</i> Parliamentary decisions on finding alternative energy sources, reducing pollution, counteracting climate change and improving air quality.</p> <p><i>In subject content:</i> Laws on age at which citizens can legally consume alcoholic beverages. Mass spectrometry: its use as a technique to catch ‘drug cheats’ in sport. Rule of law and ‘morals’ are discussed.</p>

<p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>L5th – Summer Term: Group 7 elements</p> <p>6th – Autumn Term: Ethanol</p> <p>6th 7th and 8th throughout: Organic chemistry</p>	<p><i>In subject content:</i> Many countries have stopped adding potassium iodide (KI) to table salt – to allow individuals to CHOOSE whether they want to have additional iodide ions in their diet (ethics).</p> <p><i>In subject content:</i> Discuss that some countries are ‘dry’ and adults living there do not consume alcohol (e.g. Saudi Arabia) on faith/religious grounds.</p> <p>In organic chemistry, discussion can relate to different views on evolution / creationism.</p>
<p>CHINESE</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2/Pre-U schemes of work Also during elections in relevant country (current affairs)</p> <p>A2/Pre-U schemes of work</p> <p>A2/Pre-U schemes of work</p> <p>A2/Pre-U schemes of work</p>	<p>During research based essay students <i>may</i> select a particular area of current affairs and conduct their own research on that area. This may include but is not limited to issues of politics, law, liberty and tolerance.</p>
<p>CLASSICS</p> <p>Democracy</p>	<p>LATIN: MIV Summer term Elections in Pompeii LV Summer term Roman social class VIII prose set text (for 2018-2019) Tacitus Annals I</p>	<p>Subject content CLC st.11 Elections- distribution of voting rights; conduct of elections; absence of secret ballot LV Summer term CLCst32 Roman social class; criteria for membership; allocation of constitutional and unconstitutional power VI Roman political system : cursus honorum; senatorial career structure; social class; checks against excessive power; move to principate – why and how power outside the constitution</p>

<p>The rule of law</p>	<p>GREEK: V Spring and Summer terms: Literature and Culture topic: Women in Ancient Greece</p> <p>VI Autumn term: Greek sources topic : Athenian democracy</p> <p>VIII verse set text: for examination summer 2018 Sophocles' <i>Antigone</i></p> <p>LATIN: LV Spring term: Roman provincial government: the power of the individual; V Autumn term: the autocracy of Domitian VI Pro Milone set text (for examination 2018)</p> <p>GREEK: VII Greek prose set text (for examination summer 2018) : Plato Apology</p>	<p>comes to reside in one individual VIII Tacitus: exploration through the text of events in Nero's principate and Tacitus' comments on erosion of liberty under his principate; author's bias towards republican past assessed.</p> <p>Subject content VI: exploration of source material including Pericles' funeral speech – the ideal; development of Athenian democracy; use of the lot in conduct of elections; citizen status, civic participation and duties; voting rights and procedures</p> <p>VIII: The play sharply focusses on the tension between the need for clear leadership and the need to pursue a more communal form of discussion and decision-making. Themes around the subject of political expediency/autocracy in a particular context against what is morally right in general are central to the play.</p> <p>Subject content LV CLC especially stages 26-27: individuals acting outside the law in provincial administration V CLC stages 32-34: power of the emperor in Rome; senatorial government and imperium</p> <p>Subject content VII Athenian legal system; rules of the courtroom; nature and origins of charges against Socrates</p>
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<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>Year Eight- Theatre – in -Education</p> <p>Year Eight – The Crucible</p> <p>Year Ten - A Doll’s House</p> <p>Year Seven – Metamorphosis</p> <p>Year Eight- Theatre – in -Education</p> <p>Year Nine – Who do you think you are?</p> <p>Year Ten – Captured Voices</p> <p>All lessons</p> <p>Year Eight – <i>The Crucible</i></p> <p>Year Seven - Metamorphosis</p>	<p>evaluations</p> <p>Scheme of Work addresses and discusses online safety and consequences of breaking the law (i.e. illegal to have a facebook account until you are 13 years old, hacking, stealing information, plagiarism)</p> <p>One lesson in the scheme of work focuses on individual liberty versus collective community.</p> <p>Looks at the woman’s role in the family and considers choices of family over individual liberty</p> <p>Metamorphosis looks at the role of girls in the community. Individual liberty and choice versus role in the community.</p> <p>Discusses choices you make in how you represent yourself online.</p> <p>Who do you think you are? is a scheme of work which explores identity. Thus, the consideration of individual liberty is implicit in all lessons</p> <p>Scheme of work focusses upon different forms of imprisonment, be it physical, metaphorical mental. Thus individual liberty is considered in all lessons.</p> <p>Implicit in all teaching</p> <p><i>The Crucible</i> explicitly considers puritanism</p> <p>Metamorphosis explores the role of girls in the medieval Christian society and the impact of the church upon society.</p>
<p>ECONOMICS</p> <p>Democracy</p>	<p>VII:</p>	<p><i>All of the following are considered within lessons and some are also looked at in homeworks:</i></p>

<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>Macroeconomic Policy (Theme 2) Government Failure (Theme 1) VIII: Globalisation (Unit/Theme 4) Trade policy (Unit/Theme 4) Limits and ways to growth (Unit/Theme 4)</p> <p>VII: Investment and economic growth (Theme 2) Correcting market failure (Theme 1) VIII: Limits and ways to growth (Unit/Theme 4) Regulation of firms and markets (Unit/Theme 3)</p> <p>VII: Neo-classical economic models (Theme 2) Free market vs centrally planned (Theme 1) VIII: Limits and ways to growth (Unit/Theme 4)</p> <p>VIII: Limits and ways to growth (Unit/Theme 4)</p>	<p>Discussion of political motives of democratic governments Assessment of whether democratic governments allocate resources efficiently Look at the rise of capitalist democracy across the world Consider political/democratic motives of governments Assess whether democratic systems are better for growth</p> <p>Importance of rule of law to protect property rights Rule of law fundamental to correcting market failure</p> <p>Effective rule of law fundamental to growth Promotion of economic competition and protection of workers and consumers</p> <p>Assess whether free market systems allow for more liberty The role of market economic systems in facilitating liberty</p> <p>Consider liberty in different countries' economic systems</p> <p>Look at the impact on economic growth of different faiths of individuals in countries across the world</p>
<p>ENGLISH</p> <p>Democracy</p> <p>The rule of law</p>	<p>Given that much of the teaching in English is based upon discussion and that no literary text can be reduced to one interpretation, we promote and celebrate individual liberty at all times.</p> <p>Study of texts such as <i>Richard III</i> and <i>Animal Farm</i> in UIV and <i>Richard II</i> (VIIIth) explore</p>	<p>In subject content.</p>

<p>Individual liberty</p>	<p>the dangers of tyranny.</p> <p>Issues of racial tolerance and religious tolerance in <i>Othello</i> (LV) and <i>The Merchant of Venice</i> (VIth)</p> <p>Milton studied in VIIth and VIIIth.</p>	
<p>FRENCH</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2/Pre-U schemes of work Also during elections in relevant country (current affairs)</p> <p>A2/Pre-U schemes of work</p> <p>A2/Pre-U schemes of work</p> <p>A2/Pre-U schemes of work</p>	<p>Aspects of Society: history of France, the EU.</p> <p>Aspects of society: crime and punishment, juvenile delinquency (autumn term weeks 3 and 4)</p> <p>Aspects of society: womens' rights (spring term week 4); death penalty (spring term week 5)</p> <p>Aspects of society: racism, inclusion, immigration, multiculturalism (autumn term weeks 6 – 8) Aspects of society: religion (autumn term weeks 10 – 11)</p>
<p>GEOGRAPHY</p> <p>Democracy</p>	<p>VIII Development – spring term</p>	<p>In the topic of development with both year groups, we</p>

<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>VI – controlled assessment – autumn term</p> <p>MIV National Geography – Spring Term</p> <p>V – rural-urban – autumn term</p> <p>Fieldtrips – all year groups</p> <p>Discussions – all year groups</p>	<p>Students design an individual element to their controlled assessment.</p> <p>Comparing life in the UK with life in Afghanistan.</p> <p>The study of the ways of life in two contrasting cities is explored. This includes a consideration of the social and cultural patterns within the cities. In addition in this module the concept of globalisation and interdependence is explored.</p> <p>In all year groups, students have to work together in fieldwork activities to collect data. Teamwork and learning together is therefore actively encouraged.</p> <p>In all year groups there are opportunities for discussions and debates, both informally through questioning and formally through designated activities. Students feel safe to share viewpoints and are encouraged to listen to others with interest.</p>
<p>GERMAN</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p>	<p>A2 schemes of work Also during elections in relevant country (current affairs)</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p>	<p>Term 1 weeks 9 – 12 development of modern Germany. Term 2 weeks 5 – 8 European Union</p> <p>Term 2 weeks 5 -8 national and international events, terrorism, crime and punishment</p> <p>Term 1 weeks 1 – 4 ethical decisions Term 1 weeks 5 – 8 rights of women</p>

<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2 schemes of work</p>	<p>Terms 1 weeks 9 – 12 immigration, integration, racism</p>
<p>HISTORY Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>		<p>Subject content e.g. English Civil War (UIV), French Revolution (LV & VII), America 1919-41 (LV). Democracy lies behind or is at the forefront of the V/VI course on modern world history (Russia 1900-41, Germany 1918-41 and International Relations)</p> <p>Again, intrinsic to subject content – as above but with some coverage in MIV (Henry II and John/Magna Carta)</p> <p>As above, central to the English Civil War (UIV & VII), French Revolution (LV & VII) and Britain and Ireland (VIII)</p> <p>Again, 17th-century English history (UIV & VII). The consequences of intolerance are illustrated by Slavery (LV) and intolerant 20th-century regimes (V & VI), the French revolution (LV & VII) and especially Britain and Ireland (VIII)</p>
<p>MATHEMATICS</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>An appropriate understanding of probabilities – in particular Bayes’ theorem in VII – has an impact on interpretations and the exercise of justice. (LV through to VII)</p> <p>Throughout, from MIV to VIIFM.</p>	<p>Context and applications, flagged up in schemes of work.</p> <p>Our curriculum continually reinforces the nature of mathematics as a universal language and as the result of centuries of development, collaboration and communication</p>

		across all cultures. From the use of quadratic methods in ancient Babylonian agriculture and trade to the contest to claim calculus as either English or German, the illustrative use of the history of mathematics reveals the commonality of all peoples in abstract methods and their applications.
MUSIC		
Individual liberty	Slavery/Blues and Reggae/ African Drumming touches on this in UIV. Autumn 2/Spring 2 and Summer 1	Some in SoW and lessons.
Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)	Some of our studies of music from other cultures touches on this in MIV-UIV Gamelan (MIV Spring 1) and Blues/Reggae (UIV Autumn 2/Spring 2 and Summer 1) . LV own project (Summer) can cover this depending on individual. Steve Reich and the Holocaust in LV Autumn 1.	During background parts of the lessons this will be implicit but will not be covered directly. Final LV project if relevant
PE		
Democracy	All lessons, clubs and fixtures	Within PE lessons democracy is encouraged and opportunities are given for the girls to decide. For example in Year 11, 12 and 13 the girls get to choose their options for PE, however that is based on them following school guidance and rules regarding behaviour and kit
The rule of law	All pupils must be in the correct kit, correct place at the correct time with a good attitude and will to work	From the start of Year 7 PE lessons it is made clear to the girls that they set the tone of their PE lessons. If they follow “the rule of law” they will have opportunities to explore, lead, research, work in groups etc. If there are any problems the lessons become more teacher lead.
	Playing in teams/representing the school Year 7 - 13	When representing the school in fixtures, tournaments etc. the girls learn to follow rules and official decisions.
Mutual respect and tolerance of those with	In all lessons and all year groups we promote	

different faiths and beliefs (non-discrimination)	respect and tolerance for all.	
<p>PHYSICS</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>V: Car safety as part of topic on momentum and forces</p> <p>All years: we choose specifications that have associated resources e.g. textbooks that avoid language bias or stereotyping in e.g. their images or examples.</p>	<p>Subject content: legal requirement to wear seatbelts, legal requirement for children up to 12 years old or 1.35m in height to use car seats. Legal requirement for rear-facing baby seats and why these exist.</p> <p>Subject content: Reasons for speed limits on roads: stopping and thinking distances. Class discussion: smoking ban in cars: infringement on individual liberty? e.g. the subjects of questions being equally “he” and “she” e.g. “An astronaut lands on the Moon. What is her weight?” and “A man pushes a baby in a pushchair...”</p>
<p>POLITICS</p> <p>Democracy</p> <p>The rule of law</p>	<p>VII:</p> <ul style="list-style-type: none"> • The difference between direct and representative democracy are explained. • How British parliamentary democracy works is outlined in great detail. <p>VII</p> <ul style="list-style-type: none"> • The rule of law is defined when studying the UK constitution. • The role of the Supreme Court and how it operates is taught as a discrete topic. <p>VII and VIII</p> <ul style="list-style-type: none"> • Historical roots of liberalism 	<p>Explicitly in subject content</p>

<p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>explored in the political ideologies unit.</p> <ul style="list-style-type: none"> • Different concepts of liberty studied. • ECHR and its importance in protecting civil liberties examined. <p>VII and VIII</p> <ul style="list-style-type: none"> • Pluralism as a concept in politics explored. • Multiculturalism and tolerance form part of the political ideologies course. 	<p>Explicitly in subject concept but also in nature of lessons. Politics lessons are discursive and allow for different opinions to be expressed.</p>
<p>RELIGIOUS STUDIES</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p>	<p>A Level</p> <p>GCSE - Spring Term</p> <p>VIII</p> <p>LV – Autumn Term VII – Autumn Term</p> <p>GCSE – Autumn Term</p>	<p>The A level course includes the study of the philosophy of Plato and Aristotle which provides a framework for students as to the background of ideas of democracy and <i>polis</i>. The girls also study a unit on Justice, law and punishment in which they consider a variety of theories of justice such as the views of Rawls, Nozick and Mill and the political implications of these differing views.</p> <p>Within a unit on conflict which includes lessons on: the causes of crime, the aims of punishment, the impact of punishment and the death penalty</p> <p>VIII Unit on Justice, law and punishment (see above).</p> <p>Moral Philosophy – consideration of Jeremy Bentham and John Stuart Mill’s philosophy of liberty influencing moral behaviour. A level students read J. S. Mill - <i>On Liberty</i>.</p> <p>Personal responsibility unit includes discussion of issues pertaining to individual liberties – relationship/ gender and</p>

<p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>Underpinning the entire curriculum and a key aim of every lesson. Lessons are discursive and allow girls to explore their own ideas and those of others in open dialogue and mutual respect. Students are encouraged to listen respectfully to the views of others in order to foster tolerance and mutual respect.</p>	<p>sexuality issues as well as drug use.</p> <p>MIV-UIV systematic study of world religions LV – Moral philosophy, Secularism GCSE – Philosophy of religion and Christian ethics A level – Philosophy of Religion and Ethics In each year group, every lesson aims to promote mutual respect and tolerance of those with different faiths and beliefs. Ideas of non-discrimination and tolerance are discussed within the study of each religion, considering issues of persecution and discrimination where appropriate. In the LV we study secularism and the beliefs and values of non-religious ‘believers’ and the ways in which a non-religious approach has also been the recipient of discrimination in the past.</p>
<p>RUSSIAN</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>A2 schemes of work Also during elections in relevant country (current affairs)</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p>	<p>Autumn term second half: the development of modern Russia.</p> <p>Spring term second half: crime and punishment, death penalty</p> <p>Autumn term first half: discrimination against women Spring term first half: rights of animals, ethical decisions</p> <p>Autumn term second half: religious heritage and tolerance. How to combat racism. Immigration and integration.</p>
<p>SPANISH</p> <p>Democracy</p>	<p>A2 schemes of work/AS cultural scheme of</p>	<p>Aspects of Society: history of Spain, the EU.</p>

<p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those with different faiths and beliefs (non-discrimination)</p>	<p>work Also during elections in relevant country (current affairs)</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p> <p>A2 schemes of work</p>	<p>Aspects of society: crime and punishment, the legal system (autumn term weeks 8+9)</p> <p>Aspects of society: human rights (autumn term week 9); death penalty (autumn term week 8); women’s rights (spring term weeks 8+9)</p> <p>Aspects of society: racism, inclusion, immigration, multiculturalism (autumn term weeks 1-3) Aspects of society: religion (autumn term weeks 4-5)</p>
Standard	Where in curriculum	Evidence/ Exemplars
<p>b) ensures that principles are actively promoted which</p>		
<p>i) Enable pupils to develop their self-knowledge, self-esteem and self-confidence</p>		
<p>PSHEE</p> <p>ART</p>	<p>For all PSHEE content in response to questions a) – d) please see explicit links in the PSHEE SOW.</p> <p>MIV Portraiture/3D – interpreting personal significance of objects, drawing and painting from observation of self and presenting image to others.</p> <p>Middle and Senior School – the independent nature of the projects girls undertake mean there are regular opportunities for girls to reflect on themselves and develop self-</p>	<p>For all PSHEE content in response to these questions please see explicit links in the PSHEE SOW.</p> <p>RM’s MIV assemblage portraits demonstrate girls selecting small artefacts for both their visual and symbolic value.</p> <p>Examples include Flavia Massey’s work in the Vth reflecting on the passing of her grandfather, Sangavi Sugumar’s VIth self-portrait which reflects her relationship with her cultural heritage, or Aoife Murphy’s self-portrait dry point etchings</p>

<p>BIOLOGY</p>	<p>knowledge. This is particularly true of the VIIth introductory course, themed on Portraiture.</p> <p>In all year groups the way girls need to plan and manage their time helps them develop self-awareness and confidence.</p> <p>In terms of extra-curricular provision the Digital Arts Studio hosts the creation and editing of numerous student-led magazines and journals, an opportunity for girls to develop self-expressions, independence and self-confidence.</p> <p>I feel that self-knowledge, self-esteem and self-confidence are developed on a daily basis as each girl moves from the UIV to the VIII.</p> <p>At all levels, UIV to VIII</p>	<p>made in the Vth.</p> <p>In the Senior School Emily Arnold, Sophie Marples and Emilia Vandamme all created works about relationships in their own families.</p> <p>Examples include M2, The Marble and the Chemistry journal.</p> <p>All lessons – subject content, discussion, written work.</p> <p>Self-esteem and self-confidence discussions may come up in certain topics (e.g. UIV respiration & exercise, VI respiration & exercise) particularly in the context of fitness/ body image. Collaboration with pastoral team potentially important here.</p> <p>Biology Office Hours / revision sessions for exam classes provide a platform for girls who feel they need additional support to access it. Biology staff have an open-door policy and girls are expected to be responsible for their own progress and utilise the teaching support when needed.</p>
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CHEMISTRY	At all levels (MIV-VIII)	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Active listening, oral communication, written communication, assertive communication and non-verbal communication. Teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.</p> <p>Collaborative problem-solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.</p>
CHINESE	At all levels (MIV-VIII)	<p>MIV units include: my family, jobs UIV units include: hobbies LV units include: school V units include: health, food preferences, living environment VI units include: my life, youth issues, where I live, lifestyle</p>
CLASSICS	At all levels (MIV-VIII)	<p>Lesson design and subject content</p> <p>The precision required by the study of the Classical languages provides an opportunity to develop important and transferable intellectual skills as well as cultivating an ability to read text astutely and think critically in any situation. In lessons, the emphasis on shared translation and discussion with participation by all should be constantly encouraging students to test themselves and clarify their knowledge and their understanding.</p> <p>Extra-curricular activities Participation in visits of classical interest, especially those involving travel and which are residential, enable pupils to develop their self-knowledge, esteem and confidence, and encourage them to accept responsibility for their own behaviour and for their contribution to the communal life of these trips. For some, especially on the UIVth Bay of Naples trip, the time away from home is a significant step in</p>

<p>DRAMA</p>	<p>All lessons. Development of self-esteem and self-confidence is required through girls performance and evaluation work.</p> <p>Year Nine - Who do you think you are?</p>	<p>becoming more independent, and promotes greater confidence in their ability to deal with change and meet unfamiliar situations. Helping to run Junior Classics club and Classics society promotes self-esteem and confidence as individuals assume responsibility for running activities, liaising with speakers, introducing and hosting meetings.</p> <p>Girls are required to perform at the end of each lesson. All girls critique and evaluate their own work and work of others. At KS3, girls complete a self-evaluation form at the end of each scheme of work where they reflect on their own development of skills, consequently this feeds into building their own self-esteem and self-confidence.</p> <p>Who do you think you are? is a scheme of work which explores identity. It explicitly focusses on self-knowledge and understanding</p>
<p>ECONOMICS</p>	<p>VII & VIII: Focus on encouraging girls to conduct their own research and develop their own opinions.</p>	<p>Homework is often set with independent reading for the girls to work through and then condense into essays which require students to consider the various arguments presented before drawing their own conclusions. In lessons there are often discussions where students express their opinions and challenge each other's ideas in a healthy debate.</p>
<p>ENGLISH</p>	<p>We encourage students in all years to express their own views and develop their own personal responses to literary texts in their written work and in class discussion.</p> <p>Creative writing is an important means of self-exploration. We celebrate the achievements of our pupils through</p>	<p>MIV Reading Project: all girls produce a folder of independent work on texts of their choice. Each girls gives a talk to class.</p> <p>Pre-U Personal Investigation in VII/VIII is an entirely independent project.</p> <p>Creative Writing group meets every week.</p>

	participation in creative writing competitions	Arvon Foundation visit every year. <i>Words</i> poetry magazine Monica Dickens Short Story Competition
FRENCH	From MIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.	MIV: introducing self, family, home, hobbies UIV: accepting/refusing invitations, hobbies LV: home life, household chores, school life V: healthy lifestyle, media, holidays, health VI: accidents, jobs, environment
GEOGRAPHY	MIV –Global geography, Summer term LV – population – autumn term All years, field work.	Under take research, building self-knowledge, to take part in a class debate on Alaska. This will help build self-confidence with public speaking. Under take research, building self-knowledge, to present ideas on the relationship between population and resources. This will help build self-confidence with public speaking. Undertake fieldwork investigations collecting data and working both independently and in a group.
GERMAN	From MIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process	MIV: introducing yourself, where you live, your family, your likes and dislikes UIV: school, eating out, accepting/refusing invitations, expressing opinions LV: discussing personalities and relationships V: routine and daily life VI: personalities, friendships, peer pressure, aspirations

HISTORY	MIV-VIII	Working with historical sources and group/individual research projects, e.g. saints in MIV, Empire in LV and individual research into significant individuals in history (VII and VIII) Coursework in VI and VIII which at each level encourages an individual response.
ITALIAN	From UIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.	UIV: introducing self, family, home, hobbies accepting/refusing invitations, LV: introducing self, family, home, hobbies, chores and school V: describing people, organising an event, dating (Spazio d'Italia book) VI: accidents, jobs, environment, volunteering
MATHEMATICS	Throughout: the value of developing skills in proof and deduction is to free oneself from dependence on the teacher or textbook.	Students are taught not to take the teacher's word for it! Answers to algebraic problems should always be checked by substitution. Key elements of proof as a support for reasoning include proving Pythagoras' theorem (MIV and UIV) the derivation of the quadratic formula via completing the square (V) and derivations of the Sine and Cosine rules (VI)
MIV SCIENCE	Every lesson and every piece of work through teacher, peer and self-assessment Many opportunities for group work, pair discussion, class discussion, model making, practical work throughout the SOW One teacher for all 3 science lessons & structure of MIV course is designed to provide a sound transition and progression from primary school	Peer and self-assessment tasks: Classification projects & presentations Autumn 1st half term Ice cube task Autumn second half term Spring toy task Spring first half term Ear defenders Spring second half term Kitchen roll investigation Autumn first half term Bunsen burner investigation Autumn 2nd half term Science fair projects Spring second half term Electricity investigation Summer term

MUSIC

All girls will do practical work as part of a group, and in the senior school alone, that will develop this (especially on own instrument or they learn to play one (Ukelele). This develops these things at all parts of the curriculum and ensures opportunities even if they don't play an instrument normally.

The special study in the SDC allows students to tackle a topic of interest to them.

Scheme of work. Recordings of work.

PHYSICAL EDUCATION

Dance Year 7
Dance Year 8

ABL Year 9

In Year 7 & 8 dance the girls are given opportunities to develop their understanding and explore dance and expression of emotion through dance. There are opportunities to be choreographers and/or performers
Adventure based learning – girls are given opportunities' to lead in a different environment e.g. leading group through the "spiders web". This is really beneficial to their self-esteem and self-confidence allowing them to shine outside of traditional sports

Girls umpire for lower year groups and assist with teams.

Sports Leaders Year 11

Sports Captains help lead and officiate at the inter form events, they run whole school assemblies and are an integral part of the initial brain storming and drive of inter form sports.

Out of curriculum – Team Captaincies (Year 7 – 13) and Sports Captains in Year 12

PHYSICS

All years: post-exam reflection

Use of “gap analyses” after exams where pupils analyse their strengths and weaknesses and identify what steps they need to take to address these

POLITICS

Nature of lessons are discursive and enable pupils to express their opinions on a wide range of issues. Respect and tolerance of different views are central to fruitful and meaningful debate.

Benefits of direct and representative democracy explored in written tasks.
Structured debates form a central part of most lessons.
Pupils have helped to organise and have taken part in mock elections.

RELIGIOUS STUDIES

Across the entire curriculum in all year groups

As stated in our departmental handbook: ‘We aim to help pupils ‘develop confidence and responsibility’ through the schemes of work and to make ‘the most of their abilities.’ Religion and philosophy has a very significant role to play in teaching pupils to ‘develop good relationships and respecting the differences between people.’ This is achieved not only through the study of different religions and ethical issues but in the basic requirement to listen to other people’s arguments and encouraging students to reflect on their own values and beliefs.’

A concrete example would be the LV projects on ethical dilemmas undertaken in the Autumn term. The girls present an issue of their choosing and must consider a wide range of varying moral stand points on the issue. They become more

<p>RUSSIAN</p>	<p>From UIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.</p>	<p>confident in understanding their own position as a result and boost self-esteem in presenting and debating the ideas with their peers.</p> <p>UIV: self, family, pets, hobbies, likes and dislikes LV: family, routine, home life, school life V: routine, giving opinions VI: dealing with problems</p>
<p>SPANISH</p>	<p>From UIV onwards, ability to describe self, interests, home and family life is part of the language acquisition process.</p>	<p>UIV: introducing self, family, home, hobbies, home life, household chores, school life LV: healthy lifestyle, holidays, health, accidents, jobs, environment V: healthy lifestyle, holidays, health VI: accidents, jobs, environment, , media</p>
<p>ii) Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England (all people in England are subject to the laws of the land)</p>		
<p>BIOLOGY</p>	<p>VIII. Autumn term.</p> <p>VII. Summer term.</p> <p>VI. Spring term.</p> <p>VI. Spring term.</p> <p>V. Summer term</p>	<p>Moral dilemmas & laws relating to the following (for example):</p> <p>(VIII) EXCRETION: Misuse of anabolic steroids (and detection). Subject content & discussion with girls.</p> <p>(VII) Biodiversity: international and local conservation agreements. Subject content & discussion with girls.</p> <p>(VI) Cell division & organisation: Differentiation & stem cells. Stem cell therapy and use of embryonic stem cells. Subject content & discussion with girls.</p> <p>(VI) Genetic manipulation: Cloning techniques and genetic</p>

<p>CHEMISTRY</p>	<p>At all levels, UIV to VIII</p> <p>8th – Spring Term: Amino-acids and Chirality</p>	<p>engineering. Subject content & discussion with girls. (V) Human population and pollution: Subject content & discussion with girls.</p> <p><i>In theory lessons and laboratory sessions:</i></p> <p>Observe laws on the disposal of toxic and harmful chemicals encountered during practical sessions.</p> <p><i>In theory lessons and laboratory sessions:</i></p> <p>Consider case studies – introduction of certain drugs (e.g. thalidomide) with insufficient trials, which have disastrous effects on the lives of people who have been prescribed them.</p>
<p>CHINESE</p>	<p>AS schemes of work on the rights and responsibilities of young people</p>	<p>GTA 1: youth culture and concerns (taught in second half of spring term)</p>
<p>CLASSICS</p>	<p>At all levels (MIV-VIII)</p>	<p>The precision required by the study of the Classical languages provides an opportunity to develop important and transferable intellectual skills as well as cultivating an ability to read text astutely and think critically in any situation. In lessons, the emphasis on shared translation and discussion with participation by all should be constantly encouraging students to test themselves and clarify their knowledge and their understanding.</p>
<p>DRAMA</p>	<p>Year Eight- Theatre – in –Education</p>	<p>Discussion of the law in relation to the internet.</p>
<p>ECONOMICS</p>	<p>VII Government correction of market failure (Theme 1) Macroeconomic policies (Theme 2) Property rights (Theme 1 & 2)</p>	<p>Look at the importance of the law in correcting market failure Look at the legislation that governments pass to manage the economy and the importance of this being followed The importance of the protection of property rights in the law to the efficient running of an economy.</p>

	VIII Regulation of markets and firms (Unit/Theme 3) International regulation (Unit/Theme 4) Property rights and market failure in developing countries (Unit/Theme 4)	The importance of regulation and competition law in facilitating economic success. Discussion of the difficulty of managing international issues with limited international legal infrastructure. Extensive analysis of how law enforcement in developing countries is crucial for growth.
ENGLISH	The study of literary texts often involves debate on moral issues.	Discussions of violent and non-violent protest against racial injustice in <i>A Gathering Light</i> (MIV)
FRENCH	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (autumn term)
GEOGRAPHY	VIII Ecosystems - Autumn Term	The use of laws to protect ecosystems from damage
GERMAN	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns
HISTORY	MIV-VIII	See the ‘rule of law section in a). Law and legal forms lie at the root of historical topics from the Magna Carta (MIV) through early modern and modern history (UIV-VIII)
ITALIAN	AS schemes of work on the rights and responsibilities of young people	GTA 1: youth culture and concerns (unit 8 spring term)
MATHEMATICS	An appropriate understanding of probabilities – in particular Bayes’ theorem in VII – has an impact on interpretations and the exercise of justice. (LV through to VII)	
MIV SCIENCE	n/a	

MUSIC	n/a	
PE	The use of rules in all sports	<p>We follow the rules of the governing body in all sports and pupils learn from Year 7 that the umpires decision is final and these rules must be followed.</p> <p>In lessons the girls must follow PE department rules for safety for example in gymnastics when putting out equipment it must be supervised and put out in a certain way</p>
POLITICS	Unit 2: The Judiciary	The role and importance of the Supreme Court, ECHR and ECJ are studied. Examples of significant court rulings are examined.
RELIGIOUS STUDIES	<p>LV - Autumn Term VI – Autumn-Spring Term VII/VIII - Study of ethics across two years of study</p>	<p>The LV engages in an introductory course in moral philosophy. They consider an absolutist vs. relativist approach to morality and then use this as a framework to explore ethical systems such as Utilitarianism, Christian ethics and Kantian ethics. Lessons include consideration of case studies and are largely discursive considering the differing views and complexities of making moral decisions.</p> <p>The LV also consider secularism and interesting discussions arise here as to the role of religion in an increasingly secular society. We consider the notion of <i>Laïcité</i> in French society and discuss issues such as banning of religious dress/symbols and debate whether similar laws could also be relevant in the UK.</p> <p>The VI engage in a more detailed consideration of ethical issues and consider issues such as: medical ethics (abortion/ euthanasia), drug abuse, engaging in war and environmental</p>

<p>RUSSIAN</p> <p>SPANISH</p>	<p>AS schemes of work on the rights and responsibilities of young people</p> <p>AS schemes of work on the rights and responsibilities of young people</p>	<p>concerns. In each case the girls learn the variety of ways humans respond to such issues including a religious response. In each case they also learn what the current UK law dictates for each action and consider recent and current events and the ways these laws/ decisions are made (e.g. decisions to engage in air strikes in Syria).</p> <p>In the senior school girls are encouraged to draw on a broad range of philosophical thought to discuss issues of right and wrong. They are encouraged to understand the full effect of the work of philosophers throughout history in relation to the impact on, and implications for, present day understanding of morality.</p> <p>GTA 1: youth culture and concerns</p> <p>GTA 1: youth culture and concerns</p>
<p>iii) Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those working in the locality in which the school is situated and to society more widely</p>		
<p>ART</p>	<p>UIV Printmaking (HB + AD) took either views from the school balcony into the area beyond (HB), or in the school logo as a starting point for exploration, giving girls the chance to reflect on their setting and relationship with it.</p> <p>LV Photography (CB + AD) – taking the school environment as initial subject matter</p>	<p>Prints from AD’s class will appear in the annual school magazine, <i>Paulina</i>. Prints have also been exhibited in the Marble</p>

	<p>enables girls to reflect on their locality and those around them.</p> <p>Middle and Senior School – the independent nature of the projects girls undertake mean there are regular opportunities for girls to consider social issues important to them, or to make work inspired by and reflecting their locality.</p> <p>In all projects girls use studio spaces/the workshop collaboratively with others meaning they need to act responsibly and with initiative to help those around them.</p> <p>During Studio Time at lunch and in the evening, girls arrange to attend together. Extra-curricular programs including The Flat Project and the Backtrack film competition directly engage girls with locations and girls they would not necessarily work with in lessons, whilst contributing positively to the school community.</p>	
ART HISTORY	<p>Pupils are expected to be responsible for their behaviour & show initiative throughout their biology lessons.</p>	<p>Outreach co-curricular work with Sacred Heart Members of the VIth and VIIth run art history lunch time sessions on Wednesdays in Spring term.</p>
BIOLOGY	<p>At all levels, UIV to VIII</p>	<p>This is particularly evident in practical work, when there is a great element of self / group management. Practical work found through all courses from UIV to VIII.</p>
CHEMISTRY	<p>At all levels, UIV to VIII</p>	<p><i>In theory lessons and laboratory sessions:</i></p> <p>Observe laws on the disposal of toxic and harmful chemicals</p>

<p>CHINESE</p>	<p>Units of work on home and local environment (MIV – VI)</p> <p>Units of work on protecting the environment (GCSE and AS)</p>	<p>encountered during practical sessions.</p> <p>Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to the workplace and elsewhere.</p> <p>VI units on ‘where I live’</p> <p>AS GTA 4: the world around us (taught second half of spring term).</p>
<p>CLASSICS</p>	<p>At all levels MIV-VIII, and especially pupils in V – VII who volunteer for the Minimus project</p>	<p>Extra-curricular activities</p> <p>Participation in the Minimus scheme gives individual students the opportunity to work with younger children in a supported and supervised environment at two local primary schools. Students learn to listen to their charges, respond to their needs, be organised, clear and supportive, promoting always positive and law-abiding behaviour and supporting a cheerful and productive ethos in the classroom, while also meeting the challenges posed by the new experiences which the scheme brings..</p>
<p>DRAMA</p>	<p>Year Eight- Theatre – in -Education</p> <p>Year Eight – Political Theatre</p>	<p>Scheme develops work that is focussed on the community and how theatre can be used for social change.</p> <p>This scheme of work focuses on the use of theatre for social change, focussing on the work of Bertolt Brecht and Augusto Boal. Both of these practitioners demand consideration of</p>

ECONOMICS	Strict department policy on deadlines and time management.	community.
	VII&VIII: Topics of UK inequality, unemployment, relative poverty and meritocracy. (Theme 1 and Unit/Theme 4)	Strict department policy requiring students' prompt arrival at lessons and that deadlines are met with a clear system of consequences in place for students who fail to meet these standards. Lessons and homework look at how each of these factors affects the students' local community and the community of the UK.
ENGLISH		Pupils are encouraged to show initiative and responsibility through organisation of extra-curricular activities such as Literary Society
FRENCH	Units of work on home and local environment (MIV – VI) Units of work on protecting the environment (GCSE and AS)	The world around us: V Unit 3 The environment: VI Unit 10
GEOGRAPHY	VIII (spring term), UIV (winter term) development geography.	Consider Fair Trade as a mechanism to help improve the lives of others.
	VIII – skills – autumn term.	Students learn about risk assessments and the importance of identifying risks and finding strategies to minimise them.
	V- rural – urban – autumn term	The concept of sustainable communities is considered which displays a positive approach to building and living in both rural and urban communities.

GERMAN	Units of work on home and local environment (MIV – VI)	Units of work on home and local environment (MIV – VI)
HISTORY	MIV-VIII in a more general sense.	Units of work on protecting the environment (GCSE and AS) History teaches human consequences as well as any subject; it also makes pupils aware of diversity and pluralism. Parallels with historical institutions can be made, e.g. monasteries (MIV) and with public participation in later topics but, on the whole, we are looking beyond the immediate locality.
ITALIAN	Units of work on home and local environment (UIV – VI) Units of work on protecting the environment (GCSE and AS)	The environment VI (spring term from 25.01 – 2 weeks)
MATHEMATICS		Teaching practices place emphasis on pupils producing their own accounts of their deductions, exploring different routes to the same answer, constructing solution methods to complex problems and sharing their solutions.
MIV SCIENCE	In all lessons: Investigative & project work Science fair	Introduction to science topic – safety first half Autumn term As above Open ended investigative projects (free choice) carried out and presented through a scientific poster in science week (March)
MUSIC	This is really an extra-curricular thing in music. Group work in MIV-V lessons allows pupils to work together without direct teacher intervention. Individual work in VI-VIII also allows them to accept responsibility.	Outcomes of group and individual work.
PE	All lessons and clubs we encourage pupils to accept responsibility for their behaviour.	For example going to Westway climbing Year 11 or Virgin Active classes with Year 12 & 13 the girls are expected to be

<p>PHYSICS</p>	<p>Going off site for lessons (Year 11 – 13) or fixtures (all years)</p> <p>All years: during group work and collaborative problem-solving.</p> <p>LV: energy transfer and energy resources LV: domestic electricity</p> <p>VI: high-voltage electricity distribution</p>	<p>responsible for their own behaviour and treat those who they come in to contact with with respect and help, assist wherever they can.</p> <p>Social and environmental issues associated with different methods of generating electricity (renewable vs. non-renewable). Discussion and calculations of energy efficiency. Methods of insulating buildings and the concept of “pay-back” time.</p> <p>Electrical safety and what to do if someone is electrocuted.</p> <p>Why electrical substations are necessary and why they have “danger of death” warnings on their surroundings.</p> <p>Pupils have helped to organise and have taken part in mock elections</p>
<p>POLITICS</p> <p>RELIGIOUS STUDIES</p>	<p>VI- Autumn Term</p>	<p>The VI study a module called Social Responsibility which encompasses the following topics: prejudice and discrimination, the parable of the good Samaritan, race, colour and religion, gender and disability. We look at examples of how religious and non-religious people would work in their societies to respond to the above issues and consider local charities and organisations which work within the Hammersmith locality. For example we consider the work of the local foodbank (a charity supported by the school).</p>
<p>RUSSIAN</p> <p>SPANISH</p>	<p>Units of work on home and local environment (MIV – VI)</p> <p>Units of work on protecting the environment (GCSE and AS)</p> <p>Units of work on home and local environment (UIV – VI)</p>	<p>UIV autumn week 12 – where I live LV autumn week 4 – town and country VI autumn weeks 5 - 7 ecology and sustainable tourism VIII Spring term: the environment</p> <p>The environment: VI (autumn term, 2nd half term) Crime and solving problems: VI (spring term, weeks 7+8)</p>

	Units of work on protecting the environment (GCSE and AS)	
iv) Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (parliament, police force, Post office, healthcare, welfare, education: how public services have evolved & how they relate to daily life)		
ART HISTORY		I think the introduction to Art history at The National Gallery is fundamentally teaching them that the gallery is theirs to treasure and use and therefore support.
BIOLOGY	<p>MIV</p> <p>Regular reference to the NHS / health care which is free at the point of delivery.</p> <p>For example: LV. Spring term.</p> <p>V: Spring term.</p> <p>V: Spring term. VI. Spring term.</p> <p>VII. Summer term.</p> <p>VIII. Autumn term. VIII. Autumn term.</p>	<p>Medical ethics / provision of healthcare likely to come up in the following examples:</p> <p>(LV) Transport in humans: Describe how the immune system responds to disease (antibiotics and the role of vaccination programmes).</p> <p>(V) Circulation and digestion: Heart disease, Faulty heart valves & Organ transplants.</p> <p>(V) Homeostasis: Kidney transplant & dialysis.</p> <p>(VI) Cell division & organisation: Uncontrolled cell division & cancer.</p> <p>(VII) Communicable disease: types of immunity, autoimmune diseases & principles of vaccination</p> <p>(VIII) HORMONES: compare Type 1 and Type 2 diabetes</p> <p>(VIII) EXCRETION: renal dialysis and transplants.</p>

CHEMISTRY	<p>L5th – Summer Term: Group 7 elements 7th – Summer Term: Group 7 elements in Inorganic Chemistry and the Periodic Table</p> <p>8th – Spring Term: Synthesis</p>	<p><i>In theory lessons and laboratory sessions:</i> Consider how chlorination of water prevented cholera and spread of other water-borne diseases; how water treatment revolutionised the health of its citizens in the UK.</p> <p><i>In theory lessons and laboratory sessions:</i> Consider how chemical processes can lead to the use of authorised drugs and manufacture of illegal drugs, too. How amounts of legal drugs and medication must be carefully regulated – sometimes by law. Consider why addictive drugs are banned by countries, for their citizens’ good health</p>
CHINESE	<p>not applicable - we study how these institutions function in other countries when we visit them.</p>	<p>School exchanges and visits to eight different countries. MIV, LV and V syllabuses explore Chinese education system V syllabus includes healthcare in China</p>
CLASSICS	<p>At all levels MIV-VIII</p>	<p>Subject content Learning about the public institutions, services and education systems of two sophisticated cultures inevitably leads to comparison and reflection on the similar features in our own culture and how they impinge on our daily life. Specific examples: discussion of the highly developed system of patronage in Roman society in the LV and V reflecting on the absence of any state system of welfare; discussion of education – its provision and curricula – in Greek and Roman worlds (MIV, GCSE sources) leads to comparison with provision today and educational debate; discussion of the concept of the polis in Greece and urbanisation in Roman territories (especially via GCSE Greek and Roman sources) similarly leads to discussion of modern social units and civic patterns.</p>

<p>ECONOMICS</p>	<p>VII: Throughout Theme 2</p> <p>Market and government failure (Theme 1)</p> <p>VIII: Trade and protectionism (Unit/Theme 4) Limits and ways to growth (Unit/Theme 4) Regulation of firms and markets (Unit/Theme 3)</p>	<p>Constantly assess the role of politics, the welfare state and public provision of goods and services in the UK macro-economy. Assess the role of the public sector in correcting market failure and providing goods and services</p> <p>The role of the government in regulating trade Compare the role of public institutions in different countries Public institutions role in the promotion of economic competition and in overseeing the protection of workers and consumers</p>
<p>ENGLISH</p>	<p>As many of the texts that we study are from the past, we can trace the development of institutions and public services such as education, the law</p>	<p>The history of women's education in <i>Jane Eyre</i> (UIV). Victorian institutions (workhouse, law, asylums) in texts such as <i>The Woman in White</i> (VII/VIII) and <i>Bleak House</i> (VII).</p>
<p>FRENCH</p>	<p>Not applicable - we study how these institutions function in other countries when we visit them</p>	<p>School exchanges and visits to eight different countries. UIV: exchange to Marseille V: study visit to Montpellier with homestay VII: study visit to Bordeaux with homestay French education system: studied in V Unit 4 French healthcare: studied in VI Unit 8</p>
<p>GEOGRAPHY</p>	<p>V – UK landscapes- autumn/spring term</p> <p>VIII – Spring term. Development geography.</p> <p>VII – Changing spaces; making places – autumn term</p>	<p>Consider the role of DEFRA and the Environment Agency in protecting the environment and people. In the topic of flooding the specific role of the Environment Agency in giving warnings and the emergency services in providing help is covered.</p> <p>Will consider the importance of the NHS, education and welfare state in the development of the UK.</p> <p>The role of different players, including local and national government, in driving economic change is considered.</p>

GERMAN	Not applicable - we study how these institutions function in other countries when we visit them.	School exchanges and visits to eight different countries. UIV Bonn exchange V cultural visit to Dresden VII Munich exchange in partnership with SPS V summer term: consulting a doctor
HISTORY		Magna Carta (MIV) through Civil war (UIV/VII) and deeper exposure to institutions and public services in Britain and Ireland 1798-1921 (VIII)
ITALIAN	Not applicable - we study how these institutions function in other countries when we visit them.	School exchanges and visits to Italy. (Siena and Venice) Italian education system: studied in VI (school reform), spring term 25.01 Italian healthcare: V spring term 01.02 (Amici)
MATHEMATICS	The use of data pertaining to national and international organisations (e.g. NHS, Gapminder) for statistical study in the middle and senior school. In applying percentages during the IGCSE course, pupils learn how income tax is calculated and deducted. They are routinely shocked.	IGCSE scheme of work for V
POLITICS	VII and VIII schemes of work	Pupils study in-depth the major political institutions of the UK. Once a year pupils visit parliament for a guided tour.
PHYSICS	VIII: astrophysics	Discussion of publically-funded bodies e.g. the Science and Technology Facilities Council and why fundamental research is funded using public money.

<p>RELIGIOUS STUDIES</p> <p>RUSSIAN</p> <p>SPANISH</p>	<p>n/a</p>	<p>School exchanges and visits to eight different countries. Cultural trip to Moscow and St Petersburg for students from LV upwards Volunteering trip to Kitezh for students from VI upwards.</p> <p>School exchanges and visits to Gredos (LV), Barcelona exchange (VI) and Argentina exchange (VIII) Spanish education system: studied in V (spring term weeks 1-3) Spanish healthcare: studied in V (spring term after half term)</p>
<p>v) Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of & respect for their own and other cultures</p>		
<p>ART HISTORY</p>	<p>VIIth VIIIth</p>	<p>At present the VIIth Unit 2 course has a specific Gender, Ethnicity and Nationality theme which, whilst it is only one small part of the whole, is a welcome opportunity to address these issues.</p> <p>Unit 4 which looks at the relationship between non-Western art and the emergence of Modernism raises tricky Questions about the idea of Primitivism in the context of British colonialism and has to be negotiated through the prism of Post-colonialism. The new AQA specification will have a new requirement to open up the previously very Western approach to art History in very interesting ways that aren't actually matched in the Pre-U course.</p>

<p>BIOLOGY</p>	<p>V. Summer term.</p> <p>VII. Summer term.</p> <p>VIII. Autumn term.</p>	<p>(V) Human population and pollution: Conservation of resources / global warming / destruction of the rainforest / exploitation of fossil fuels.</p> <p>(VII) Biodiversity: the factors affecting biodiversity, maintaining biodiversity & international and local conservation agreements.</p> <p>(VIII) Populations and sustainability: discuss the economic, social and ethical reasons for conservation of biological & the effects of human activities on the Galapagos Islands.</p>
<p>CHEMISTRY</p>	<p>8th – Spring Term: Synthesis</p>	<p><i>In theory lessons and laboratory sessions:</i> Consider how some cultures/religions do not allow use of synthesised drugs (e.g. aspirin) or blood transfusions for healthcare.</p>
<p>CHINESE</p>	<p>Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.</p>	<p>Chinese Day – on a date in January/February close to Chinese New Year, the whole school will celebrate Chinese Day with cultural activities, a special menu and guest speakers. Different year groups: MIV explores nationalities; lucky numbers in Chinese, languages and dialects, families, education, one child policy; Chinese New Year. UIV explores Chinese Spring Festival., traditional painting, pandas, kite flying, Dragon Boat festival, mid-autumn festival. LV explores tea and China, the Yangtze River, the Yellow River, the Beijing Opera, Confucius</p>

CLASSICS	At all levels MIV-VIII	<p>Subject content</p> <p>Throughout the Latin and Greek courses, in discussion of both languages and the civilisations which gave rise to them, pupils are encouraged to think about spiritual, moral, social and cultural issues by analysing information and sources, to use their imagination to consider, express and explain views which are not their own, and to compare and contrast various sources and show an awareness of the limitations of different types of evidence, including evidence of bias. In learning about the rich, diverse and, at times, very different cultures of Greece and Rome, pupils are encouraged to consider the nature and diversity of the world in which they themselves live, and their own experience of it. In this way they are helped in particular to acquire an appreciation of, and respect for, their own and other cultures, and to develop their self-knowledge and self-confidence.</p> <p>Discussion of classical issues lends an objectivity to debate that allows cooler reflection on contemporary issues and one's individual response to them. Studying questions concerning the values and assumptions of societies from the past informs our present without bringing personal pressures to bear.</p>
DRAMA	All schemes of work	Each scheme of work introduces students to a new style of theatre, from a different country/culture with different traditions. E.g. OCG/Greek Theatre
ECONOMICS	VIII: Limits and ways to growth (Unit/Theme 4)	Discuss different cultures and faiths that exist around the world and how they influence their respective economies
ENGLISH	We mainly study English literature and	MIV course on the history of English from Old Norse and

	<p>expose students to some of the founding texts of British culture.</p> <p>The study of the literature of different cultures and periods develops an understanding of different traditions.</p>	<p>Anglo-Saxon to present. A Shakespeare play is studied in every year We study a Welsh poet (Gillian Clarke) for IGCSE. Her work draws on and celebrates many Welsh cultural traditions. Study of Scots poetry of Robert Burns (MIV) We teach texts from different cultures within the English-speaking world: US (A Gathering Light in MIV, Dickinson in VIIth, Whitman in VIIIth), South Africa (Coetzee in VIIth)</p>
FRENCH	<p>Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.</p>	<p>French day: on a selected day in the spring term the whole school will celebrate French Day with cultural activities, a special menu and guest speakers. Enrichment units in French taught as follows: MIV – geography UIV – history LV – literature V – cinema VI and above encouraged to keep up with current affairs.</p>
GEOGRAPHY	<p>MIV National Geography – Spring Term V – rural – urban – autumn term</p>	<p>Comparing life in the UK with life in Afghanistan.</p>
	<p>All years groups</p> <p>Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units</p>	<p>The study of the ways of life in two contrasting cities is explored. This includes a consideration of the social and cultural patterns within the cities.</p> <p>Case studies from across the world are constantly being considered. E.g. China and the one child policy in the LV.</p> <p>German Weihnachtsfest - on a date in December, the whole school will celebrate German Day with cultural activities, a special menu and guest speakers. Every year girls learn German carols in the run-up to Christmas. Girls also study the following enrichment units: MIV – geography UIV – history</p>
GERMAN		

HISTORY	MIV- VIII	<p>LV – literature V – cinema VI and above encouraged to keep up with current affairs. Medieval religion and reformation (MIV & UIV); Orthodox Christianity (Russia –V/VI); Islam and Middle East (V/VI). Religious disputes and the search for harmony in 17th century (UIV & VIII); rival religious traditions in Britain and Ireland (VIII).</p>
ITALIAN	<p>Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.</p>	<p>Italian day: on a selected day in the spring term the whole school will celebrate Italian Day with cultural activities, a special menu and guest speakers. Enrichment units in Italian taught as follows: UIV – Christmas and Easter festivities in Italy, reading week LV – Italian poetry, reading week V – film or short story, reading week VI and above encouraged to keep up with current affairs.</p>
MATHEMATICS	<p>As noted above, the study of mathematics inherently recognises the contributions made by all humankind to this developing intellectual and conceptual framework. The history and contexts of problems goes beyond the use of multi-ethnic names in textbooks!</p>	
MUSIC	See above (KS3)	scheme of work
PE	All lessons and clubs	We encourage respect for all in every lesson and club
PHYSICS	<p>VI: Big Bang theory UIV: Space</p>	<p>Discussion of different cultural and religious explanations for the origin of the universe. Discussion of why the geocentric model of the solar system was accepted for so long; how scientific views are incremental</p>

POLITICS	VII and VIII schemes of work	<p>and self-correcting (in the long term).</p> <p>Pupils study a broad range of political ideologies including liberalism, socialism and conservatism. Pupils debate their ideas in class and are encouraged to be confident to express their own opinions. Political culture of US explored at A2 and compared to UK.</p>
RELIGIOUS STUDIES	MIV – VIII	<p>This is a value which underpins the entire ethos of the religion and philosophy department, as stated in our departmental handbook, the department aims ‘to develop a deeper knowledge and understanding of religious and secular beliefs, practices, experiences and moral outlook on life of the religious and non-religious and faith communities in the School, in Britain and elsewhere in the world.’</p> <p>A specific example of students gaining insight into different cultural traditions is through visiting the Hindu temple in Neasden. This allows students to visit a place of worship but also gives insight into the Hindu community within west London. Girls see the hall where marriages and festivals take place as well as the main prayer hall. We are going to expand this initiative with a visit to a London mosque for the VI in 2017.</p>
RUSSIAN	Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through enrichment units.	<p>Russian Day: on a chosen date in January the school celebrates Russian Orthodox Christmas with various activities, a themed lunch and speakers. VII and VIII girls also visit an orthodox church. Various girls take part in cultural events such as the spring festival at Harrow School.</p>
SPANISH	Throughout schemes of work, comparisons are drawn between this country and the country of the language being studied through	<p>Spanish day: on a selected day in the autumn term the whole school will celebrate Spanish Day with cultural activities, a special menu and guest speakers.</p>

	enrichment units.	Enrichment units in Spanish taught as follows: UIV – culture – Spanish Christmas traditions, literature in reading week LV – geography, customs and traditions, the discovery of America, literature in reading week V – Lorca poetry, literature in reading week VI – Hispanic festivals and traditions (spring term after mocks) VII – Spanish cultural course taught by DSM throughout the year focusing on history, culture, art and literature
vi) encourage respect for other people, paying particular attention to the protected characteristics set out in the Equality Act 2010		
ART	Again, the personal nature of the projects girls undertake means that there is extensive scope for girls to explore issues of discrimination or injustice, generally and towards specific groups	Recent examples include Isobel Mather’s (VII) sensitive representation of her grandfather’s age and Alzheimer’s Disease, Julie Mo’s and Julia Kennish’s VI pieces on vulnerable mental states in young people, and numerous works related to food-related health and eating disorders created in response the last year’s Vth AP1 title, ‘Food’.
BIOLOGY	VIII. Autumn term.	(VIII) CELLULAR CONTROL: Homeobox sequences (may include reference to those impacted by the use of Thalidomide in the 1950s and 1960s).
	VIII. Autumn term.	(VIII) MEIOSIS & VARIATION: the behaviour of chromosomes during meiosis (including non-disjunction and chromosomal diseases e.g. Down’s syndrome).
CHEMISTRY	At all levels, UIV to VIII	<i>In theory lessons and laboratory sessions:</i> Ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability

CHINESE	Communication and listening skills are taught integrally in every lesson.	to various indoor and outdoor work environments.
CLASSICS	At all levels MIV-VIII	See above <i>passim</i>
DRAMA	Year Nine - Who do you think you are? Year Nine - <i>Top Girls</i> Metamorphosis	Scheme of work considers identity, gender <i>Top Girls</i> focuses explicitly on gender inequality. Metamorphosis looks at role of women/girls in community. Role of women/gender often mentioned in textual analysis
ECONOMICS	VII: Inequality of income, wealth, gender... (Theme 2) Role of the welfare state (Theme 2) Negative externalities (Theme 1)	Lessons and homework look at sub groups of the British population and the difficulties they may face as well as the role of the government in helping to overcome these challenges and prejudices
ENGLISH	The study of literature develops skills of empathy, tolerance and respect for others	
FRENCH	Communication and listening skills are taught integrally in every lesson.	
GEOGRAPHY	MIV – Global geography - Summer term VII- Changing Spaces; Making places	Debate the drilling of oil taking into account different stake holders. An exploration of the role of different players in driving economic change, this includes the roles of local and national government. A focus on the rebranding of Stratford and the redevelopment of the London Docklands is considered. They

		<p>find out about the roles of the local and national government, and the power of the individuals in these localities.</p> <p>Students are encouraged to think about and respect different viewpoints as well as their own in discussions.</p>
GERMAN	<p>All year groups</p> <p>Communication and listening skills are taught integrally in every lesson.</p>	
HISTORY	<p>MIV- VIII</p>	<p>We strive to present the past objectively throughout the school. ‘(History) is the greatest, least sentimental, least politically correct tutor of tolerance.’ S. Schama 2010</p>
ITALIAN	<p>Communication and listening skills are taught integrally in every lesson.</p>	
MUSIC	<p>Group work</p>	<p>Harmonious groups producing good work</p>
PE	<p>All lessons and clubs</p>	<p>We encourage respect for all in every lesson and club</p>
POLITICS	<p>VII – Unit 1 and Unit 2 (The Judiciary)</p>	<p>Britain’s membership of the Council or Europe and the impact of the HRA on British politics examined. Court cases that have upheld the Equality Act of 2010 examined in class.</p>
RELIGIOUS STUDIES	<p>MIV-VIII</p> <p>(issues of sexuality, gender and race are all studied in the current GCSE and A level curricula)</p>	<p>The religion and philosophy department touch on a variety of issues pertaining to ‘protected characteristics’. As well as having a full provision for girls with SEN (see handbook). We are also aware of the nature of our GCSE and A level courses touching on issues of sexuality, marriage, race and disability. The department commit to teaching such subjects in a way that fosters awareness and respect.</p>
RUSSIAN	<p>Communication and listening skills are taught integrally in every lesson.</p>	

<p>CLASSICS</p>	<p>At all levels, in subject matter and in the manner and style of the conduct of the teaching</p>	<p>of disposing of waste man-made polymers.</p>
<p>ECONOMICS</p>	<p>VII: Macroeconomic Policy (Theme 2)</p> <p>Market failure (Theme 1)</p> <p>VIII: Globalisation (Unit/Theme 4) Limits and ways to growth (Unit/Theme 4) Trade blocs (Unit/Theme 4)</p>	<p>See above: a) Democracy; also b iv</p> <p>Subject content Through study of the workings of democratic processes in the past, and the modifications, successes and abuses of these systems, students come to a clearer understanding of, and respect for, the principles behind the democratic system in this country.</p> <p>Influence of democratic elections in determining economic policies Role of the democratic government in correcting market failure to improve welfare Consider the success of capitalist democracy across the world Assess whether democratic systems are better for growth The role of political elections in determining countries' participation in trade bloc agreements</p>
<p>ENGLISH</p>	<p>Many Shakespeare plays, especially history and tragedy, explore good and bad government and the dangers of tyranny.</p>	<p><i>Richard III</i> (UIV) <i>Macbeth</i> (LVth) <i>Richard II</i> (VIIIth)</p>

GEOGRAPHY	VIII Development – spring term UIV Development – Autumn term	In the topic of development with both year groups, we discuss the indicators of a developed society. We discuss the idea of freedom of speech being an indicator.
HISTORY	UIV-VIII	Parliament (UIV & VII); the evolution of and challenges to democracy (V/VI, Russia and Germany). Law making in the 19 th and 20 th centuries in Britain and Ireland (VIII)
POLITICS	VII – Unit 1 and Unit 2	Political participation explored as a discrete topic – ways to encourage political participation discussed in class. How law is made in Britain examined in great detail. As above, issues pertaining to this standard are covered in the VII unit ‘Justice, Law and Punishment’. In particular we consider the nature of law, and the purpose of punishment.
c) Precludes the promotion of partisan political views in the teaching of any subject in the school		
ART	In written work both for AP3 (VIth) and the Senior School girls are encouraged to consider contrasting views on any issue they represent in order that it is thought through fully. On occasions these topics may be political in nature; however, the principle of balanced consideration of ideas is always relevant.	
CHEMISTRY	At all levels, UIV to VIII	<i>In theory lessons and laboratory sessions:</i> Teachers’ professionalism ensures this.
CHINESE	Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.	
CLASSICS	At all levels MIV – VIII	Lesson design Conducting discussion of issues raised by reading set texts,

<p>ECONOMICS</p>	<p>VII & VIII: Throughout all specifications a wide range of political and economic views are taught and debated and students are encouraged to determine their own individual views.</p>	<p>course books and studying sources in an even-handed and non-partisan way, encouraging individual response and a balanced presentation of views</p> <p><i>Approach to teaching in the department</i></p>
<p>ENGLISH</p>	<p>While we do not seek to censor any political view, we see our commitment to open debate as the best guard against the promotion of political <i>extremism</i>.</p>	
<p>FRENCH</p>	<p>Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.</p>	<p>International politics: spring terms weeks 8 – 10.</p>
<p>GEOGRAPHY</p>	<p>All year groups</p>	<p>When writing discussion responses/essays, students are encouraged to be balanced in their approach and consider both sides of a discussion.</p>
<p>GERMAN</p>	<p>Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.</p>	<p>International politics: spring terms weeks 8 – 10.</p>

HISTORY	MIV-VIII	We strive to present the past objectively throughout the school. '(History) is the greatest, least sentimental, least politically correct tutor of tolerance.' S. Schama 2010
ITALIAN	Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.	International politics: spring terms weeks 8 – 10.
POLITICS	VII and VIII	Balanced arguments always presented by teachers in lessons. Girls encouraged to justify their opinions based on evidence rather than assertion.
RELIGIOUS STUDIES		In outlining the specific aims of the department the handbook states: 'the religion and philosophy department fosters the ability to be able to form arguments from contrasting standpoints and to evaluate them.' All views/ opinions/ stances are subject to respectful enquiry. No religious or political view is taught as superior to any other.
RUSSIAN	Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.	International politics: spring terms weeks 8 – 10.
SPANISH	Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.	International politics: spring terms weeks 8 – 10.

d) Takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils

- While they are in attendance at school
- While they are taking part in extra-curricular activities which are provided or organised by the school
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere they are offered a balanced presentation of opposing views

CHINESE

CLASSICS

DRAMA

ECONOMICS

ENGLISH

FRENCH

Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research.
At all levels MIV to VIII

Year Nine - Political theatre unit
Should political issues arise from play text selected for extra-curricular productions, they will be discussed with company.

VII & VIII:

Throughout all specifications a wide range of political and economic views are taught and debated and students are encouraged to determine their own individual views.

While we do not seek to censor any political view, we see our commitment to open debate as the best guard against the promotion of political *extremism*.

Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research

Careful, informed and professional design and delivery of curriculum lessons and extra-curricular activities

The whole scheme of work considers political issues as political theatre explicitly focuses on social change and how theatre can be used to achieve this.

e.g. *Mother Courage*

Approach to teaching in the department

The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.

<p>GEOGRAPHY</p>	<p>V- rural and urban – autumn term</p> <p>VII – changing spaces; making places</p> <p>MIV – global geography – summer term</p> <p>All year groups</p>	<p>Migration – both the positive and negative impacts are discussed</p> <p>When exploring the redevelopment of the London docklands the impacts of the project are explored from both the view from Canary Wharf and the surrounding dock areas such as Westferry.</p> <p>When discussing human activity in Alaska a balance between those for protecting the area and those for promoting human activities are viewed.</p> <p>When writing discussion responses/essays, students are encouraged to be balanced in their approach and consider both sides of a discussion.</p>
<p>GERMAN</p>	<p>Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research</p>	<p>The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.</p>
<p>HISTORY</p>	<p>Careful selection of external speakers</p>	<p>History and Politics Society</p>
<p>ITALIAN</p>	<p>Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research</p>	<p>The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.</p>
<p>MATHS</p>	<p>At election times, mathematical discussion of voting practices and structures (first-past-the-post, PR, electoral colleges) leads into notions of fairness and how democracies should function.</p>	

PHYSICS	VI: nuclear physics	Advantages and disadvantages of electricity generation by nuclear power stations and why there is economic and political controversy surrounding these; that differing views are equally supported by the evidence
POLITICS RS	VII and VIII	Balanced arguments always presented by teachers in lessons The Religion and Philosophy department offer (throughout the year) a programme of extra-curricular activity through joint philosophy and theology societies with the boys' school. These forums inevitably touch on topics of a political nature and we find that this is an excellent forum through which to promote awareness of the nature of a valid argument; to be able to distinguish between proof and probability; inductive and deductive arguments and to evaluate the nature of evidence and faith.
RUSSIAN	Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research	The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.
SPANISH	Politics units taught in Year 13 present fact rather than opinion; girls develop their own views based on research	The oral unit of the A2 requires students to present a stance and argue that stance, whilst considering the opposing point of view. The written essay requires both sides of the argument to be presented.

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- 71. English
- 72. French
- 73. German
- 74. Geography
- 75. History
- 76. IT
- 77. Italian
- 77. Mandarin Chinese
- 78. Mathematics
- 79. General Modern Foreign Languages
- 79. Music
- 81. PE
- 88. Physics
- 89. Government and Politics
- 89. Religion and Philosophy
- 90. Russian
- 91. Overall Science
- 93. Spanish
- 94. Extra- curricular Clubs and Societies

SUBJECT: Art & Design

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Artist in Residence Scheme	V + VI/VII/VIII	10 + 8	<p>This was the fourth year of our artist-in-residence programme. We welcomed Molly Foster, a recent graduate from the RA Schools, who worked with 12 girls in the V each afternoon for a week. The girls learnt skills new to the department, including the use of a green-screen and superposition with video editing, to create a single piece of work with Molly that explored hidden spaces at the school. Their film was premiered in a small exhibition in the Great Hall at the end of the week, and also shown in an assembly that the V girls gave to the whole school.</p> <p>In 2018 Rosa Nguyen, A-i-R in 2016 and now teaching here, will lead on the programme.</p>	March
Life Drawing Class	V to VIII	c.35 over the year, but girls don't all come every week	Broader range of processes tackled this year, including ceramics and relief printmaking and sustained oil painting, as well as more traditional drawing media techniques.	Wednesday evenings 4-6pm
Junior Art Club	MIV & UIV	14	Individual and collaborative projects for a small number of committed girls in the junior school. A collaborative piece was exhibited in the Celia Johnson building, and girls also made working clocks that they were able to take home.	Monday 4-5.30pm
Gallery Society	V	8	This group of girls have been attending Junior Art and then Gallery Society regularly since the MIV. During the Autumn term they continued to make art work independently of their studies on Thursday evenings, however, once they began their coursework for art in January, their Thursday evening sessions became a time when they could work on their coursework knowing their friends would be there too. Girls were given prompts to visit less well-known galleries	Thursday 4-6pm

			before each holiday, and on the two Thursday evening sessions at the start of each term, girls discussed their experiences of these exhibitions, making short presentation on the artists and shows they'd seen.	
Film Society	V-VIII	12	Half-termly trips to contemporary film events in London, organised by Sonia Kahn, one of the Senior Art Scholars in the VII.	Half-termly
New York Trip	VIII	12	7 days in New York for girls in the top year. Alongside drawing and gallery visits there was a focus on 'street photography', urbanism and contemporary film and performance art practice, girls attending the Punch Drunk theatre company show and taking a day-long course at the New York Film Academy. The girls curated a show of work and photographs created in New York, which was held on the Marble in early December.	October half-term holiday
Berlin Trip	V & VII	16	6 days in Berlin. Each of the first four days was themed to consider Berlin through a particular prism, and the group visited many less-typical places, drawing and photographing. Over the last two days girls worked in a studio with artists Mira O'Brien and Keegan Luttrell, before making their own work in response to their experience of the city. We hope to show some of the work created on the trip.	First week of the summer vacation
Frieze Masters	VII & VIII	21	All girls in the Senior School attended the Frieze Masters contemporary art fair, gaining exposure to a wealth of contemporary art, as well as experience of the commercial aspect of art practice.	November
Backtrack Film Competition	All, but led by girls in the Senior School	c.40	Run by girls in the VII and VIII Backtrack is a competition for which girls from all year groups work together to make a film for a piece of popular music. The films were shown at a lunchtime event in the Great Hall, attended by many other girls, with prizes awarded for best music video in each year group.	February
Exhibition Catalogue for the Visual Arts Course	VI	5 editing, the whole cohort contributing text and images	Publication of a 118 page colour catalogue with contributions by every girl completing the Visual Arts Course. The girls worked incredibly hard to collate the information, re-photograph where necessary, design and page set the catalogue.	Lead up to and during the Easter holiday

VII Exhibition	VII	12	The girls in the VII art group were given complete control over where and how they wanted to exhibit their work from the year. The result was an innovative and conceptual show that took their theme of domestic into a range of spaces within the school. The show was supported by the design of extensive publicity materials and a beautiful catalogue.	Summer term
Numerous Magazines written, designed and edited in the Digital Art Studio	LV-VIII	Perhaps 40 to 50 in total?	Publications have included M2, The Marble, CaCO ₂ , The Foreigner, Studio and many more. In each case the publications are entirely student led and it's brilliant to see the girls working so collaboratively. CB provided technical support where needed.	ongoing

SUBJECT: Biology

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Biology Olympiad	VIII	Approx. 10	2017: Becky Eden through to round 2 (British team selection). 1 gold, 1 silver, 2 bronze , 1 highly commended 2016: 3 gold, 3 silver & 3 bronze certificates. 2015: Beth Hindhaugh through to round 2 (British team selection).	March (after 4pm)
Intermediate Olympiad	VII	Approx. 20	2017 8 gold, 5 silver, 2 bronze, 6 highly commended, 2 commended, 2 unplaced.	June (after 4pm)
Biology Challenge	V	105	2017: 2016: 25 gold, 40 silver & 16 bronze certificates.	March (One bio double lesson)
Prince Phillip Award and Marsh Prize (ZSL)	VIII	2016: 1 2014: 1	Georgia Sandars (2016) and Iris Van Rosenburgh (2014) both highly praised for standard of their entries. Iris made it to final four.	Annually if interested students
Biology Essay Prize (internal)	V	15	Running for two years. Number of entries tripled in 2015. Girls in the V writing up answers to previous Oxbridge interview questions.	Annually

Biology and Geography expedition	VI & VII	20	2014 trip to Ecuador and the Galapagos Islands. New expedition for 2018/9 being planned.	Expedition every 3-4 years.
Dissection Society	MIV-VII	Approx. 25	Dissecting a foetal piglet in Science Week is a highlight. Opening up an ovoviviparous snake (live young) and seeing developing eggs is also particularly interesting.	Weekly
MedSoc	LV-VIII	Approx. 50 Run by 4-6 VII	Self-perpetuating and very popular society run by the girls. Outside speakers, hands on practical activities (first aid/suturing) and girl led presentations	Weekly
Science Week talks	All (and other schools)	Approx. 100	Dr Nick Lane Prof. Goulson in 2017 and Prof Steve Jones and Dr Nessa Carey in 2016 gave excellent talks. Good turnout of girls and links with other local schools.	Annually (March)

SUBJECT: Chemistry

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Year 8 Salters' Festival of Chemistry National Competition	Year 8 - UIV	4	We have won the Year 8 Salters' Festival of Chemistry Competitions in 2011, 2012, 2013, 2014 and 2015	Every mid-May in central London
Year 12 L6th Cambridge University Chemistry Challenge - National Competition	Year 12 - VII	10 - 20	A significant number of girls have been awarded Gold and Silver awards in this competition.	Every June – post AS examinations
Year 13 – Royal Society of Chemistry International Olympiad Competition	Year 13 - VIII	10 - 20	A significant number of girls have been awarded Gold and Silver awards in this prestigious competition.	Every February of the VIII
Explosives Society	Available to all	20-30	Senior pupils from 7 th and 8 th assist in “pops & bangs”	Science Week and other times

Chemistry Club	LV upwards	new	New club aimed at middle school students wanting to extend their practical skills and chemical understanding. Run by 4 VII students.	Weekly
RSC Global Experiment Year 12 Independent Research Project – Investigating the concentration of Vitamin C present in different juice samples	Year 12 - VII	3 students: G. Audran G. Biosse Duplan P. Harley	This research project was of an exceptional standard. Presented at the Radley Science Conference Summer 2015.	Took place throughout the 2014-15 academic year
Year 12 Independent Research Project – Designing, and carrying out, experiments to find the relative masses of various elements.	Year 12 - VII	1 student: Hannah Sanderson (VII)	This research project is entirely pupil-led. She’s designed all of the practical work; chemistry staff have supervised rather than directed. Hannah has been very keen and very determined, repeating her experiments many times with small modifications, to try to optimise her results.	On-going: Taking place throughout the 2015-16 academic year

SUBJECT: Classics (Latin and Greek)

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Classics Society	V-VIII	About 5 VII students help with the organisation; 30-40 attend the meetings	Four high-profile speaker meetings in 2016-2017; 19 other schools sent students and staff to the meetings; 161 places were booked by external guests.	Usually after school on Wednesday
Junior Classics Club	VII Helpers MIV- LV	About 5 Up to c 15		Friday lunch
Minimus (at both Larmenier Sacred Heart and Addison Primary schools)	V-VII	About 30		Thursday lunch and Wednesday

				lunch
Classical Association Classical Reading Competition	UIV, VI, VII	6 competing in 4 categories	Two gold medals and two silver medals awarded	mid-March
Jowett Sendelar Essay Prize (Balliol Oxford)	UIV	Ella Zilkha	Commended	Summer 2015
Herculaneum Society Essay prize	VIII	Honor Cargill- Martin	Winner	February 2016
Visit to Greek rooms in the British Museum	V	12		June 2017
UIV Pompeii trip	UIV	42		Easter 2017
Middle and senior school Greek trip	VI-VIII	33		Autumn 2017
Theatre trips: Cambridge; UCL and KCL	V-VIII	34		Autumn 2016 and Spring 2017
Greek play	V-VIII	15	Aeschylus' <i>Prometheus Bound</i> in Greek; produced and directed by members of the VII	March 2017
Marmor	VII, MIV-VIII	5 section editors; c 15 contributors	Student – run Classics magazine, produced once or twice a year	Spring term 2017

SUBJECT: Debating

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
English Speaking Union's Mace Competition	VII and VIII	2	This is the oldest schools' debating competition. For the fifth year out of the last six we were champions of our West London region and so qualified for National Finals Day.	Once a year. Three rounds then Finals Day.

Birmingham, Warwick and Bristol U18 competitions. Southern Schools' U16 competition and U16 Northern Junior Championship	VI, VII and VIII	30	7 girls reached the grand finals of these competitions.	Once a year. Mostly Saturdays.
Major competitions: ESU Mace, Oxford, Cambridge, Durham and U15 International Competition for Young Debaters	LV - VIII	16	Had as many different teams and different students competing in the final stages of these competitions as any of the top debating schools like Eton, Dulwich, Westminster, St Paul's or HABS Boys.	Once a year.
Junior Debating	U13	About 40 girls	Participating in junior debates and the London Junior Debating League	Friday lunchtime and 4 competitions per year
Senior debate training and competitions	U14+	About 30 girls	Involved in senior debate training and outside competitions	Tuesday lunchtime Friday after school
Debating circuit	LV - VIII		St Paul's Girls' presence ensures that this is not entirely dominated by famous boys' public schools.	

SUBJECT: Drama

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
<i>The Merry Wives of Windsor</i> - School Play November 2016	U14-VIII with SPS	Approx. 80	3 sold out shows, 3 students contacted by an acting agency	Once every two years, end of autumn term
<i>Welcome to Thebes</i> - VIII play. March 2017	VIII with SPS	Approx. 30		Once a year, spring term

<i>Alice in Wonderland</i> - lower school play May	MIV-V	Approx. 60		Once a year, end of summer term
The Colet Play <i>The 39 Steps</i> February 2016	VII	110	Student led production directed by Antoinette Morris, produced by Sophia Carney	Once a year in February
MIV drama club	MIV	Approx. 70		Once a week
UIV drama club	UIV	Approx. 30		Once a week
Comedy club	MIV-V	Approx. 10		Once a week
Improv club	MIV-V	Approx. 10		Once a week
Evolve	MIV-V	Approx. 20	Second year of junior school company developing skills of G and T performers	Once a week
Junior Theatre Performance March 2017	MIV-V	Approx. 70	Second year of Junior Theatre Performance, successful performances from all drama clubs	Once a year, spring term
National Theatre New Views Playwriting competition	V	12	3 candidates added to longlist	Once a year – classes delivered once a week
<i>Macbeth</i> - Studio Production September 2016	MIV-V	Approx. 15	Student led production- adapted and directed by Carolyn Alam-Nist	Studio productions- 3 to 4 a year
<i>Wonder</i> – Studio Production September 2016	MIV – LV	Approx. 20	Student led production- adapted and directed by Annaelle McInroy and Ella Sheddick	Studio productions- 3 to 4 a year
<i>Not Our Kind of People</i> - Studio Production October 2015	UIV-LV	Approx. 15	Student led production written and directed by Costi Levy	Studio productions- 3 to 4 a year
<i>Twelfth Night</i> - Studio production May 2016	MIV-LV	Approx. 10	Student led production- adapted and directed by Alicia Benjamin and Clementine Read	Studio productions- 3 to 4 a year
Director's Forum January 2017	LV	Approx. 40	Evening of performances, selected and directed by students	Once a year, beginning of spring

				term
LAMDA EXAMINATIONS June 2017	MIV – VIII	160	Results pending	Half hour classes at lunchtime and after school

SUBJECT: Economics

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Robinson Society	V-VIII	Up to 50 in any one session	Hosted prominent speakers such as Paul Donovan and Lord Lamont.	Tuesday 12pm
IFS student investor challenge	V-VIII	Several teams of 4 per year		Autumn and Spring term
Young Economist of the Year - Royal Economics Society Essay Competition	VII	Several SPGS entrants each year	First place 2013 (young economist of the year): Holly Metcalf Highly commended 2015: Emilia Clark	Summer term
IEA Dorian Fisher Memorial Essay Competition	VII	Several SPGS entrants each year	First place 2015: Francesca Odgers	Sumer term
John Locke Institute Essay Competition	VII	Several SPGS entrants each year	Highly commended 2014: Grace Beverley	Sumer term
The Dismal Scientist Essay Competition – The Marshall Society, Cambridge University	VII	Several SPGS entrants each year	First place 2014: Laure Ellis	Sumer term

SUBJECT: English

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Creative Writing Group	All	Circa 15		Monday lunchtime weekly
Literary Society	All	Circa 15		Tuesday lunchtime weekly
LitMag	All	c.20	Literary magazine produced entirely by girls – first published 2017.	Annually
EMagazine Close Reading competition	7 th -8 th	c. 4	Georgina Thorpe was 2016 winner	Spring annually
Connell Guides essay Prize	7 th -8 th	c. 4	Eleanor Winn was 2015 winner	Spring annually
Peterhouse Champion Essay Competition	7 th	c. 4	Paulinas have won or been runners-up in this competition in 4 of the last 6 years	Spring annually
Newnham College Woolf Essay Competition	7 th	c.4	Pippa Mattich was highly commended in 2016	
Betty Haigh Shakespeare Prize (English association)	7 th and 8 th	c.3	Won by Emma Cavell in 2014	
Foyles Young Poet Competition	All	c. 5	Laura Harray was one of the 2013 winners; Kathryn Cussons was one of the 2014 winners; Sophia Carney was one of the 2015 and 2016 winners; Cia Mangat was highly commended in 2016	Summer annually
Christopher Tower Poetry Competition	All	c. 5	Kathryn Cussons was one of the 2013 winners	

SUBJECT: French

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Marseille exchange	UIV	30 approx.		Nov and April holiday
Montpellier study trip	V	30 approx.		April holiday
Bordeaux study trip	VII/VIII	20 approx.	Did not happen 2016-2017 but will happen in Oct 2017	October half term
French translation bee	UIV/LV	50 approx.	2 girls in regional final, one girl (Andreana Chan) in national final	All year, lessons
French debating competition	VIII	4 girls		February
French theatre competition	VII	7 girls	Charlotte Thiel obtained prize for Best Actor in Supporting role	March
Oxford film essay writing competition	LV - VIII	As many as wished		March
Westminster debate competition	V	4 girls	Did not happen 2016-2017 but will happen autumn term 2017 for VI	June
French Day	All years		Historian and writer Isabelle Janvrin came to speak to the whole V French cohort about inspiring French women Marta Lorimer, Politics tutor at LSE, spoke to Senior and VI girls about the French Presidential elections VI, VII and VIII girls attended an improv workshop with Emilie Perraudau	March
French speaker	LV - VIII	30 approx.	Dr Simon Kemp, Somerville Oxford, on translating Harry Potter	June

SUBJECT: German

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Bonn exchange	UIV	30	This exchange has now been running for 30 years!	Sept/ July
Dresden trip	V	21	Inaugural trip planned and led by SB in lieu of Dresden exchange	October / April
München exchange	VII	1		December / June
German spelling bee	MIV	1	Ciara Mahony participated (MIV not doing systematically)	All year, club
German translation bee	UIV/LV	All ML1 classes	Jiawen Li came first nationally; Francesca de Cecio came first in the regional final.	All year, final in July.
Oxford German Olympiad	All years	1	Certificate of participation for Talisa Pham Quang (2016) Commendation for Andreana Chan (2017)	March
Digital Days competition	LV	11	Winner Shantavi Wijayakumar (2016) Prizes for Federica Bonato, Anya Bhatia, Isabella Elliott, Subi Kumanan, Nathalie Land, Issy Platt (2016)	January
German Day	All years in lessons	199	Various activities in lessons, "Weihnachtsfest" at lunch time, German food for lunch	December
German speaker	VI - VIII	10 approx.	Charlotte Woodford, Selwyn College Cambridge, on representations of women	December
German Senior Study Day for London Schools	VII - VIII	6	Highly appreciated by all participating schools, lots of returns year on year	January
German play	LV - VII	20 approx.	Die Physiker – put on by Birgit Cassens and Hélène May Translation and surtitles by Lexie Fossa, Senior MW	June

SUBJECT: Geography

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Worldwide quiz	Participants MIV-LIV Assisting with running it VII	~8		Autumn term 2 nd half
Young geographer of the year RGS	MIV -VIII	All girls encouraged to enter	Alex Power won her age category in 2011/12	Autumn term 1 st half
Departmental photography competition	MIV - VIII	~15	A winner is decided in a lower/middle/upper school category and an overall winner. In the summer term 2017, Rebecca Boettcher won with her image of a disused area in Beijing.	Easter holidays
Geography society	Participants MIV & UIV Led by VII geographers	Variable ~10	Many fun activities carried out. Initiated and led by interested VII geographers.	Weekly, lunchtime throughout the year
Geography Society lectures	V-VIII	25	Tim Marshall spoke on his new book 'The Power and Politics of Flags'. The Colet Fellow gave two talks in the last academic year – one on inequality and one on rebranding. An Old Paulina is coming into school to talk about the Thames Super Sewer.	Spring term 2017 Autumn 2016 and Spring 2017. Autumn 2017.
RGS lectures	VII-VIII	10	Students in the VII and VIII are encouraged to join the RGS as Young Members. This subscription entitles them to the monthly magazine of 'The Geographical' and attendance to RGS lectures in Kensington.	Throughout the year.
Iceland trip	V-VI	30	Girls are offered the opportunity to visit Iceland in July.	Last trip = July 2016

SUBJECT: History

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Rochester visit	MIV	c108	Jointly run with RS	June
Battlefields visit	LV	c50		March/April
League of Nations reconstruction	V	c90	Mass participation with groups representing different league members	March
IGCSE conference	VI	c90	External speaker	December
History Bee and Bowl competition	V/VI & VII	c12	Won Junior Bowl 2016 and 2 nd in Junior Bee and Senior Bowl	March
Mary Willson Essay competition	VI	c90		
Berlin visit	VI	c40		December
History and Politics Society	VII	c20		Thursday 12pm
External Essay Competitions	VII/VIII	c5	Trinity, Cambridge, highly commended – Tilly Eno Girton, Cambridge, winner – Honor Cargill-Martin	May-Sept
Dublin visit	VIII	c22		March/April
Irish History Conference	VIII	c30		March

SUBJECT: IT & Computer Science

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Coding Club	MIV – V	10-15 (over the year)	Natalie Zezza and Maya Raghavan (Vii) will be running the club this year and will be teaching the girls python	Monday Lunch 2
Coding workshop	All years	Approx. 25	This club is now in its second year – last year over 30 girls attended during the course of the year. All girls have learnt javascript and completed a number of challenges.	Tuesday 4:15-5:30
Bebras competition - computational thinking challenges	V & Vi	c50	Girls studying Computer Science GCSE will be encouraged to take part in the national Bebras Competition held annually in November. Last year all girls took part in the first round and seven made it into the second round. This year the top 10% of achieving students will be invited to take part in TCS Oxford Computing Challenge In March 2018.	November 2017
CyberFirst Girls Competition (GCHQ)	LV & V	c50	Girls were invited in teams to take part in a national competition to encourage young girls to consider a career in cybersecurity. None of SPGS teams progressed to the final.	Uncertain as to whether this competition will be offered again
Visit to Google HQ	V	29	Girls were invited to spend the day at the HQ of Google in Kings Cross and meet members of the development and marketing teams.	June 2018

SUBJECT: Italian

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Venice study trip	VI	10 approx.		October half term
Siena cultural trip	LV	13 approx.		April
Italian speaker	LV - VIII	As many as wish	Simonetta Agnello Hornby on women and the law	March
Italian	UIV-VIII	all years	Venetian mask making activity, Italian food at lunch.	March

SUBJECT: Mandarin Chinese

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Beijing exchange	V	10 approx.	Cultural exchange	October half term
Hangzhou trip	VII	5 approx.	Language study and volunteering work	October half term
China Town visit	VI	30 approx.	Using Chinese for everyday life	March
Chinese lecture Day	VII, VIII	20 approx.	Provide background history knowledge for the Pre-U culture paper	Nov.
Chinese Day	Students in all year groups	300 approx.	Celebrate the Chinese New Year with the whole school	February
Chinese speaker	LV - VIII	30 approx.	Professor Robert Ash (SOAS), Immigration in China. Shared with other local schools and geography dept.	February

Chinese calligraphy	LV	20 approx.	Students practised how to use the brush pen and ink	Dec
Tea tasting	LV, V	20 approx.	Chinese tea, snacks were enjoyed by the girls	Dec.

SUBJECT: Mathematics

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Hans Woyda competition	LV - VIII	~20 in squad	Unfortunately this year we did not progress beyond the knock-out round. Motivation to push harder next year!	September - February
Junior Team Maths Challenge (UKMT)	UIV & LV	~20 in squad, 4 in team.	The team of four girls (two from each year group) comfortably won the London regional final, beating the hosts CLS, and came 18 th in the national final on 20 – VI – 17. There were over 1700 teams in the competition, so we can be very pleased with this result (also an improvement on last year)!	Throughout the whole year.
Year 10 Maths Feast (Competition, FMSP)	V	~10 in squad, 4 in team	An enjoyable competition, but no outstanding achievement on this one.	Spring term
Senior Team Maths Challenge (UKMT)	VI - VIII	~8	We thoroughly enjoyed competing in the London regional final, Our position of 4 th was an improvement on last year, but not quite enough for us to progress to the national final.	September - November.
HMMT (Harvard –MIT Maths Tournament)	VI – VIII	~24	Students in VIII ran a reduced version of the HMMT (normally a full-day competition) for girls in VI and VII. This is an informal, noisy, hectic celebration of mathematical challenge, which results in a frenzy of rapid problem solving and some very tired brains.	November
SPS Maths Battle	V, VII	8	A determined group of girls took part in SPS' inaugural Maths Battle, competing against teams from a Russian school in London. We didn't win our battle, but (and more importantly) did better than the boys from SPS!	May

Individual maths challenges	All	All mathematicians: ~640	Across the Junior, Intermediate and Senior levels we amassed 249 Gold certificates, 234 silvers and 176 bronzes. 173 Gold winners were invited to the kangaroo competitions, and 37 to the very challenging mathematical Olympiads. We had 19 girls from the VI, VII and VII in this year's Mathematical Olympiad for Girls. 19 of our competitors gained a distinction certificate.	Senior – November; Intermediate – February; Junior – April, with follow-on rounds usually a month after the initial challenge for each age group.
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SUBJECT: General Modern Foreign Languages

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Linguistics club	LV and V mainly	4 - 6	Shanthavi Wijayajumar went through to the second round and was the youngest girl in the country ever to do so.	
Linguistics Speaker event	LV - VIII	30 - 40	Talk by Prof John Harris (UCL) on linguistics and phonology	October 2016
Linguistics Speaker event	LV - VIII	30 - 40	Taster session in Portuguese by Felipe Schuery Soares (Cambridge)	September 2016

SUBJECT: Music

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Music Studio	Any	Varies	A diverse range of quality recordings made, especially by Seniors. Possible school label next year to release work on iTunes etc.	Weds 4.15pm, and by arrangement

Symphony Orchestra	MIV-VIII	c.80	Christmas Concert, Spring Concert, Concerto Concert	Thursday 4:15-4:45
Summer Strings	MIV-VII	c. 30	Soirée Musicale (summer)	Summer Tuesday Lunch 1/Thursday Lunch 1
Senior Choir	VII-VIII	c. 30	Christmas Concert, Spring Concert, Colet Day	Monday Lunch 1
Sinfonia	MIV-LV	c.75	Soirée Musicale every term	Thursday 4:15-5:15
Highly Strung	MIV	c.15-20	Soirée Musicale Autumn & Summer	Thursday Lunch 2
Chamber Orchestra	MIV-VIII	c.20	Christmas Concert, Spring Concert, Thaxted Concert	Autumn and Spring Tuesday Lunch 1
Baroque Ensemble	MIV-VI	c.20	Soirée Musicale Autumn & Spring	Autumn and Spring Thursday Lunch 1
Concert Band	UIV-VIII	c.35	Christmas Concert, Soirée Musicale Spring	Autumn and Spring Thursday Lunch 1
Wind Band	MIV-V	c.35	Soirée Musicale Autumn & Spring	Autumn and Spring Wednesday Lunch 2
Symphonic Winds	MIV-VII	c.40	Soirée Musicale Summer	Summer Wednesday Lunch 2
Cantamus	UIV-LV	c.40	Three Charity Christmas Carol Concerts (Stroke, Mercers, English Speaking Union); Christmas Carol Service (SPGS), All Soiree Musicale Concerts	Thursday Lunch 2
Junior Choir	MIV-UIV	c.100	Soirée Musicale all terms/Christmas Carol Service	Tuesday Lunch 1
Swing Band	All years	c.10	Soirée Musicale all terms	Thursday Lunch 2
Chamber music ensembles	All years	c.35 total	Chamber Music Tea; Assemblies	Various

Close Harmony Groups	All years	c. 35 total	Assemblies; Soiree Musicale all terms, Singing Teas,	Various
Paulina Voices	V-VIII	c.35	Joint Concert, SMIF Lunchtime Concert, Christmas Concert, Thaxted Concert, Evensong at Holy trinity Sloane Square	Tuesday 4-5:30
Middle School Choir	LV-VI	c.80	Soirée Musicale Autumn & Spring; Christmas Carol Service	Wednesday Lunch 1
Clarinet Ensemble	All years	c.8	Wind Tea	Monday Lunch 2
Saxophone Ensemble	All years	c.8	Wind Teas	Monday Lunch 2
Percussion Ensemble	All years	c.6	Soirée Musicale Autumn & Spring, some Wind TEas	Wednesday before school
Recorder Group	All years	c.6	Wind Teas	Friday Lunch 2
Brass Group	All years	c.12	Wind Teas	Friday Lunch 1
ABRSM exams	All years	c.80 per term	Many distinction results	All 3 terms
Trinity exams	All years	c.20 per term	Many distinction results	Autumn and Spring terms
LCM exams	All years	c.25 per term	Many distinction results	Autumn and Summer terms

SUBJECT: PE/ Sport

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Netball TEAM	Years 7 – 13	250 approx.	<u>National Schools Championships U19</u>	Early mornings, lunch times and

			<ul style="list-style-type: none"> County Round: 1st Place = WINNERS! 3rd regional round <u>U16</u> <ul style="list-style-type: none"> County Round: 1st Place = WINNERS! 5th regional round <u>MVP Middlesex Finals</u> U19- 1 st place = CHAMPIONS! U16- 3 rd place U15- 3 rd place U14- 6 th place U13 – 2 nd place U12 – 3 rd place	after school training/fixtures
INDIVIDUAL			Regional Academy Millie Quayle, Leane Pajot County academy – Sammy Chakkara, Katinka Mitchell-Thomson, Charlotte Buckley and Thalia Eitel Porter	
Lacrosse TEAM	Years 7 - 13	300 approx.	LACROSSE SUPER-COUNTIES U15A- 1 st U15B- Cancelled 2nds-1 st 1st- 4 th County MVPs U15A- Charlotte Buckley 1st- Alexa Stanger County Selection Asha Badale, Elinor Harris, Izzy Isotta, Millie Currie, Kristin Ellingsen, Tara Oakley, Victoire Gueroult, Adrianna De Lorenzo, Charlotte Buckley, Felicia Chiu, Isabella Elliott, Lydia Free, Nathalie Land, Madeleine Mitchell, Ishani Veneik	

			<p>RESERVES Artemis Morgan, Cassias Jefferson, Celeste Crosbie-played Cosima Gardey, Lucy O’Byrne –played</p> <p>South Schools U15- Plate cup...MVP-Charlotte Buckley and Lydia Free 1st-Plate cup?</p> <p>Indoor Tournament 3rd – U15 5th -1st</p> <p>National Schools 1st Senior Team –DIV 1-Quarter-finalist 2nd Senior-2nd in the nation. 3rd made their debut in their first full season of competition and appearance in the 3rds National Tournament. U15A- Top 8 U14A – Top 8 U13-Top 16</p>	
INDIVIDUAL			<p>Victoire Gueroult England Regional Academy - Charlotte Buckley Wales Development - Izzy David- LV, Celeste Crosby- V, Elinor Harris - VI South regional selection - Kristin Ellingsen, Tara Oakley, Victoire Gueroult Selected for Wales A team for World cup festival team: Celeste Crosby, Elinor Harris, Izzy David</p>	
Cross Country /Athletics	Years 7 – 13	40	Middlesex cross country champs - Charlotte Buckley silver and team gold in 4000m U15 girls race, Alice Harray won team gold in the U17 girls 5000m.	

			<p>Alice Harray won gold at the U17 Serpentine 10K race in Hyde Park Charlotte Buckley came 19th on Saturday National Schools XC Charlotte Buckley now ranked 1st U15 in 800m in UK Charlotte Buckley 5th English schools 800m Middlesex cross country champs - Charlotte Buckley silver and team gold in 4000m U15 girls race, Alice Harray won team gold in the U17 girls 5000m. Alice Harray won gold at the U17 Serpentine 10K race in Hyde Park Charlotte Buckley came 19th on Saturday National Schools XC Charlotte Buckley now ranked 1st U15 in 800m in UK Charlotte Buckley 5th English schools 800m</p>	
Athletics	Years 7 – 11	50	<p>Charlotte Buckley Intermediate Girls 800m London Schools record Alice Harray 13th Intermediate Girls 1500m steeple chase at English Schools Nationals Intermediate Girls ESAA Team 1st County Round 5th South east Regional Round</p>	Early mornings, lunch times and after school training/fixtures
Rowing TEAM	Years 10 - 13	60	<p>PAIRS HEAD - 11th & 12th WJ18 Doubles Kingston Small Boats Head 1st Women’s Novice Quad & Novice Four, 2nd Women’s Intermediate 2 Four Fours Head 2nd Women’s Junior Coxed Four, 16th Women’s Junior Quad Scullers Head N. Lawless 3rd WJ18 Single, L. Valt 4th WJ18 Single, A. Cowan 3rd WJ17 Single, L. Douse 7th WJ17 Single Wallingford 4S & 8S Head 4th Women’s Intermediate 3 8s, 4th</p>	Early mornings, lunch times and after school training/fixtures

			<p>Women's J16 8s</p> <p>GB Junior Trials Aurelia Cowan 17th, Nicola Thomson 22nd, 2nd W.J18 Eight, 1st W.J16 Eight</p> <p>Hampton Head 1ST WJ18 coxless 4, 8TH WJ18 eight, 6TH WJ16 eight 8TH & 10TH WJ16 double scull, 23RD & 28TH out of 37 WJ15 coxed quads</p> <p>Henley 4s & 8s 1st IM2 4+, 1st WJ18 4+</p> <p>Hammersmith Head 1st WJ18 Quad, 5th WJ18 Coxed 4, 3rd WJ16 8, 6th WJ15 8, 10th WJ15 Coxed Quad</p> <p>British Championships 8+ came 3rd, 2x came 4th</p>	
INDIVIDUAL			<p>Nicola Lawless broke the GB J18 record for a 5km erg</p> <p>Nicola Lawless invited to represent Great Britain at the World games in Wroclaw Poland.</p>	
Football	Years 7 – 13	30	SPGS U19 Indoor tournament – winners!	Lunch times and fixtures
Cricket	Years 7 – 13	60	<p>County Tournament at Lords – U12 & U15 2nd place</p> <p>Sylvie Pearson plays for Surrey U13 team</p>	Lunch times and fixtures
Rounders	Years 7 – 10	120		Early mornings, lunch times and after school training/fixtures
Swimming	Years 7 – 13	40	<p>Team:</p> <p>London League Finals – U12 & U13 teams 5th placed school in London (girls and boys schools)</p> <p>Individual achievements:</p> <p>London Winter Regionals:</p> <p>Alex Werner gold in the U16 200m breaststroke bronze in the</p>	Early mornings, lunch times and after school training/fixtures

			<p>100m breaststroke. Zoe Smith won the 50m freestyle in a new club record. Qualified for the 50m and 100m freestyle at the National Winter Meet this December Zoe Smith Vth went to the Trophee National Hortillons (Amiens, France). She won junior final for 50m breast stroke & qualified for Open final 50m freestyle. Open meet where she had Olympians (Aimee Willmott & Anna Hopkins) on her team and raced Olympians from other countries! Charlotte O'Leary - 50m short course backstroke of anyone in the U.K. for 2016 and it was the 5th fastest short course 50 backstroke by a 14 year old on record. (Spring ass.)</p> <p>Alex Werner has just been selected to represent St Paul's Girl's School as a member of the London team at the ESSA (English Schools Swimming Association) National Competition in Liverpool on the weekend from March 10-12, 2017. Alexandra is currently the 9th quickest 16 year old in the UK for 200 m breaststroke. This is a high profile selection and at the National Championship, there will be an International Schools Team chosen.</p>	
Fencing	Years 7 – 13	20	<p>Linxuan Yang MIVJM won bronze medal in U12 girl's sabre at British Youth Championship (represented London and only medallist in all 8 sabre categories). Avery Louis Vth came 23 in worlds in U17 Epee competition (45 countries). SUMMER 2017- European Championships – Avery Louis and her two Team GB teammates won the SILVER MEDAL at the European Fencing Championships. Going into the 2017/2018 Cadet Epee season, Avery is ranked #1 in the UK and #21 in the World. World Fencing Championships – Avery Louis competed for Great</p>	After school Thursday and fixtures

			<p>Britain in both the individual and team events for 17 and under Epee competitions. She placed 23 in the World individually (her official ranking), and in the team event, GB came in 16th (in the world).</p> <p>Carlotta Shahenshah - selected for the U17 British Fencing team - competed at the Wratislavia International Fencing Competition. She came 22nd out of 180 competitors in her age category.</p>	
Bouldering	Out of school		Imi Bagnall Smith -3rd place in the Junior British Bouldering Championships + 2nd at the Scottish Youth Championships	
Tennis	Years 7 – 11	50	<p>Jess Dhome-Casanova December 2016: Runner-up in doubles - Tennis Europe 14U in Norway</p> <p>February and Easter 2017 - I played my first ITFs (International Tennis Federation - which does both juniors and professionals) I competed in South Africa, Qatar and Ivory Coast. It was great to encounter lots of players from many different countries. I made my first ITF points winning main draw matches in singles and doubles. My ranking is 1836 for juniors (aged 13-18) worldwide. I still have a long way to go but it was very exciting to get my first points and I can't wait for my next tournaments.</p>	Early mornings, lunch times and after school training/fixtures
Karate	Years 7 – 13	20	Chiara Chung-Halpern - Karate , Selected to represent England and compete in the European Championships in May	Lunch times and fixtures
Kick boxing	Years 7 – 13	20		Lunch times and fixtures
Dance	Years 7 – 13	20	Annual Dance show!	Lunch times and dance show
Yoga	Years 7 – 13	20		Lunch times

Badminton	Years 7 – 13	15-20		Lunch times
Table tennis		Out of school	Freddie Bonato (V) – represented SPGS at the National School’s Final for table tennis and finished third	Outside of school
Polo		Out of school	Capi Granchi - represented France in an international v USA, winning 12-9	
Hockey		Out of school	Honor Edwards selected to train with England Development squad in hockey	

SUBJECT: Physics

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Physics Workshop	All	Variable: girls drop in.	Significant participation of girls in the VI and VII who mentor younger girls.	Tue and Fri lunchtimes
Physics & Space Society	All	about 30 each time.	Successful and stimulating talks from external speakers. Hands on space related activities fortnightly. Run by VII	Weekly
Extreme Physics competition	V	4-6	Team based 2 day competition based on research and practical activities Winners 2014,2013	April
Engineering Education Scheme	VII	6-12	First-hand experience working on a live engineering project with professional engineers.	Oct - April
Engineering Club	VII led + V&VI helpers	approx. 5-15	Girls have led this themselves. They have put together a self-assembly 3D printer. New project building speakers!	Weekly- fortnightly
Arkwright Engineering Scholarships	VI into VII	2	2015/6 2 successful applications for scholarship Helen Leung Grace Alexander 2016/17 1 scholar Thea Krummins 2017/8 1 scholar Emilie Pauwels	Autumn VI assessment Scholarship during A level

			http://portal.spgs.org/science/extracurricular/arkwright-engineering-and-design-scholarships	studies
A2 Physics Olympiad	VIII	Varies	Silver Award x 1, Bronze I x 1, Commendation x 2	November
AS Physics Olympiad	VII	Varies	Silver x 2, Bronze I x 4, Bronze II x 8, Commend x 4	March

SUBJECT: Government and Politics

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Annual trip to Parliament	VII	12	Had an audience with Zac Goldsmith, MP	Summer term
History and politics society	All year groups	30 approx.	Notable speakers include Baroness Shirley Williams and Andrew Slaughter MP	Every Thursday lunch time
Mock elections	All year groups	Whole School	Mock school election took place in 2015 to coincide with general election	Occasional
R.A. Butler essay writing competition	VII	5-6		Summer term

SUBJECT: Religion and Philosophy

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Joint Philosophy society	VII and VIII	Varying (approx. 15)	Girls organised Jane O'Grady from the London school of Philosophy to speak in October. Girls have also been involved with a research project led by Dr Duits (HoD at the boys' school) on freedom of the will.	Mondays after school

Joint Theology society	V - VIII	6 at the inaugural meeting	Speaker (Rev. Jim Blackstone) gave the inaugural lecture of this society in March.	After school Day varies
Joint Philosophy dinner	VII and VIII	Approx. 20	The highlight of the year for Senior girls studying philosophy. An opportunity to meet their counterparts at the boys' school and share A level experience before their examination	
Trip to Neasden Temple	UIV	Whole year group	Every year we take the UIV to visit the Neasden Temple to fit alongside their curriculum on Hinduism	Summer term (June)
Trip to Rochester	MIV	Whole year group	Combined with the history department, this trip gives the MIV an opportunity to visit a castle and a cathedral.	Summer term (June)
Trip to Walsingham/ to be replaced by a trip to a Mosque from Sept 2016	V and VI	Girls doing the GCSE course	This trip no longer runs but used to run in tandem with the unit on Pilgrimage. From 2016 girls will instead visit a London Mosque in line with the new IGCSE specification.	TBC.
External lectures and study days	VII-VIII	varies	Attendance at a lecture at Harrow school between Stephen Law and Alister McGrath Attendance at a Candle Conferences study day with speaker Peter Vardy	Autumn Term 2015 Autumn 2014
Essay prizes	VII-VIII	1 or 2 enter each year	Genevieve Arnaud – Newnham essay prize 2015.	Varies

SUBJECT: Russian

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Cultural trip to Moscow-St Petersburg	LV, V	15	Girls were introduced to rich Russian culture	15-21 Dec 2017
Orion voluntary work placement	VI - VII	Sienna B-P is going alone	Note: Put on hold for groups at the moment because of some new policies in Russia regarding charity organisations.	Summer holiday 2017

Russian plays	VIII	4	“Heart of a Dog”, Arcola theatre Three Sisters, Piccadilly theatre	10 February 2017
BBC debate on Russia and West	LV-V (Russian & Debating)	9	Joint trip with Politics Dept. to a debate attended by over a thousand people and televised	8 June 2017
Kirillitsa club	UIV - V	7-8 approx.	A group of girls come regularly to the club. Sophie Benbelaid has been leading the club all year through without fail	All year once a week
Russian Day	All years , in lessons	approx. 35	Ballet lessons. and talk on literary translations from Russian by Professor Robert Porter, University of Bristol	January 2017
Russian lecture	V-VIII	15 approx.	Lecture on Bulgakov (125 anniversary) by Professor Julie Curtis, University of Oxford	January 2017
Russian concert	MIV-VI (Russian & Music)	25	Joint trip with Music Dept. to see Southbank Centre concert of Russian music with St Petersburg Philharmonia & pianist Martha Argerich	January 2017
Santa Run charity event	MIV-VIII	15 approx.	Raised around 2,000 pounds this year for the needs of the foster families in Orion and Kitez	December 2016

SUBJECT: Overall Science

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Junior science club	VII run for MIV/UIV	Approx.20 MIV/UIV 3-4 VII	Very popular fun experiment based weekly club.	Weekly
Science society	VII run for LV upwards	2 VII 20-50	VII organise range of outside speakers to do short lunch time talks on range of STEM related topics and careers	Fortnightly
Science Week	VII run for whole school	Committee approx. 20 VII	A committee of senior girls organise a range of activities including challenges, quizzes, fun experimental activities, competitions, assemblies	Mid March

	MIV to V	All students	and talks. In lesson activities with MIV to V year groups (talks, practical challenges, Inflatable planetarium. DNA extraction)	
CaCO ₃	VII editors	4-6 editorial team, 10+ contributors all years	Science magazine	Winter & Spring
UIV cross curricular projects	UIV	All UIV	Science lessons used to work on multi-disciplinary team projects during science week (2016 & 7 Mars Lander design project).	Mid March
MIV Science Fair	MIV	All MIV	Lesson time used to plan and carry out science investigations. Whole year science fair off timetable.	Mid March
British Association CREST awards see http://portal.spgs.org/science/extracurricular/crest-awards	UIV-VIII	Approx. 5-15 per year	Nationally recognised award scheme for STEM related projects and investigations. Approx. 10 girls annually awarded silver or gold with a few more in the pipeline.	All year
Nuffield Research Placements see http://portal.spgs.org/science/extracurricular/nuffield-research-placements	VII	2-5	Very competitive scheme: 4-6 weeks practical research project in professional laboratory. 2015 5 places, 2016 3 places, 2017 2 places (scheme has limited numbers this year). Most go on to write up project and receive Gold CREST award and/or present at Big Bang National Young Scientists & Engineers Competition Fair	July/August
Essay competitions: Newnham science essay, Peterhouse Kelvin Prize, Living Rainforest & NIMR essay competitions	VII	Approx. 5-10	1-3 entries per essay competition each year across a range of science disciplines. Living Rainforest honourable mention & finalist (2014 & 2015), Newnham highly commended 2014, 2015), NIMR Winner 2013. Newnham Engineering 1 st prize Thea Krumins, Physical Sciences HC Anna Stevenson, Biological Science 3 rd prize Rachel Jones.	Various – Spring term mostly
Various national competitions/events/courses – see portal at http://portal.spgs.org/science/extracurricular and http://portal.spgs.org/science/extracurricular	All years	Various	Girls encouraged to take part in various national competitions throughout the year. Advertised to all eligible girls. For example: National Science and Engineering Competition culminating in presentation at the Big Bang Fair. Several teams (LV to VII) have represented us here 2013-15 with student led projects and investigations. 2017 Shalini Subbiah Copper Uncovered winner	Spring

e/extracurricular/higher-education-and-careers				
Imperial College Natural Sciences Competition	VII	5	Two teams submitted poster proposals for 'The most significant scientific discovery or achievement of the last century' (penicillin and quantum physics)	Jan 15
Ri Masterclasses (new in 2016)	LV	5-10	Saturday masterclasses in computer science, engineering + other STEM areas. School nominates select number to attend.	Autumn
GCSE Science Live	LV	All LV 110	Lecture day for GCSE students featuring high profile speakers (Brian Cox, Steve Jones , Andreas Sellas etc)	Spring
Robotics workshop	LV	All LV 110	1 hour robotics work shop in science week – paid for with Arkwright funding	March 2017
Auriga Inflatable Planetarium	UIV	All UIV 110	40 mins talk with projection in an inflatable planetarium on the Solar system. Open session at lunch time on Life of a star	March 2017

SUBJECT: Spanish

Co-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Gredos trip	LV	20 approx.	Not running in 2017 – insufficient interest in LV. Running 16-22.18 as normal.	End of August
Barcelona exchange	VI	20 approx.		October half term
Argentina exchange (unaccompanied)	VIII	4		October half term
Lorca theatre production, Baron's Court	VII/VIII	25 approx.	Attended independently by seniors	November
Spanish BFI Day	VII	18	BFI on Almodovar to prepare girls for topic component of the Pre-U. Good content but translated throughout which was inappropriate for	November

			A Level.	
Spanish speaker	LV - VIII	As many as wish	Dominic Keown (Cambridge) – the Civil War and strife	October
Spanish Day	UIV-VIII	all years	Talk by PMV on Argentinian culture, mask making workshop in Great Hall.	October
Hispanic Theatre Festival	VII and VIII	6 approx.	Unable to attend in 2017 as it was on Colet Day.	Early October
Spanish Essay Competition	VII	As many as wish	Cressida Norridge entered the ‘Spanish Flash Fiction’ competition.	January 2017
EDOL – Spanish entries for the ALL competition	All year groups	As many as wish	Gypsy Barber came Runner Up for the Senior competition and Anjali Perumalpillai came First for the Intermediate competition	October

Clubs and Societies (extra-curricular)

Extra-curricular activity	Year groups	Numbers of girls involved	Achievements: Highlights/ individual or group successes	When does it take place?
Anime club	MIV-V	Varies (approx. 10)	This has been an entrepreneurial success for Sarah Iwamoto-Stohl. She has taken the lead in running the society and has gained a small but loyal following.	Friday lunch 2
Architecture Society	All	C. 12	Student led society.	Thursday second lunch.
Asia Society				Monday lunch
Bridge club	All (most from current V and lower school)	10-13	Girls have played in local, county, national and international competitions, although their results so far have reflected their relative inexperience. Two girls are in training for the U16 England squad.	Thurs lunchtime drop in

Charities Committee	VII	10	Amnesty Concert, Teachers vs Students Lacrosse, Pyjama Day, Fashion Show, Stalls at Sports Day, Assassins, Teachers Weakest Link, Frozen Day, Candy cane sales, Bake Sales.	Thursday 12pm room 117
Chess Club	MIV-VIII	6	Worthy performance at the National Eton Rapidplay tournament. Qualified through to the final of the National Schools Girls' Under 19 Chess Championships. Placed 3 rd nationally.	Tuesday lunch
Chess club professional coaching				Friday lunch
Chineasy Club	VII girls MIV-VI girls	10 VII girls	Peer support club for helping middle and lower school girls learning Chinese	T26 Wednesday
Christian Forum	All	4-6	Range of speakers coming in over the year.	Thursday lunch
Creative Writing Group	Lower and middle school	c. 10-15	Weekly meetings. Participants often enter school and national writing competitions.	Tuesday after school during the Spring term
Dead Poets' Society				Friday lunch
Dissection Society	All	Approx. 30	Fortnightly dissection club, where we dissect organs and whole organisms. Led by 7 th girls in small groups	Tuesday first lunch (alternate weeks)
Engineering Society	all	20 (split into 2 groups)		Tuesday 4.30 – 6.15
Equestrian Society	MIV	8		Wednesday after school (Autumn and Summer terms)
Feminist	V-VIII	Varies (approx. 20)	Able run by two sixth formers this society provides a space for girls to discuss a range of feminist issues. Particular highlights include the sessions which are joint with the boys' school. Encouraging debate between boys and girls on a range of feminist issues has been an exciting challenge this year	Monday lunch

Film Society	V-VIII	4-12	Inspiring leadership from Sonia Kahn, who has identified films/events to attend and spread her enthusiasm for film to other girls from across the middle and senior schools.	Various evenings, c. once a half-term
Food culture club	MIV-V	15	None in particular -	Thursdays first half of lunch
Gardening club	UIV	5	New group on Print Studio roof terrace. Girls have planted up large pots with winter bedding and sown autumn seeds for both ornamental and salad plants. Girls have been providing own seeds and equipment and developing ideas about what they want to do in the group.	Various evenings, c. once a half-term.
History of Art society				Occasional lunch
History Club				Wednesday first lunch
History Quiz club				Tuesday
Joint Philosophy Society	VI-VIII	Varies (approx. 30)	SPS and SPGS take it in turns to host each week and a different student each week will present on a topic and chair the discussion that follows. Presentations thus far have been impressive in scope and discussion has been lively	Thursdays 4.45-5.45
Junior Philosophy Society	LV-V	Varies (approx. 10)	Students meet once a half term. SPS and SPGS take it in turns to host and chair a discussion on a topic of their choosing.	occasional
Junior Film Club		6		Monday lunch
K-POP (Korean Popular Culture)		10-20		Friday second lunch
Law society	VII, going down to V	C 10-15	Annual moot vs SPS re-constituted in 16-17; SPGS, led by Laura Harray and Marua Mukanova-Finch, victorious. Good engagement with legal alumnae (2 OPs adjudicated moot)	Thurs lunch 2
Life Class	LV-VIII	30 in Autumn term, then fewer as the	Drawing is taken in both traditional and non-traditional mediums, from graphite and charcoal to clay modelling, relief printing and monotypes, all working from the human figure.	Wednesday 4-6pm

		year goes on		
Literary Society	All but mainly seniors	c. 10-15	Weekly talks given by girls, staff and visiting speakers.	Tues lunch 2
Medical society	LV-VIII but particularly VI and VIII potential medics	Varies approx. 10-20		Wednesday lunch 2
Middle School Sanskrit club				Tbc
MIV Discussion Group	MIV	?	Depends!	Tbc
Multilingual board gaming	MIV-VIII	20-30	New club. Successful first meeting with over 20 girls from range of years and language backgrounds with language teachers helping out, Fun, calm atmosphere, Will be a drop-in club.	Thursday second lunch
Origami				Thursday lunch
Peace and tranquillity			15 minutes of mindful meditation. A chance for pupils to get some quiet time/head space during their busy weeks. Small but loyal following from the current VI.	Tuesday 1pm
Peer support -Chatterbox Peer Support lunchtime club Homework club Mon and Wed after school in library 4.15-5.15	Open to all	Current team = 24 VI Last year's team = 18 VI	Chatterbox and Hmk Club: Run independently by girls in VI (18 2015-16. And 24 2016-17) A drop in club with range activities run to encourage inclusion, participation and opportunity to mix with girls across year groups/forms. Has primarily been attended by MIV. Homework club – library is manned by the team Mon and Weds after school for anyone wishing to use the library for study. Peer Support have also run: Year group quiz, MIV helpdesk, assembly on Gratitude and postcard scheme, Film nights, TFTD, Art installation, various PSHE sessions on friendship, V option choices and MIV approach to revision,	Monday 4pm

			International Women's Day role models etc. The Peer Supporters have also mentored a few MIV students this year and are here to provide support/advice to younger students if they need some and run sessions for the year 5 enrichment day.	
Philosophy Society	VII-VIII	5-15	Just good analytical discussion. It is always pleasing to see a student's thinking develop over the course of a year or more	Thursday lunch
Psychology Society				Thursday lunch
Re-store				Monday, Wednesday, Friday lunch
Riding for the disabled	VII	3		Thursdays 5.15 – 9pm
Robinson society	LV-VIII, most heavily attended by senior school.	10-15 core, with others coming to specific talks.	Girls are encouraged to present their own research and hold debates on topics of relevance to economics, with often insightful results. Girls on the committee are also involved in selecting and inviting external speakers to come to the society.	Alternating Tuesdays Lunch 1
Russian cultural club	LV-VIII	10-20	Aim is to organise joint trips with other departments, building on joint trip with Music dept to Russian concert last year attended by 30 girls MIV-VI and trip with Debating Society to Russian debate in June. First outing = 10 girls joining SPGS drama trip to Chekhov play at Lyric on 30/10. Second outing = possible joint trip with Art/History of Art to Tate Modern Russian exhibitions end of Jan.	occasional
Russian newflash mob	V-VIII	8-10	New club. Lively first meeting of girls in V-VIII. Will have a rotating chair for girls to take the lead. Seemed to work in a morning break but will keep under review.	Wednesday 10.15
Sacred Heart for Art Detectives				Wednesday lunch
Scuba Diving	Open to UIV up to VIII. Current	2	Restarted in Sept 2015, still trying to attract more members and potentially run diving trips abroad	Wednesdays at the pool

	members are in VI and VII			
Shakespeare Society				Thursday lunch
Spanish culture club				Tuesday lunch
SPEAC	MIV-VIII with VII as leading committee	Varies with approx. 6 on the committee	Dragon's Den event in October 2015 with the winning team having a board at lunch displaying food wastage amounts	Thursday break
Spectrum				Wednesday lunch
Studio Recording Club	MIV – VI	Usually about 20		Wednesday after school
Theatre 101	MIV – LV	10 – 20	New club – led by Costi Levy – one of the drama scholars. A ten week programme which delivers an introduction to the technical and directorial side of theatre.	Monday lunch
Volunteering in primary schools	VII (+ occasional VIII)	Circa 30		Arranged on individual basis
Vox radio	VII and VIII	8	Increase numbers of radio team Portal page access Links with rest of the school through interactive shows Staff takeovers Promotion of Songfest entries and winners Live lounge show	Friday 10.15
French debating	V and VI			Monday 12.10 – 12.40, T25
French debating	VII and VIII			Wednesday, 12.10 – 12.40, T29
MIV science club	MIV	30		Tuesday 12.45
Vet Society	MIV - VI	8		Friday 12.45