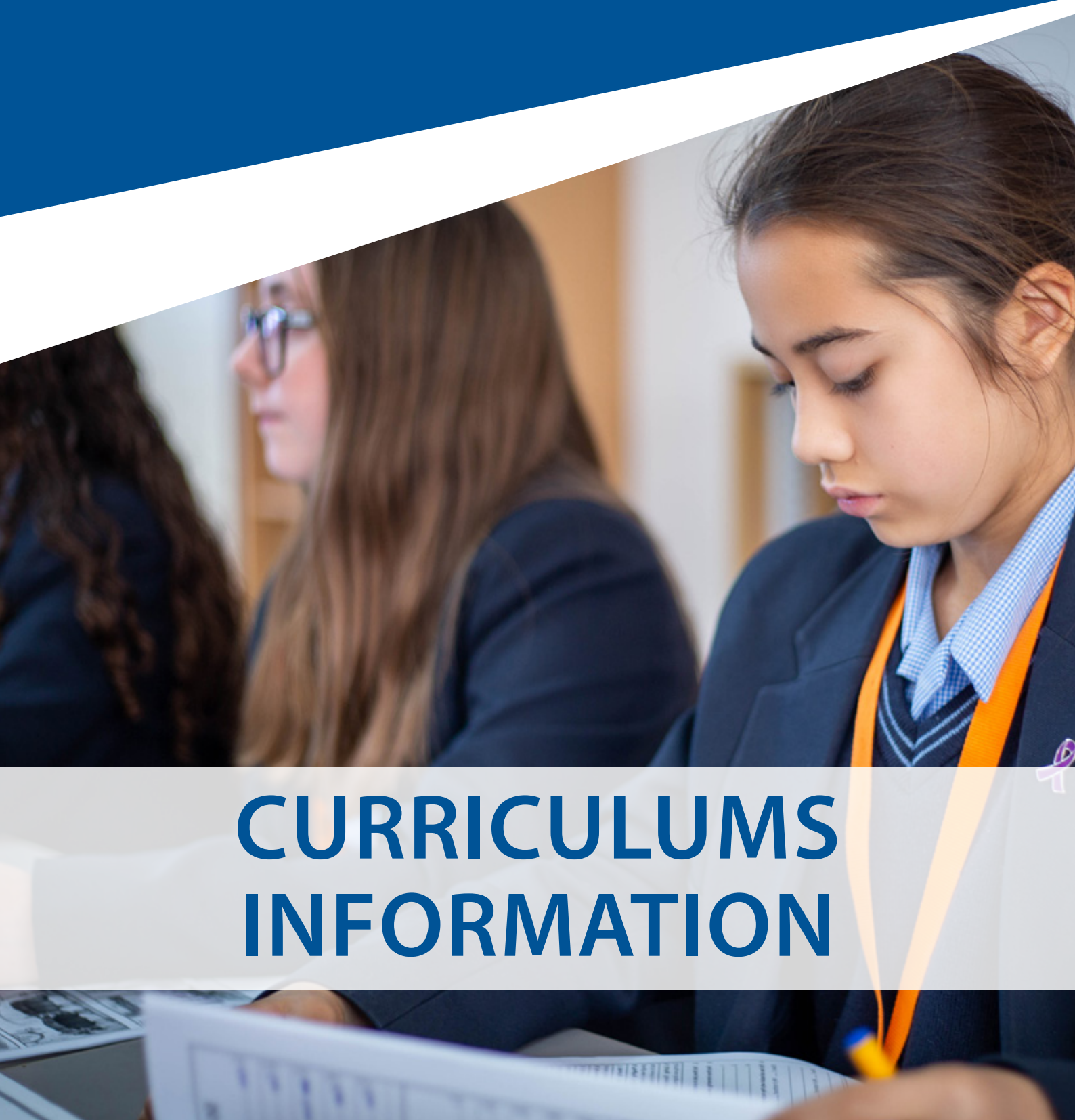


The CHSG Way

2022/2023



CURRICULUMS INFORMATION



Carshalton High School for Girls
Excellence: everywhere, every day.

#teamchsg

School Context

Located in Carshalton in the London Borough of Sutton, our school borders Sutton, Croydon and outer London. Students are drawn from the local area of Carshalton and Wallington and also from surrounding areas in the London Boroughs of Croydon and Merton. As such, we benefit from a rich multi-cultural student cohort, with significant numbers of students of British, Asian, African and Caribbean heritage in all year groups.

Just under a third of our students are in receipt of Pupil Premium funding, a third have English as an Additional Language and approximately 10% are identified as having Special Educational Needs. The socio-economic status of our students has remained relatively stable over the last few years, however the prior attainment of our students has shifted significantly from low to average in the past 3-4 years.

Our school is part of the Girls Learning Trust, a Multi Academy Trust comprising of three all-girls schools in the London Borough of Sutton. Our school serves a very comprehensive intake of students and 10% of Year 7 students are selected through scholarships allocated on the basis of their aptitude for Music or Sport.

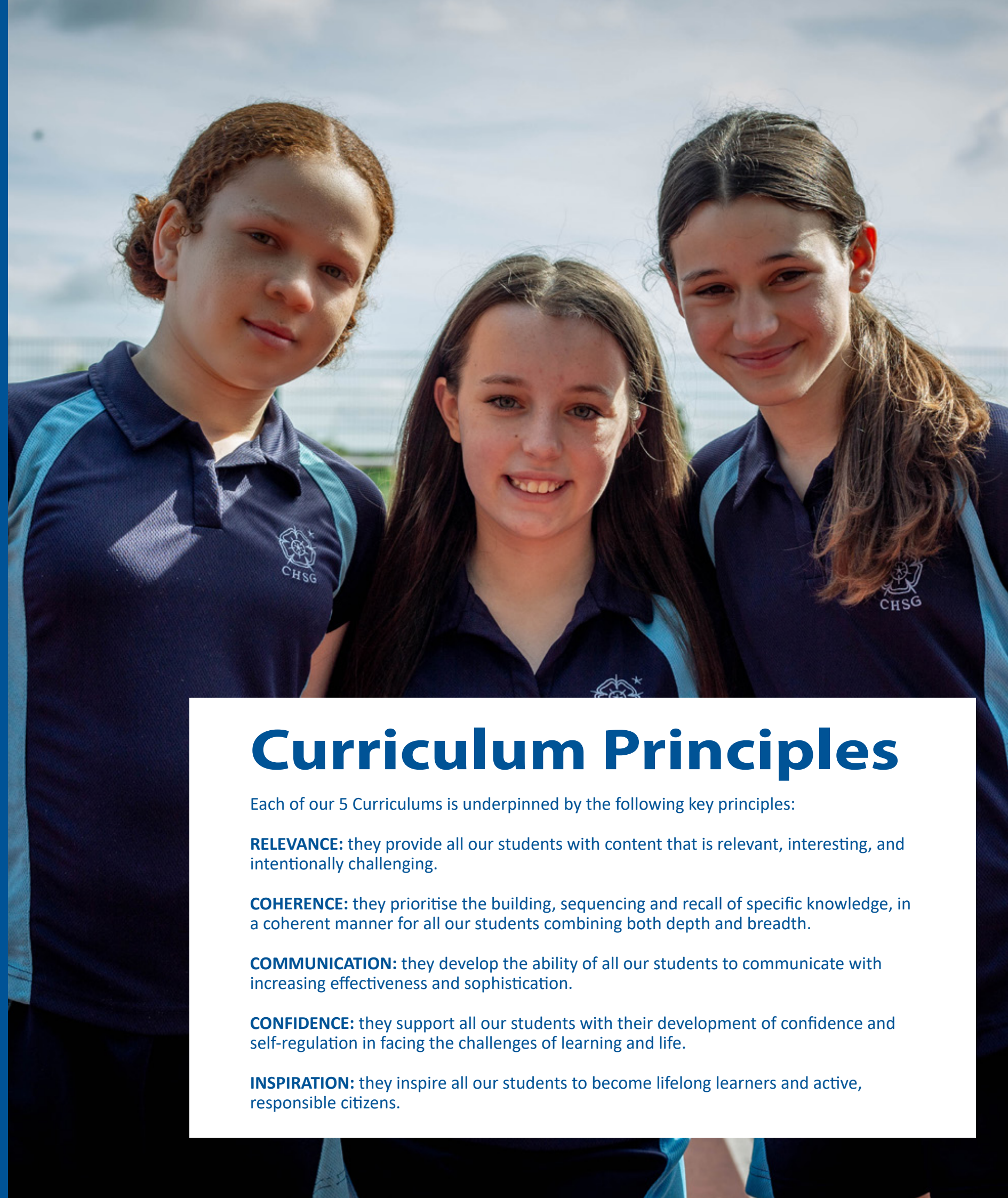
Our 5 Curriculums

Our students study 5 sequenced and coherent curriculums from Year 7 - 13. They are largely taught in independence however given their nature they do intertwine and connect in a relevant and carefully considered way.

The 5 curriculums are:

1. Subject Curriculum
2. Careers Curriculum
3. Leadership Curriculum
4. Literacy Curriculum
5. Personal Development Curriculum

We have intentionally set out to create and develop these as curriculums, believing they are of necessity and importance if we are to help support the next generation of strong, confident, independent young women who are ready to take their place in a future society and make a fantastically positive difference.



Curriculum Principles

Each of our 5 Curriculums is underpinned by the following key principles:

RELEVANCE: they provide all our students with content that is relevant, interesting, and intentionally challenging.

COHERENCE: they prioritise the building, sequencing and recall of specific knowledge, in a coherent manner for all our students combining both depth and breadth.

COMMUNICATION: they develop the ability of all our students to communicate with increasing effectiveness and sophistication.

CONFIDENCE: they support all our students with their development of confidence and self-regulation in facing the challenges of learning and life.

INSPIRATION: they inspire all our students to become lifelong learners and active, responsible citizens.



SUBJECT CURRICULUM

The Carshalton High School for Girls curriculum prioritises embedding aspiration with a culture of learning and provides opportunities to achieve far beyond limitations. It is strategically structured and contains carefully selected content to ensure that students are challenged and supported to develop as knowledgeable, inquisitive, resilient, and empowered young women, equipped with the requisite knowledge and dispositions for a successful and happy life.

Equity of entitlement to knowledge sits at the heart of our curriculum, with its core purpose being the acceleration of social mobility and improvement of life chances for all our students, regardless of their starting points. The decisions we have made regarding our curriculum offer have been driven by the goal of providing both an ambitious, challenging programme of study whilst maintaining an accessible and dynamic course option so that the needs of all students and their careers aspirations are met.

The curriculum embodies the purpose of our school. Our curriculum operates as a deliberate and explicit guarantor of both female and social equity as we work to counter the limits to opportunity that exist in society. The inventive design of our curriculum structure, our broadly traditional academic offer and our high-quality implementation are integral to what we do. The curriculum is ambitious and ensures that all our students have access to a broad and balanced canon of knowledge regardless of their prior attainment. Our curriculum aims to advantage the disadvantaged and all students have equal access to a diverse curriculum. Only when students have specific learning needs are there any necessary adjustments to the curriculum offer.

Our curriculum is coherent and cohesive. As well as ensuring that all aims and subject requirements of the national curriculum are met, each subject curriculum within it considers and incorporates our core curriculum principles. These principles are applied to the requirements and characteristics of each subject, thus ensuring that all subjects' curriculums develop disciplinary knowledge and understanding with fidelity while contributing to and delivering a coherent global philosophy.

The curriculum is designed to ensure that our students have access to a substantive body of Powerful Knowledge that will allow them to be more successful and to take advantage of opportunities, both economic and cultural, that otherwise might have been denied them. It prioritises the acquisition of knowledge, and this is central to all phases of planning and is made explicit in our processes and documents. All subjects work towards explicitly planned end-points at the end of each Key Stage and deliver carefully sequenced units of learning that build on prior learning to ensure students build, sustain and utilise stable memories.



All subjects place full access to learning at the heart of their planning and explicitly consider auxiliary knowledge, prior and future learning, anticipated challenges and misconceptions, required vocabulary, the sequence of lessons and common assessment opportunities, all of which also contribute to successful development of schema. British Values and Spiritual, Moral, Social Cultural aspects are also made explicit. Thus, within each subject we prioritise transmitting both the disciplinary and substantive knowledge required to think and communicate within the discipline, understanding that the former can never be taught in isolation but rather as an organic product of the latter. Central to this approach is an understanding that the cultivation of critical thinking is not something to be taught in isolation. We recognise that to think critically, students must know something to begin with. Therefore, enquiry does not drive the curriculum but rather tests its efficacy.

We recognise that language is the principal medium through which knowledge is acquired and securely retained. An enriched vocabulary enables better understanding of abstract concepts and ideas. We facilitate access to knowledge beyond our students' ordinary daily experiences through prioritising the acquisition of vocabulary across the curriculum. We explicitly teach subject and domain specific vocabulary alongside more generalised academic language, the kind of high-frequency academic language that students encounter across many different subjects that an educated adult uses fluently across different domains and in different contexts. Every CHSG teacher is dedicated to raising every student's level of eloquent, accurate and confident communication. The teaching of vocabulary is based on pre-planned and rigorous definitions, since it is the accuracy of these definitions that best fertilises conceptual understanding.

Teachers plan and implement activities in which these words are heard, spoken, written and read several times across teaching sequences. The curriculum both corresponds to and enacts our Literacy Curriculum, which is planned to ensure that within each subject, students are exposed to the seminal texts of the discipline and are exposed to a variety of texts both fiction and non-fiction both inside and outside the classroom.

Our curriculum is crafted to fulfil the demands of the national curriculum and attempts to go beyond this to invigorate and enrich the overall student experience, therefore unlocking the

potential of all our students. It both corresponds and is reflected in the other CHSG Curriculums: Leadership, Pastoral, Literacy and Careers. It is academically ambitious. It builds and coherently develops our students' knowledge, skills, and abilities to inspire success and encourage aspiration in preparation for their next stage of life or education, regardless of what that might be.

Curriculum Design

The curriculum is broad, balanced and academically ambitious and is structured to best meet the learning needs of all our students, providing them with appropriate breadth and depth of knowledge.

All students will study History, Geography and a Modern Foreign Language to the end of Year 9. Study of STEM, Computer Science, Art, Religious Studies, Citizenship and Music also takes place as discrete subjects, extended throughout Year 9. The study of some Key Stage 4 subjects begins in Year 9 to allow students to experience subjects in greater depth and to build competency to ensure academic success.

The Key Stage 4 and 5 curriculums also contain a vocational offer of subjects to best meet the needs of the entire student cohort while retaining an academic core.



CAREERS CURRICULUM

The CHSG Careers Curriculum aims to enable our students to transition successfully to a future career path. It provides opportunities, through both instruction and guidance, to build aspirations, develop capabilities, develop interests, and support the making of informed decisions about subject choices and pathways.

The choices students make have potentially life-shaping importance, affecting higher and further education, training, or employment, and social, financial, and health outcomes. Our students become more engaged in education and highly motivated about their future when they have a clear understanding of themselves and how they might live and work in adult life. The Careers Curriculum is particularly important for advantaging our disadvantaged students.

The Careers Curriculum is designed to raise aspirations, give students the skills needed to achieve their full potential and provide them with the opportunity to experience different career pathways. It is a structured programme of activities to support them in making decisions during key transition points at 13, 16 and 18 years old. It intends to enable students to manage their careers and career progression and provides guidance on how to sustain employability throughout their lives.

We aim to enable students to make well-informed decisions to become positive, confident, and successful members of society. The Careers curriculum is designed to challenge gender stereotypes, which we recognise is vital in an all-girls environment.

The Careers Curriculum complements the other CHSG curriculums. It is relevant to our students by providing an all-through programme of study of bespoke lessons that challenge misconceptions, build on knowledge, and give students opportunities that they may not have previously considered. The curriculum is coherent and builds on knowledge and skills within each year through a variety of activities that develop the skills for a successful working life. It develops students' communication skills by engendering discussion and presentation and written reflection in scheduled off timetable sessions. Students' confidence is built by promoting their skills and attributes, inspiring them to be lifelong learning and responsible citizens, able to make a valuable contribution to society.

The Careers Curriculum advantages the disadvantaged. We recognise the risk of students from disadvantaged backgrounds being otherwise neglected with regards to future career choices, lacking in the advantages other students' positive socio-economic environment. The Careers Curriculum considers that disadvantaged students may not receive as much or any support from home, for instance with useful contacts and pathways into high-status professions. We provide disadvantaged students with knowledge to make ambitious decisions. From Year 7 onwards they are introduced to post 16 and post 18 options and start to form the knowledge of career characteristics and the impact it will have on their future. All students



have encounters with employers and a range of higher and further education providers, ensuring all students are given opportunities that are not limited by their socio-economic circumstances.

We consider the local labour market context in which we work. We are a school in an outer-London suburb and our curriculum reflects this. Students are aware of the opportunities available to them due to our location. When our students engage in work experience in Year 10 and 12, they access large companies and businesses, often in the City of London. We have a bank of local employers that we call upon when placements are needed, and ensure placements are available for our disadvantaged students where home contacts and connections to the world of work are not available. We closely follow the local labour market intelligence and ensure the careers programme considers the demographic picture, as an example the top three job postings in the London Borough of Sutton for the first quarter of 2022 were in the fields of Health & Social Care, Business Finance and Legal followed by Education & training. We use this information to ensure students have additional exposure to these sectors through visits, talks and workshops and careers lessons are tailored accordingly. We also consider labour market intelligence from neighbouring boroughs as well as the general overview of South London. Students are provided with this information termly with a view of giving them knowledge to make decisions for their future choices.

Each Key Stage has a bespoke focus. The Key Stage 3 Careers Curriculum contains a greater emphasis on learning about different types of jobs. This is achieved through lessons focusing on different jobs and skills, Careers Days, and other activities. Key Stage 4 focusses more on the practicalities of the workplace, delivered through lessons, external speakers, and Careers Days. The schedule develops key skills such as creating a good CV, interview advice and customer service skills. Students are effectively prepared for post 16 transition through interviews with our Sixth form team and with our Careers Leader who advise on the best way to achieve their chosen path and aims to ensure that all students have a selection of options post 16. The Key Stage 5 provision continues to prepare students for the world of work or university depending upon their choices. Many of our students have parents who have no experience of university. Students are provided with the opportunity to experience university life through visits and are supported through each stage of the application process. Tutor time activities continue to prepare them for the world of work and Year 12 Aspiration Week further informs students of their future options post-18.

The Careers Curriculum is tailored to include the most vulnerable students. The SEND department identifies students in Year 7 who require further support them with careers education. These students are given additional support during careers lessons and are fully supported with securing work experience placements, are given individual sessions to find and apply for post 16 options and again in Year 13 to insure that post 18 options are made correctly.

The Careers Curriculum takes into consideration the Gatsby Benchmarks, The Bakers Clause and is mapped against the CDI's Career Development framework (April 2021). Lessons are appropriate for each year group, for example the Year 8 curriculum is heavily tailored towards Key Stage 4 Options regarding where subjects can lead to future career paths. This empowers students to make informed decisions which affect their future. Great care is taken to schedule and deliver a carefully sequenced programme within each year group.

The Careers Curriculum has been altered to account for the huge impact of the pandemic on Careers education. Years 8-11 have followed schedule for the year groups below to assure they have secure foundations and have covered content in detail. Thus, all students have a secure basis for their Careers education. Opportunities that were missed due to the pandemic including visits from higher and further education providers have been rescheduled and delivered. Students engaged particularly well during these sessions and express that being able to engage with external visitors has a positive effect on their learning.

A new Careers Centre was opened in September 2021, providing students with a dedicated space for careers in the school. This base, and the very existence of a Careers Curriculum has developed the profile of careers across the school. Bespoke curriculum resources across Key Stages 3 and 4, identical to layout and quality of those used in other departments, brings careers education in line with other subject areas. Dedicated lessons have been in place since September 2021, which brings rigour and structure to CHSG careers education.

All year groups have at least two dedicated careers days each year, with students working with external providers as well as our own staff. The Careers Curriculum supports subjects' curriculums through the delivery of subject specific careers talks in after school events so students can see the benefits of studying various subjects at Key stage 4, 5 and beyond.

All students in Years 10 and 12 undertake two weeks of work experience. This is designed to give them an insight into the world of work as well as developing such skills as confidence and communication. The Work Experience Programme affords students the opportunity to apply their knowledge of careers education to the real world and is particularly beneficial to our disadvantaged students.

All students are enrolled with the Unifrog online platform to help plan their pathways through school to career. Alongside this we deploy external providers in school, preparing students for interviews for university, college, apprenticeship, and workplace settings. We participate with the UNI Connect Programme and work with the Access Project with realising the aspirations of key students, particularly the disadvantaged.

The Careers Curriculum is implemented with consistency. Use is made of external speakers at key events such as assemblies and workshops, but CHSG teachers are central to implementation. We recognise that teachers must be able to deliver content outside their subject specialism. Teachers use centrally produced resources, bespoke to our school, to deliver Careers lessons. Sessions are delivered in unison, ensuring the entire year group are at the same point in their Careers education. Staff are given Careers CPD sessions to ensure they are knowledgeable and have high expectations. Additional support is offered to individuals as required, by the Careers Leader.

The Careers Curriculum ensures that students can make positive, well-informed decisions about Post 16 and 18 options relevant to their area of interest, abilities, and strengths. Regardless of background or starting point, students will be able to identify their own career path. Our students will know that they have a valued and important part to play in society, motivated to contribute in a way which best suits their interests and skills.

Our students will have enhanced careers aspirations, confidence, and communication skills. They will also have an in-depth knowledge of opportunities available to them. This will have been achieved through well sequenced activities both within and outside school, using the expertise of their teachers and outside agencies. Students will have had workplace encounters and will understand what it is like to work in a variety of settings, primarily, but not exclusively through work experience placements in Year 10 and Year 12.

Students will have developed independence and the requisite skills for accessing employment and training in completing applications and having interviews. They will develop the skills needed for them to be employable, whether that is voluntarily or paid and will know the value of having work and commitments in their lives.



LITERACY CURRICULUM

Literacy is central to students accessing the knowledge-rich curriculum, to their life chances after education and enriches the quality of their lives. Linking to the CHSG Curriculum principle of Inspiration, the more students read, the more they know, the more intelligent they become and the more likely they are to be happier, safer and live long fulfilling lives. We recognise the importance of developing a culture of reading for our students in building Powerful Knowledge, advantaging disadvantaged students who may not read as widely or at all at home due to a multitude of cultural, social and economic issues. We have carefully chosen a literary canon that is relevant, inspiring and ambitious for all our students. The books selected in the Tutor Reads Programme, Wider Reading and for disciplinary reading, are sequenced and link across curriculum areas, providing a relevant and coherent schedule.

The Literacy Curriculum advantages the disadvantaged. We recognise that key groups such as students in receipt of Pupil Premium funding and students with EAL often have literacy needs that require additional focus. This curriculum intends to meet that need and is unapologetically academic. We want to engage our students in opportunities for sustained reading to the betterment of themselves. The Literacy Curriculum focusses on the providing for the needs of our disadvantaged students, who make up a significant proportion of our student body.

The Literacy Curriculum recognises the significant correlation between students' reading ability and their eventual outcomes across all Key Stages and all subjects, including Maths and Science. It helps students gain knowledge which contributes to improved written and spoken communication leading to success later in life. Wider reading in subjects enhances students' content and disciplinary knowledge, thus fostering marked intellectual development. Thus, the Literacy Curriculum chimes with Ofsted 2019 comments about reading: *"If we want to give all children an opportunity, a good place to start is reading to them frequently, introducing new vocabulary and meaning within contexts that stimulate their thinking."* (Jan 2019)

We are aware of barriers to reading common to our students: fluency, comprehension, motivation. In order to create a culture of reading within our school, we have introduced three programmes within the Literacy Curriculum designed to tackle these barriers:

1. Tutor reads programme
2. Developed opportunities for disciplinary reading
3. The Wider Reading programme

Confidence in reading, intonation, fluency will grow through these programmes and with the increased use of Tier 2 language, our students will communicate with more effectiveness, sophistication and confidence. We aim to foster a love of reading and develop enquiring minds that think and question critically.

Students' ability to write extended prose and critically analyse debates improves alongside their skills to deliver concise, coherent reason and argument, both in written form and during verbal contributions in class. The link between the size of our students' vocabulary and their academic achievement is reflected in the importance of the Tutor Reads Programme. Each year, all our Key Stage 3 and 4 students have had an adult, expert reader, read over six books aloud. A shared enjoyment a good story and then being able to discuss it with peers enhances the experience of reading for our students.

In order to implement an ambitious and academic curriculum, some students are to supported with scaffolding in the form of modelling and breaking down complex texts into manageable chunks, identifying Tier 2 words and sharing synonyms to aid understanding. Tutor Reads allows teachers and students the opportunity to engage in our literary canon together in an accessible way that all benefit, particularly our disadvantaged students.

Tutors and new staff are trained to explain how to identify and introduce new vocabulary during reading sessions. Two words per session, introduced at the start through direct instruction and/or an engagement line e.g. 'Infuriated' means to make someone extremely angry and impatient. Oh wait and see how infuriated Zeus becomes when Prometheus stole fire from him.' Teachers are given guidance on precision, dual coding and how to work with dictionary definitions through a centralised CPD programme, with videos recorded to ensure consistent delivery within and across years.

Senior Leaders drop-in and often take over reading in classrooms to promote a 'Leaders are Readers' approach. SLT, along with the Literacy Lead, monitor how the reading takes place and offer support and guidance. Further training is offered for tackling sensitive content to ensure a consistency. The staff CPD library is housed in the Careers Centre so students see teachers engage with books beyond their subject discipline. CHSG staff continually act as literacy role models for our students.

The Wider Reading Programme is made up of a collection of books, curated by the Director of English and Heads of Department that enrich both the English curriculum and support and furnish subject curriculums. The collection is comprised of carefully selected books that prioritise and celebrate a diverse range of female writers. They are fully catalogued and readily available. Students from Year 7 to Year 10 select and borrow these books for Wider Reading lessons in English, take them home to read from every day and complete project work on them fortnightly. We have identified trigger warnings to ensure that all books are suitable for students' age while being challenging and relevant. Year 11 and 6th Form students also have a carefully crafted collection of books as part of the Programme. They also have a collaborative online reading blog in which they write and can read each other's blogs on topics such as 'Classics', 'Writers of Colour' and 'Modernism'.

Departments have also crafted a selection of seminal texts specific to the subject that enable our students to go beyond content delivered in lessons, enriching both their language and knowledge. Communication and confidence grows through reading fluency, an enriched vocabulary, knowledge and the development of oratorical skills.

Subject areas promote wider reading. Students are directed to subjects' seminal texts that inspire them to read more widely around topics to develop hinterland knowledge. Reading lists are made available, as well as academic texts such as journal articles for students to explore outside of the classroom. Many subject areas subscribe to academic publications, which are made available to our students. Many subjects subscribe to the Massolit online lecture platform. This exposes students to academic greater scholarship and discourse. Discipline specific texts are referred to throughout, thus widening the opportunities for our students to develop their knowledge and vocabulary further. A focus on disciplinary literacy ensures teachers include analogies, anecdotes, stories, models and explanations that illustrate and make accessible Powerful Knowledge. This builds cultural capital, captures students' imaginations and advantages the disadvantaged.

Year 7 students who are reading well below their age are identified in reading tests in at the start of Autumn Term. They are then paired up with trained 6th Form reading mentors who provide twice weekly tutor time reading sessions. Using books from the Wider Reading collection, mentors support their reading, by reading aloud, sharing reading or listening to reading. The mentors are also trained to have basic reading conversations about vocabulary. Students are retested in Summer Term for reading growth and progress.

The strands of the Literacy Curriculum provide students with requisite skills and dispositions. All students will have regular access to teachers reading aloud, modelling fluency, explaining vocabulary and sharing in a passion for reading. This shared social experience builds a sense of community and shared endeavour as well as increasing students' exposure to words and phrases not found in everyday dialogue. The chosen texts will enable the coverage of a wealth of themes and concepts valuable for personal development as well as leading to an

ongoing improvement of independent reading skills. Regardless of background and starting points, students are given access to a world removed from their own, opening countless possibilities. Students learn to listen to and enjoy story, which will have a powerful effect on their performance at school and quality of life.

Through exposure to rich academic, non-fiction and fiction texts that encourage intellectual development, students are enriched with contextual language and raise their overall aspirations and confidence with the written word. They are absorbed into an environment where reading is valued, opportunities for it are vast and varied and social norms and expectations around reading are collectively understood.

The quantitative impact of the Literacy Curriculum will be measured through a comparison of students' reading scores from September of Year 7 to the following year and then monitored year on year. Results in termly subject examinations, behaviour, attendance, feedback from both teachers and students and observations will be used to monitor the efficacy of the reading strategy both across the school and within subjects. Stronger use of the written word in examinations and more frequent use of Tier 3 vocabulary, both in written and oratorical form are expected to improve over time.

The teaching of disciplinary literacy in the curriculum and teachers trained to focus on teaching reading will ensure students are able to comprehend complex academic texts and questions through their increased knowledge of Tier 2 vocabulary. Tier 3 (subject specific) vocabulary that is unlikely encountered outside the subject but will be focused on, including etymology. This will have a positive effect on the students' performance in summative assessments and public exams.



LEADERSHIP CURRICULUM

The Leadership Curriculum aims to provide opportunities for students to develop leadership skills through a variety of inspiring, challenging initiatives which impact positively on learning, teaching and well-being for both students and staff. It seeks to empower students to work in partnership with staff. It intends to prepare students for Higher Education and for achieving personal and professional excellence in life after formal education. Through an eclectic range of inspiring leadership opportunities, students are enabled to become effective, influential, and compassionate leaders in society. The Leadership Curriculum aims to be wide-ranging, inclusive, and accessible to all, particularly our disadvantaged students.

The Leadership Curriculum advantages the disadvantaged. The intended skills that we want our students to develop correspond to wider principles of communication and confidence. It draws on relevant content and provides opportunities of appropriate challenge our students. We want our students to be bold and brave. We encourage our students to take risks, and as a girls' school we provide a safe learning environment which encourages them to learn from their mistakes without fear of embarrassment. We encourage students to move beyond their comfort-zone and learn that making mistakes is necessary to eventual success. We recognise that girls can often lack confidence in their own abilities and look to others for approval. We are well placed to nurture and build students' self-esteem and self-confidence.

We aspire for our students to leave CHSG as confident, compassionate, and creative women, able to shape the future in a way that empowers them. The Leadership Curriculum is broad and inclusive and equips students with the qualities, experiences, and ability to lead others, and as importantly, themselves. We provide opportunities to cultivate collective leadership responsibility. Student Leadership means taking active roles in our school community and developing a range of positive skills in the process; motivating, influencing, and directing people so that they work together to achieve the goals of a team. We provide opportunities to identify and display effective communication and interpersonal skills. All students are presented with a range of challenges, are encouraged to be collaborative and develop leadership skills to collectively solve problems and be successful.

The Leadership Curriculum responds to the fact that career progression is often different for men and women and that females are still under-represented in senior management roles nationally and globally. Students are instilled with an awareness that leadership opportunities cannot be casually sought or delegated, rather they must be created. By working through challenges and guiding themselves and others through the opportunities offered at CHSG, our students are given the opportunity to develop their leadership skills and confidence. At CHSG, we want our students to be happy and confident to put themselves forward.

We provide our girls with positive female role-models to aspire to and this encourages our students to have confidence in what women in general, and they in particular, can achieve. Each term, the House Team share a female role model and their attributes to inspire our students. This gives the opportunity to raise the awareness of a diverse group of female role-models and successful female leaders.

The Leadership Curriculum acknowledges that students have the potential to have a profound impact on the development our school. Involvement in leadership and Student Voice activities can improve students' learning as well as helping them to develop the skills needed to be successful outside of the classroom. Our leadership curriculum inspires students to create a culture of ownership, collaboration, and community in our classrooms and beyond. This has particular relevance post pandemic, and we strive to give students, both advantaged and disadvantaged, specific opportunities to develop their skills and work as part of a team, both inside and outside of school.





Council is elected from all year groups and is comprised of 2 students from each. It supports the student leadership team and works with students and staff across a range of different areas including Diversity and Wellbeing, Teaching and Learning, supporting our community, and charity work. The Student Council is student-centred, allowing students to learn to work together to play a positive role within our school community. Meetings are held twice per half term, run by the students with a member of SLT acting as facilitator and guiding agendas.

We have also identified leadership opportunities for students, developed the whole school Co-Curricular Programme and the School House System. Engagement is monitored digitally through the School Gateway App to allow students to register and sign up to clubs and for staff to monitor attendance for these activities. A central leadership document also identifies and logs leadership opportunities within subject areas and in specific aspects of school life. The document is shared with students, staff and parents and tracks provision across the school. For example, Transition Talks for Year 7, facilitated by Year 12 students has 25 available places for students.

An annual Student Leadership Week takes place in Spring Term. As part of this week, staff deliver leadership sessions and we host the CHSG Leadership Conference, with guest speakers from across the Girls Learning Trust. This is led, in part, by the Year 11 Head Girls.

All staff are provided with training as part of the central CPD programme with a focus on opportunities and the benefits of developing students' leadership skills, delivering leadership sessions through the PDP programme and within subjects.

Many Leadership activities focus on improving the quality of teaching and learning in the classroom and supporting our vision for inclusive leadership that generates a culture of shared responsibility and pride for staff and students.

We encourage all students to take on leadership roles in the school community and this is vital to developing our values and vision. A standalone Leadership Programme brings together opportunities and leadership programme strands. The programme is carefully sequenced and each year group has a specific focus, providing opportunities to develop a range of skills from Year 7 to Year 13. A number of sessions are delivered through the whole school Personal Development Programme, which reflects our belief that leadership is an essential component of personal development.

The Leadership Curriculum gives a clear structure to Student Voice. Each year group has its own Student Voice overseen by the Head of Year. Staff and Student Voice representatives in each year meet regularly to discuss matters of interest. This provides the girls with opportunities to debate initiatives and to take responsibility. Recommendations are shared with the School Council representatives to discuss at School Council meetings. The Student

Students of all ages are engaged in exciting and challenging leadership opportunities through which they develop their skills and leadership dispositions and learn more effectively. This delivers wider benefits of a cohesive school community with relationships strengthened through the skills acquired as part of the leadership curriculum.

Student Voice is a key mechanism for monitoring and evaluating the impact of the Leadership Curriculum. Several of the Council's recommendations have been adopted, such as improving the school's rewards system and the restructure of the House System, with a focus on an inspiring female role model each half term.

We aim to close the confidence gap through the impact of our leadership programme to develop confidence in all our students, particularly those from disadvantaged backgrounds, and equip them with a range of leadership skills. Many of our students exhibit perfectionist traits and lack the confidence to take risks and embrace fear, and the Leadership Curriculum explicitly counters this. The impact of girls actively engaging in leadership activities by experiencing a fear and problem-solving situations is powerful. The role models that they are exposed to have a key role to play in the success of the programme. This is important because "girls need to see it to be it".

PASTORAL CURRICULUM

An excellent Pastoral Curriculum for every student is core to education at CHSG. A broad and varied pastoral programme enriches the experiences and improves the outcomes of our students, particularly the disadvantaged, and we recognise the positive impact of these, both at school, and in the wider life.

The Pastoral Curriculum acknowledges that our students are growing up in an increasingly complex world where lives are lived seamlessly on and off-line. This presents positive and excellent opportunities, but also presents challenges and risks, particularly for vulnerable students. In this environment, our students need to know how to be safe and healthy, and how to manage their academic, personal, and social lives positively. Our Pastoral Curriculum is dynamic, supportive, and responsive and gives students requisite life-long knowledge and dispositions to thrive within and beyond school.

The Pastoral Curriculum aims to develop key building blocks of healthy, respectful relationships, focusing on family and friendships. It works in parallel with the essential understanding of how to be emotionally, physically, and mentally healthy. We know our students live in a world where gender, class and race inequalities regarding employment, educational and social opportunities exist. Thus, our Pastoral Curriculum is at the heart of everything we do. The Pastoral Curriculum teaches mental wellbeing to ensure that students are well prepared for life's evolving challenges. It aims to equip students with the knowledge and capability to take care of themselves and to know how to access support when problems arise.

The Pastoral Curriculum aims to develop resilience and virtues fundamental to students' future happiness and success as productive members of society. Central to this is their ability to believe that they can counter societal gender inequalities to achieve academic and personal goals. We foster tenacity to encourage students to adhere to tasks that will help them achieve those goals, even when rewards may be distant or uncertain; and to recover from adversity and challenging periods in their lives.

The Pastoral Curriculum works to advantage our disadvantaged students. The Pastoral Curriculum is tailored to the needs of our students and the programme is made bespoke to each year group, meets statutory requirements, and is sequenced to ensure knowledge is built upon across Key Stages. It operates in synergy with our Pupil Premium Plan to ensure resources and strategies yield maximum benefit for our disadvantaged students and ensures they are equipped with the knowledge, skills and determination to succeed, thus closing the attainment gap.

The Pastoral Curriculum relates to and complements the principles of other CHSG Curriculums. It is relevant to students by focussing on issues that our students face in preparing them to be successful members of society through developing their understanding of the three key areas of Living in the Wider World, Relationships and Health and Wellbeing. It is coherent in the way it is structured to build on knowledge and skills from Key Stage 2 and the content is sequenced across Key Stages 3 to 5, building on prior learning to ensure

all statutory requirements are met. There is consistency between year groups with the ability to revisit topics across the academic year and within key stages.

The programme of study is mapped to ensure our students develop their communication skills through a range of opportunities both in and beyond the classroom. Through extensive opportunities to discuss a range of pertinent topics that impact on students' lives, the Pastoral Development Programme enables students to become confident communicators with the ability to articulate their views with increasing sophistication. It seeks to develop our students' self-confidence. Areas such as 'forming and maintaining respectful relationships, self-concepts and managing risk and personal safety seek to build students' ability to self-regulate when faced with challenging situations. The Pastoral Curriculum is designed to provide inspiration to our students by giving them opportunities to engage with external organisations and reflect on how they can draw inspiration from these experiences. Through celebrating our rich and diverse heritage the programme of study allows students to be role-models within school and the wider community which develops their potential to be lifelong learners and leaders.





We have a range of outstanding support systems and resources within the Pastoral Structure with specialist staff dedicated to providing personalised support and guidance. All CHSG teachers play an active role in delivering the Pastoral Curriculum. Form tutors deliver a centrally planned and resourced Personal Development Programme to their tutees. High levels of consistency are achieved through timetabled sessions and comprehensive resources, many of which are made in-house. This is complemented by high quality training through our whole school CPD programme to ensure a high level of consistency is maintained within and across year groups. Through regular meetings and feedback sessions, the programme is continually evaluated and adjusted to ensure it meets the needs of our students and addresses current, local and national issues.

The Pastoral Development Programme delivers on the three key strands:

- Health and Well Being
- Relationships
- Living in the Wider World

The delivery of the Pastoral Development Programme is through a variety of methods:

- Timetabled sessions Monday-Thursday 2.40pm – 3pm delivered by form tutors
- 5 whole school Personal Development Days delivered by both form tutors and outside agencies as required
- Fortnightly newsletters through which parents are provided with advice and information on how best to support their child
- Displays/leaflets – through which students have access to a range of material offering information and sources of support and guidance

The Pastoral Curriculum goes beyond statutory requirements with a broad curriculum, teaching relevant content such as economic wellbeing, Careers and Enterprise education and the assessment and management of personal safety. The Pastoral Curriculum also supports and incorporates statutory guidance on Relationship Education and this is a key component of the programme. Thus, our students are well equipped to succeed and be happy in their future lives.

Current Pastoral Development Programme schedule:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living in the Wider World	Relationships	Health & Wellbeing	Living in the Wider World	Health & Wellbeing	Relationships
Self-concept	Consent	Mental health and emotional wellbeing	Financial choices	Managing risk & personal safety	Contraception & parenthood (Y7-10)
Learning skills	Bullying, abuse and discrimination	Managing risk and personal safety	Media literacy and digital resilience	Sexual health & fertility (KS4)	Social influences
Childhood cancer awareness	Forming & maintaining respectful relationships	Healthy lifestyles		Drugs, alcohol, & tobacco	Relationship values
	Positive relationships	Puberty & sexual health (KS3)			
	Contraception & parenthood				
	Relationships (Y11)				

The Pastoral Curriculum has the potential to have a profound and long-lasting impact on the future lives of our students. The structure of the Pastoral Development Programme links to a variety of curriculum areas ensuring that the mainly skills and disposition based Pastoral Curriculum helps to embed and build upon knowledge learnt in other subject areas.

The skills taught and practised aim to provide the foundation for a lifetime of positive relationships, physical and emotional wellbeing and the ability to play a key role as an effective citizen in the wider world.

A range of metrics are employed to analyse and draw conclusions of the effectiveness of the Pastoral Curriculum, including exam results, behaviour data, attendance data, destination data and student/staff/parent surveys. Our students show an understanding of how CHSG staff and systems help to keep them safe and are aware of the importance of positive relationships between themselves and others. The impact of the Pastoral Curriculum is evident in how well our students relate to each other in our classrooms, playgrounds and in the wider community; on how effectively they manage disputes; on how caring they are to themselves and others.

The CHSG Way Documents

We have a clear vision for our school, and this document is a companion piece to the CHSG Culture Code and the CHSG Teaching & Learning Handbook.

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