



Curriculum Policy 2022-2023

The School's Mission Statement

We aim to produce well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school.

To fulfil these aims we:

- create and maintain a learning environment that is secure, stimulating and enjoyable;
- enable our pupils to achieve academic success and develop extensive knowledge, skills and understanding;
- enable our pupils to benefit from a curriculum rich in enquiry-based learning and STEM educational learning opportunities;
- help pupils prepare for adult life by developing appropriate values and fostering self-confidence, mutual respect and a sense of duty; and
- enable pupils to learn about, and benefit from, both British and Qatari culture whilst abiding by the laws of Qatar.

Purpose

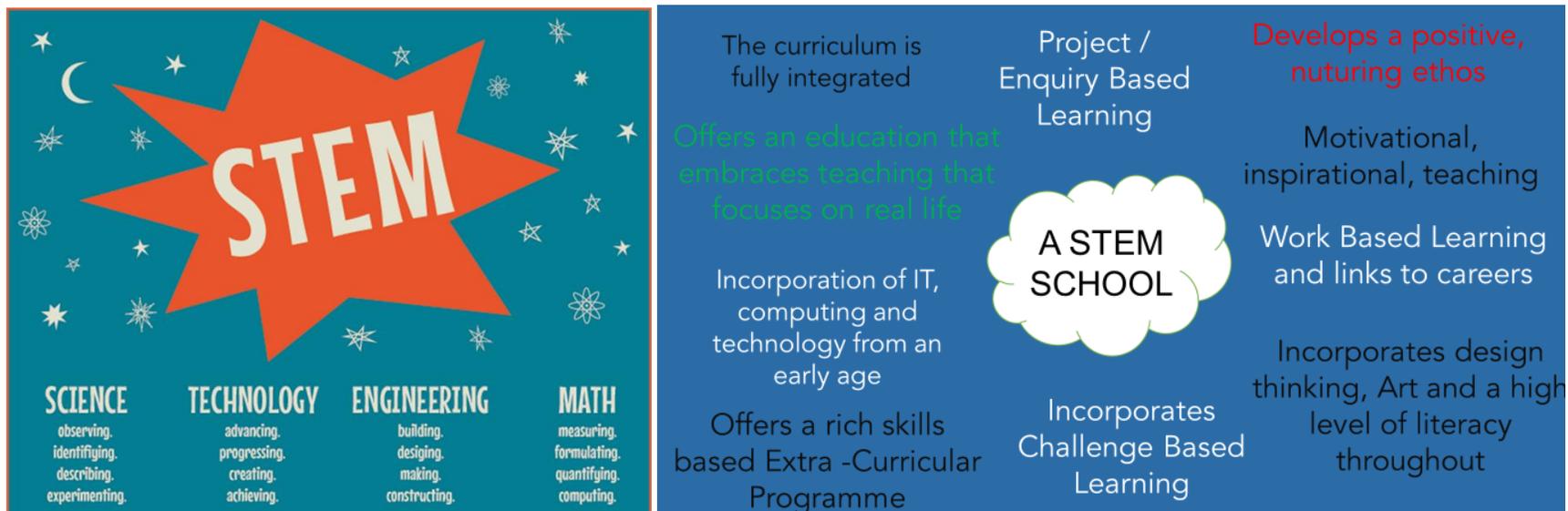
The school, as stated in the Mission Statement above, aims to offer a varied curriculum to its pupil cohort that prepares young people for future life opportunities and further study if desired.

We plan a curriculum that is balanced, challenging and relevant for the 21st century. As such, it is designed to deliver our vision and mission. It is based on the National Curriculum of England 2014 (including later updates in 2015, 2016 and 2021), adapted with STEM opportunities throughout, and adapted towards the local requirements of our international setting. We regularly review what we teach to keep the work up-to-date and stimulating for our pupils. Pupils with additional needs are supported whilst our more able pupils have the opportunity to deepen their understanding and develop their skills to a higher level (see Intervention and Learning Support section later in this policy).

All curriculum plans and schemes of work provide content, skills and teaching styles appropriate to the ages and abilities of all pupils and provide linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum is enriched by a wide range of extracurricular activities. All Muslim pupils receive lessons in Islamic Studies and all pupils for whom Arabic is a first language receive compulsory Arabic lessons. There is also the opportunity for pupils to study French and Spanish and Arabic as a second language. All pupils (up to Year 9) study Qatari History, either in Arabic (for first language Arabic speakers) or in English (for non-native pupils). Pupils also participate in a PSHE programme that reflects the school's aims. Physical Education and Music form part of every pupil's curriculum from Pre-School to Year 9. Pupils in Years 10, 11, 12 and 13 do not study Music as part of the taught curriculum (there is the option to opt into extra-curricular Music after school) but Physical Education lessons are compulsory throughout the school.

For education to be relevant and effective for the future, we offer a curriculum that not only imparts knowledge but affords pupils the opportunity to discover it for themselves, to scrutinise it, to apply it within creative, problem-solving situations and then discuss and communicate it to others. It is more than a list of content to be memorised - it is a scheme of work that promotes active engagement, creativity and independent learning in the classroom. This prepares pupils for the demands of the modern workplace and the challenges they will face in later life.

STEM learning opportunities and the concepts of STEM education are built into all learning throughout the school. STEM is more than just the subjects of Science, Technology, Engineering and Mathematics - it is a holistic way of learning where inquisitive thought processes, collaboration, innovation and teamwork are embedded into the way pupils learn. With excellent Science facilities, a Maker Space, a Virtual Reality Room and designated STEM time, our pupils can access additional educational learning opportunities unlike those in other schools. We encourage all our teachers to build a STEM-rich curriculum and fully utilise the resources we have. The curriculum is aligned with the school Mission and Vision and created to meet the pupils' physical, social and physiological needs.



The school is split into three key sections:

- **Pre-Prep:** Pre-School, Reception, Year 1, Year 2 and Year 3
- **Juniors:** Year 4, Year 5, Year 6, Year 7 and Year 8
- **Seniors:** Year 9, Year 10 and Year 11 (will include Year 12 in September 2023 and Year 13 in September 2024 (if demand is apparent))

This is the split of year groups typically seen in independent schools in the UK and is driven principally with pupils' pastoral and social considerations in mind.

The academic curriculum is split into five sections:

- **Early Years** (EYFS: Pre-School and Reception)
- **Key Stage 1** (Years 1 and 2)
- **Key Stage 2** (Years 3, 4, 5, and 6)
- **Key Stage 3** (Years 7, 8 and 9)
- **Key Stage 4** (Years 10 and 11) 'The i/GCSE Years'

- **Key Stage 5** (Years 12 and 13) 'The Advanced Level Years'

When

The curriculum is designed each year, to commence in September and end in June (an academic year at Sherborne Qatar School for Girls). Pupils will be able to study subject courses from Year 12 (in September 2023) and Year 13 (September 2024) if i/GCSE (or equivalent) examination grades allow.

How

In the Early Years, Key Stage 1 and Key Stage 2 sections, pupils are taught in a form setting, mostly by one teacher who oversees their overall progress. However, pupils also have access to specialist teaching provision in Arabic, Islamic Studies, Music and ICT. Pupils in Year 1 - Year 6 also have access to specialist PE staff and pupils in Years 5 and 6 have some lessons taught by specialists in Art & Design, Science, Mathematics and the Humanities.

The school has digital curriculum packages and schemes to support learning. We use Read Write Inc, Talk for Write, Accelerated Reader and MyON, White Rose Maths, Century Tech and Kutubee. These schemes provide material and a means to track pupil progress in specific areas of the curriculum.

The school is a BYOD learning environment and is working towards being a Microsoft Showcase School. All pupils from Year 1 upwards bring their own Microsoft Surface device to school (Year 1 to Year 4: Microsoft Surface Go 2; Year 5 to Year 11: Microsoft Surface Pro 7 or above).

The school is well-resourced and has plentiful materials to support learning. The classrooms are spacious, bright and well-ventilated. We take pride in producing meaningful displays, both in the classroom and on the walls in the corridors, supporting our goal of creating a suitable environment that encourages and motivates our pupils to learn.

The school has a separate Assessment Strategy that covers all year groups from Pre-School to Year 12.

[The EYFS Curriculum - SQSFG Early Years Foundation Stage Policy Sept 2023.docx](#)

At Sherborne Qatar School for Girls (SQSFG), we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child reach their full potential.

As outlined in the EYFS Handbook 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the Statutory Framework of the EYFS (Early Years Foundation Stage [EYFS framework - March 2021.pdf](#)) and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- **Children develop and learn in different ways and at different rates.**

The seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the **prime** areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Number of hours per week	Pre-School	Number of hours per week	Reception	<i>21 hours 15 minutes teaching per week; 1 hour 15 minutes registration per week</i>
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PE (specialist)	0.75
Music (specialist)	1
Arabic (specialist)	2
Islamic (specialist)	1
EYFS curriculum	15.25
Assembly	0.5
PE class teacher	0.75
Total Hours	21.25

Read Write Inc (Phonics Programme)	2.5
PE (specialist)	0.75
Music (specialist)	1
Arabic (specialist)	2
Islamic (specialist)	1
EYFS curriculum	12.75
Assembly	0.5
PE class teacher	0.75
Total Hours	21.25

07:00-07:15	Arrival
07:15-07:30	Registration
07:30-09:00	Lessons (1 hour 30 minutes)
09:00-09:30	Break (30 minutes) Primary Dining Hall
09:30-11:30	Lessons (2 hours)
11:30-12:15	Break (45 minutes) Primary Dining Hall
12:15-13:00	Lessons (45 minutes)

Primary Curriculum KS1 and Lower KS2 (Years 1 to 3)

In Pre-Prep, which covers Years 1, 2 and 3, we have thought very carefully about how we can build on the skills children have learned in Foundation Stage, in particular continuing to extend and develop levels of independence as well as providing opportunities for children to lead their own learning.

At Sherborne Qatar School for Girls, children in Pre-Prep develop an enthusiasm for and enjoyment of STEM through a range of engaging and hands-on activities in project-based learning, incorporating all elements of the National Curriculum. Their knowledge and understanding of important scientific, technology, engineering and mathematical ideas are developed, along with key processes and skills. The girls are taught different ways of thinking, how to find things out and how to communicate their ideas effectively through technology. We endeavour to make lessons thought-provoking and inspiring, leading children to wonder, ask questions, research and then discuss their learning at home. Ultimately, we aspire to ensure the children become successful, confident learners, enjoying the process of exploring values and ideas through STEM.

Mathematics is taught every day using the *White Rose Maths* framework where daily opportunities are created to develop fluency, reasoning and problem-solving skills. All lessons incorporate a combination of concrete materials and visual representation to support the children with their understanding of each abstract concept. Time is taken to deeply embed understanding and provide children with the chance to reach mastery level with each concept.

English writing is taught using the *Talk for Writing* approach in which children spend time getting to know the structure of a text and building their own composition around a well-known framework. This combines spelling, punctuation and grammar alongside creative writing skills and an exposure to quality vocabulary.

Phonics is taught in sets (ability groups) via *Read, Write, Inc.* where children enjoy daily discreet phonics lessons suitable for their ability.

In addition to the phonics lessons, children also take part in Guided Reading sessions in which they spend time studying a text together with a focus on a different area of reading such as inference, prediction or language. Spelling and handwriting are included in weekly sessions as well as incorporated as part of all written work.

Number of hours per week	Years 1 - 3
English	3.5
RWINC / Guided Reading	2.5
Mathematics	4.5
Music	0.75
PE	1.5
ICT / Computing	0.75
Enquiry / Science / Art	3.5
Arabic	4
Qatar History	1
Islamic	2
PSHE	1
Total hours	25

	<i>25 hours teaching per week; 1 hour 15 minutes registration per week</i>
<i>07:00-07:15</i>	<i>Arrival</i>
<i>07:15-07:30</i>	<i>Registration</i>
07:30-09:30	Lessons (2 hours)
<i>09:30 – 10:00</i>	<i>Break (30 minutes) Primary Dining Hall</i>
10:00-12:00	Lessons (2 hours)
<i>12:00 – 12:45</i>	<i>Break (45 minutes) Primary Dining Hall</i>
12:45-13:45	Lessons (1 hour)
13:45-14:30	Enrichment

Primary Curriculum – Upper KS2 (Years 4 to 6)

In Lower Juniors (Years 4-6), the curriculum is broad, balanced and offers pupils a wide range of learning opportunities. We broadly follow the National Curriculum for England and adhere to the MOEHE requirements for the statutory teaching of Arabic, Islamic Studies and Qatar History. In this section, we build on skills taught in Pre-Prep and prepare pupils for the requirements of Key Stage 3.

We continue to teach Mathematics every day using the *White Rose Maths* framework where daily opportunities are created to develop fluency, reasoning and problem-solving skills. All lessons incorporate a combination of concrete materials and visual representation to support the children with their understanding of each abstract concept. Time is taken to deeply embed understanding and provide children with the chance to reach mastery level with each concept.

English writing is taught using the *Talk for Writing* approach in which children spend time getting to know the structure of a text and building their own composition around a well-known framework. This combines spelling, punctuation and grammar alongside creative writing skills and an exposure to quality vocabulary. We place a big emphasis on the use of *Accelerated Reader* to promote and track reading progress in the Junior Section.

The principal focus of STEM teaching in Years 4-6 is to enable pupils to develop a deeper understanding of a wide range of STEM ideas with a focus on Technology. Technology is embedded within lessons and pupils become proficient in the use of their devices to support their learning. In addition to discrete Science and ICT lessons, STEM skills are built in through a cross-curricular, project-based learning approach in 'Enquiry' lessons. Projects start with a 'WOW' experience to engage the pupils, and these range from specially created videos to treasure hunts and letters from mystery people. The projects culminate in an outcome such as a sharing day with parents, a performance, a written report or a presentation. During the project, children are immersed in the required skills and knowledge and are given the opportunity to 'have a go' before embarking on the final challenge. When pupils reach Years 5 and 6, 'Enquiry' lessons are taught in more discreet subjects by specialists from the Humanities and Art Departments from the Senior Section of the school.

In Lower Juniors, pupils have an increasing number of lessons taught by specialist teachers from the Senior Section of the school. This supports a top-down approach for key skills teaching and supports pupils with their transition from Year 6 to Year 7. In Year 4, Spanish is also introduced as a foreign language and taught by a specialist teacher.

Number of hours per week	Years 4-6
English (inc. Library)	4.5
Mathematics	4
Science	1
Enquiry (inc. Humanities), Art, Design and STEM	4
PE	1.5
Music	0.75
ICT / Computing	0.75
Spanish	0.75
Arabic	4
Islamic Studies	2
Qatar History	1
Performing Arts / PSHE / Interhouse	0.75
Total hours	25

	<i>25 hours teaching per week; 1 hour 15 minutes registration per week</i>
07:00-07:15	Arrival
07:15-08:45	Lessons (1 hour 30 minutes)
<i>08:45-09:00</i>	<i>Registration</i>
<i>09:00-09:30</i>	<i>Break (30 minutes) Senior Dining Hall</i>
09:30-11:30	Lessons (2 hours)
<i>11:30-12:15</i>	<i>Break (45 minutes) Senior Dining Hall</i>
12:15-13:45	Lessons (1 hour 30 minutes)
13:45-14:30	Enrichment

Key Stage 3 Curriculum – ‘The Transition Years’

Pupils in Years 7, 8 and 9 are taught a broad curriculum in line with the National Curriculum of England, together with the three compulsory subjects of Arabic, Islamic Studies and Qatar History. The Transition Years are the years in which the gap between Primary and Secondary education is ‘bridged’.

Pupils study a range of subjects that follows the requirements and guidelines of the National Curriculum for England and Wales, both in terms of subject content and time allocation within the weekly timetable. We honour the requirements of the MOEHE in terms of teaching Arabic as both a first and second language, teaching Islamic Studies to all Muslim pupils, teaching Qatar History to all pupils up to Year 9, and ensuring we build into schemes of work links to Qatari Culture and Values.

Following COVID-19, after noticing gaps in learning and gaps in the development of social skills, it was decided that we would adopt a new school structure in line with many British private schools. Years 7 and 8 would join the Junior Section of the school and be taught core subjects in their classroom base. They would move to the Senior Section of the school for specialist subject lessons. It was felt that this partial movement for pupils' classes would help settle these year groups and provide a gradual transition to senior school subject classes.

Number of hours per week	Year 7	Year 8
English	4	4
Mathematics	3.5	3.5
Science	3.5	3.5
Art, Design and STEM	1.5	1.5
PE	1	1
Geography	1	1
History	1	1
Arabic	4	4
Qatar History	1	1
Islamic Studies	2	2
Spanish	0.75	0.75
ICT / Computing	1	1
Performing Arts / PSHE / Interhouse	0.75	0.75
Total hours	25	25

	<i>25 hours teaching per week; 2 hours 30 minutes registration / PSHE / assembly per week</i>
<i>06:45-07:00</i>	<i>Arrival</i>
07:00-08:30	Lessons (1 hour 30 minutes)
<i>08:30-09:00</i>	<i>Tutor Time / Reg / Ass / PSHE</i>
<i>09:00-09:30</i>	<i>Break (30 mins) Senior Dining Hall</i>
09:30-11:30	Lessons (2 hours)
<i>11:30-12:15</i>	<i>Break (45 minutes) Senior Dining Hall</i>
12:15-13:45	Lessons (1 hour 30 minutes)
13:45 – 14:30	Enrichment

Pupil attendance was lower than expected in the Senior Section of the school during the first year of operation (2021-2022) and, as a result, SQSFG decided to adopt the same model as Sherborne Senior School having registration after lessons have started, mid-way through the morning. With pupils entering school and starting lessons immediately, it was thought attendance would improve. The impact of this strategy with our specific pupil cohort will be reviewed at the end of this academic year (2022-2023).

In Year 9, teachers introduce key concepts into the curriculum that are taught at i/GCSE in Years 10 and 11. Travel and Tourism (being an option choice at i/GCSE in Year 10) is also introduced to the curriculum as a bespoke lesson alongside Humanities. The Sciences SQSFG Curriculum Policy 2022-2023 last updated 120423

are split to allow for a more detailed, specific way to learn them, again in preparation for the start of the i/GCSE courses. Hours of tuition increase from 25 hours per week to 27.5 hours per week.

Number of hours per week	Year 9
English	4
Mathematics	3.5
Biology	1
Chemistry	1.5
Physics	1
Art, Design and STEM	2
PE	1.25
Geography	1
History	1
Arabic	4
Qatar History	1
Islamic Studies	2
Spanish / Extension English	1
ICT / Computing	1.5
Performing Arts / Interhouse / PSHE	0.75
Travel and Tourism	1
Total hours	27.5

	<i>27.5 hours teaching per week; 1 hour 15 minutes registration / PSHE / assembly per week</i>
<i>06:45-07:00</i>	<i>Arrival</i>
07:00-09:30	Lessons (2 hours 30 minutes)
<i>09:30-10:00</i>	<i>Break (30 minutes) Senior Dining Hall</i>
<i>10:00-10:15</i>	<i>Tutor Time / Reg / Ass / PSHE</i>
10:15-12:15	Lessons (2 hours)
<i>12:15-12:45</i>	<i>Break (30 minutes) Senior Dining Hall</i>
12:45-13:45	Lessons (1 hour)
13:45-14:30	Enrichment

Key Stage 4 Curriculum

Year 10 and Year 11 are the i/GCSE (International General Certificate of Secondary Education) years at Sherborne Qatar School for Girls.

In order to offer a balanced curriculum whilst still maintaining a focus on the skills developed through STEM education (Science, Technology, Engineering and Mathematics), we offer the following curriculum for pupils in Years 10 and 11:

Compulsory i/GCSE Subjects

- English Language (First or Second Language based on ability)
- English Literature
- Mathematics
- ICT (Information and Communication Technology)
- A minimum of two Science subjects picked from the blocks below

Compulsory Lessons (without qualification)

- Physical Education
- Interhouse
- Personal, Social, and Health Education
- Careers
- Creativity, Innovation and STEM (taught through PSHE, extra-curricular clubs and House days)

i/GCSE Optional Subjects

Pupils pick one subject from each block. Arabic first language speakers and Muslim pupils have no choice in Blocks 1 and 2. If pupils are Arabic first language speakers, they must do Arabic; if pupils are Muslim, they must do Islamic Studies (either in English or in Arabic).

Year 10 Option Blocks (second year of school's operation; hours per week)

Option 1 (4 hours)	Option 2 (2 hours)	Option 3 (2hr 30)	Option 4 (2hr 30)	Option 5 (2hr 30)	Option 6 (2hr 30)	i/GCSEs offered after school Sunday and Tuesday, 13:45 - 15:00	i/GCSEs offered after school Monday and Wednesday, 13:45 – 15:00
Arabic First Language (MOEHE curriculum)	Islamic Studies First Language (MOEHE curriculum)	Biology	Chemistry	Physics	Business	French	Spanish
Arabic First Language i/GCSE	Islamic Studies Second Language i/GCSE	Chemistry	Biology	Art and Design	Geography	Travel and Tourism	History
Arabic Second Language i/GCSE		Physics		History	Art and Design		
				Travel and Tourism	Spanish <i>(not chosen)</i>		
				Computer Science			

Year 11 Option Blocks (first year of school's operation; hours per week)

Block 1 (4hrs 15)	Block 2 (2hrs)	Block 3 (2hrs 30)	Block 4 (2hrs 30)	Block 5 (2hrs 30)
Arabic First Language (MOEHE curriculum) OR Arabic First Language i/GCSE <i>(compulsory for first language speakers)</i>	Islamic Studies (MOEHE curriculum) <i>(compulsory for first language speakers and Muslim pupils)</i>	Biology	Chemistry	Physics
Arabic Second Language i/GCSE	Islamic Studies i/GCSE <i>(second language Arabic speakers and Muslim pupils)</i>	Business Studies	Computer Science <i>(not chosen)</i>	Biology
Global Perspectives	Extra Study Period <i>(for non-Arabic speakers / non-Muslim pupils)</i>	History		Art and Design
				Geography <i>(not chosen)</i>

Timetable 2022-2023 (Sunday to Thursday)

Years 10 and 11 *27.5 hours teaching per week; 1 hour 15 minutes, registration / PSHE / assembly per week*

06:45-07:00	Arrival
07:00-09:30	Lessons (2 hours 30 minutes)
09:30-10:00	<i>Break (30 minutes) Senior Dining Hall</i>
10:00-10:15	<i>Tutor Time / Reg / Ass / PSHE</i>
10:15-12:15	Lessons (2 hours)
12:15-12:45	<i>Break (30 minutes) Senior Dining Hall</i>
12:45-13:45	Lessons (1 hour)

13:45-14:30	Enrichment
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In Years 12 and 13, pupils will study Advanced Subsidiary and Advanced Level courses. The course followed will depend on the pupils' academic success at Key Stage 4. The School gained accreditation from Cambridge Assessment International Education and Pearson Edexcel in the academic year 2021-2022.

We operate a timetable that can be used whole school to facilitate cross-phase teaching and so subject specialists can be used from Year 5 to Year 11. This is based on 15-minute sessions that can be allocated as 30 minute, 45 minute, 1 hour, 1 hour 15 minute or 1 hour 30 minute lessons.

We pride ourselves in offering a varied curriculum that provides for the wide academic ability range of our pupils and respects the international background of our pupil cohort.

Learning Support Provision

Phonics Intervention in Pre-Prep

We use Read Write Inc. to support the girls' phonics development in Pre-Prep. Phonics is taught daily in all classes from Reception to year 3. It is also used as an intervention to support the girls who are behind in their phonics knowledge. They are assessed and grouped according to their ability and any girls behind will receive daily phonics intervention separate to their daily lesson. RWINC is a DfE-validated systematic synthetic phonics program a whole-school approach to teaching early reading and writing. It teaches children to read accurately, fluently and with understanding, spell, and write their compositions.

Special Educational Needs and Disabilities (SEND)

Learning Support is provided whole school for pupils who are working below or significantly below expectations and for those who have a diagnosis. Support falls within the four broad areas of need: cognition and learning; social, emotional and mental health; communication and interaction and sensory / physical needs. Our first line of support is High Quality Teaching, where teaching meets the needs of individual pupils within the classroom (Wave 1). If a pupil still needs support they are moved into Wave 2 which is short term, targeted group work or individual support. This can be within the classroom or as a pull-out session. Most pupils are expected to make progress here. If a pupil is not making expected progress after wave 2 support and High Quality Teaching they are referred to the Head of Learning Support. Pupils are assessed and very specific and targeted intervention is put in place (Wave 3). These pupils are tracked and monitored through individual support plans and a cycle of assess, plan, do and review.

Bi and Multilingual Learners (BML)

Pupils who are identified as needing support with English Language are assessed for language acquisition and according to the Bell Foundation assessment criteria. As with the provision for SEND, the first line of support is High Quality Teaching. If pupils have a language acquisition age that is significantly below expectations then intervention is put in place to support development of English Language. Our school is also in the process of looking to achieve BML smart school status and to deliver the Cambridge language exam material such as starters, movers and flyers to support our BML's.

Able, Gifted and Talented (AGT)

Pupils who are able, gifted and talented are identified initially through their CAT4 and CEM scores as having a SAS of 129 or above. They are further identified by their class teachers. Opportunities are then tailored toward individual needs. Pupils have the opportunity to take part in school leadership opportunities, extra learning opportunities e.g. at the primary level: extension classes for Mathematics and English, and at the secondary level: extra opportunities to take part in extended, enquiry-based projects. It is hoped that the school will be able to offer Model United Nations, Debating and International Award in the future.

Support with I/GCSE Resits

It is possible that some pupils will need support and guidance with i/GCSE resits in order for them to achieve the grades required to pass Al-Thawasiya (seven i/GCSEs at Grade D / Grade 3 or above). The exact support required by a particular pupil will depend on the grades achieved at the end of Year 11 and a bespoke curriculum will help pupils to achieve an Al Thanawiya pass.

Key Stage 5: AS Level provision for Year 12 (September 2023) and A Level provision for Year 13 (September 2024)

We are a British curriculum all-through school in Qatar catering for a cohort of girls who are 95% Qatari. Our pupils are predominantly second language English speakers with a wide range of academic abilities. In the future, our numbers will increase to three form entry and, with the Sixth Form established, pupils will join the school having completed their Year 11 studies elsewhere. It is important, therefore, that we offer a programme of courses in Year 12 and Year 13 that meets the needs of our current Year 11 cohort and considers the needs of the years to come.

The proposal is to offer:

- Arabic and Islamic Studies as stipulated by the MOEHE
- I/GCSE resits for those pupils who do not achieve the required number of passes to enable them to pass Al Thanawiya
- PE / Sport (not examined)
- A PSHE and Careers programme that meets the needs of our pupils

AS and A Level courses

The AS and A Level courses will cater for pupils with the ability to attain five i/GCSEs at Grade C / Grade 4 and above (i/GCSE's are graded 9-1 and in some cases A*- G). The quality of the I/GCSE passes will usually equate to the number of AS/A Levels taken and the potential achievement at AS/A Level.

AS Levels (one-year courses with examinations at the end of Year 12) are graded A-E. A Levels (two-year courses with examinations at the end of Year 13) are graded A*-E. The A* is awarded to the very best pupils and is used to distinguish between straight A candidates. It should be noted that it is necessary to achieve grade A in every examined unit in Year 12 to be able to access the A* grade in Year 13.

For September 2023 we will offer AS (Advanced Subsidiary) and A (Advanced) Level courses in:

- AS and A Level Arabic
- AS and A Level Art & Design
- AS and A Level Biology
- AS and A Level Business
- AS and A Level Chemistry
- AS and A Level Computer Science
- AS English General Paper (currently only available at AS Level)
- AS and A Level English Language
- AS and A Level English Literature
- AS and A Level French
- AS and A Level Geography
- AS and A Level History
- AS and A Level Information Technology
- AS and A Level Islamic Studies
- AS and A Level Mathematics
- AS and A Level Media Studies
- AS and A Level Physics
- AS and A Level Spanish
- AS and A Level Travel & Tourism

The AS and A Level courses listed above are assessed in a variety of ways depending on the subject. Some are assessed solely by external examinations at the end of the course (in May and June); some are assessed using a mix of internal and external assessments. The provision listed above should cater for a range of skill sets and abilities. It is hoped that, as pupil numbers increase in the Sixth Form, the number of subjects offered will increase, providing more choice for our pupils.

The Year 12s will have a 27½ hour teaching week that is expected to include:

- Five hours per AS Level subject (= 20 hours)
- PSHE (including careers and university guidance)
- i/GCSE resit private study
- IELTS (for those with English as a Second Language i/GCSE who need it for university) or an alternative Cambridge Language Assessment qualification such as CAE or CPE.
- Sport (not examined)
- Study periods

The Personal Social and Health Education (PSHE) Programme at SQSFG

The PSHE Curriculum is designed across the school to help develop well rounded, educated young ladies, who have the opportunity to become leaders of their chosen field. We integrate Sherborne Values and the values from the Qatari 'My Values Shape my Identity'. PSHE consists of bespoke lessons, assemblies and classroom discussions.

PSHE in Pre-Prep

Personal social and emotional development in the EYFS (Pre-School and Reception)

Personal, social and emotional development (PSED) supports the girls to learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and ultimately feel good about themselves.

PSED is one of the three prime areas within the [Early Years Foundation Stage](#) (EYFS). Each prime area is divided into early learning goals, for PSED these are:

- Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

We believe that children's early PSED has a huge impact on their later well-being, learning achievement and economic success too. Throughout our PSED curriculum our School Values and Qatari Values are at the forefront of everything we do.

[Pre-School Skills-Development-Progression.docx](#) including PSED

[PSED.docx](#) - Progression of skills for Reception

PSHE in Yr1 - Yr3

PSHE stands for personal, social, and health education. PSHE education helps children and young people stay healthy, safe and prepared for life – and work – in the modern world. Throughout our PSHE curriculum our School Values and Qatari Values are at the forefront of everything we do.

Within Key Stage 1 PSHE covers topics such as basic skills for staying healthy and safe and for behaving well.

Pupils are given opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

Each year groups incorporates the Jigsaw program to support the teaching of PSHE [PSHE - Jigsaw](#) and includes the following:

- What constitutes a healthy lifestyle
- To recognise what they like and dislike.
- To make informed choices that improve their physical and emotional health.
- To think about themselves
- To recognise positive and negative feelings
- About change
- How we grow from young to old
- About growing and changing
- That household products, including medicines, can be harmful
- How to keep physically and emotionally safe

- About people who look after them.
- About how they can help the people who look after them.
- To recognise that they share a responsibility for keeping themselves and others safe.
- About privacy.

In Key Stage 1, PSHE will be taught in specific lessons, as part of the wider curriculum, and through the activities that are part of school life, such as assemblies and circle time

Some example activities include:

- Role-playing being in an emergency situation, acting out the dangers and pretending to dial 999 for the fire brigade or an ambulance.
- Working in small groups, and assigning roles to the members, such as chairperson and scribe. They're given a piece of playground equipment (e.g. a hoop or skipping rope) and have to work together to give another group instructions about how to use it, such as: what is this for? How many people can play with it at a time? What are the safety rules for playing with this? They report back to the class, sharing their findings, as well as considering the group processes, e.g. did everybody listen to each other? How did they agree questions in their group?
- The teacher using puppets to stage a situation in which Rabbit is being picked on by Tiger (a bully). She shows that Rabbit was upset on many occasions during the scene. She then asks the pupils to retell what had happened in their own words and describe how the characters felt, presenting this information in a speech bubble. At the end of the lesson, the pupils discuss what they would do if they were in Rabbit's situation at school.
- A dental nurse visiting the class and talking about dental hygiene, including how to brush your teeth, and the foods and drinks that are good and bad for teeth. Children can share their own knowledge and ask questions.

PSHE in Juniors (Year 4- Year 8)

Personal, Social, and Health Education (PSHE) is a school subject through which our Year 4-8 pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. It is essential to prioritise quality over quantity (so that PSHE lessons are not simply a series of one-off, disconnected sessions) whilst ensuring that our programme reflects the universal needs of all children and young people, and National Curriculum and MoEHE requirements, it also needs to meet the specific needs of the pupils in our school community. Therefore, the schemes of work created are constantly reviewed and enhanced based on the needs presented by our pupils.

In Juniors (Year 4-8), we broadly follow the National Curriculum guidance for England for Key Stage 2 and Key Stage 3 PSHE curriculum, which is adapted to ensure that we are complying with the cultural sensitivities of our school cohort profile. We have also ensured that the PSHE curriculum aligns with the MoEHE 'My Values, My Identity' statutory document and our School Values. On a weekly basis, our timetable allows for all pupils to have a dedicated 45 minutes for either an assembly, PSHE session or a STEM activity.

In Lower Juniors (Year 4-6), PSHE is taught in discreet lessons through the week, following their year group's scheme of work.

In Upper Juniors (Year 7 and 8), PSHE is taught in 'Form Time' sessions twice per week. In addition to this, Heads of Year also hold a weekly PSHE assembly with their year groups.

In Years 9-11 PSHE is taught together with Careers and STEM on a 4 week carousel. On the 4th week of the month there is an assembly that focuses on our values and learning dispositions.

Across the Junior Section, the school values, Qatar Values and PSHE topics are consistent each half term.

Timing	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6 weeks)	Spring 2 (3 weeks)	Summer 1 (5 weeks)	Summer 2 (8 weeks)
School Value	Responsibility	Honesty	Teamwork	Kindness	Respect	Perseverance
Qatar Values	Qatar Value – Responsibility (September)	Qatar Value – Pride (October)	Qatar Value – Respect (January)	Qatar Value – Respect (February)	Qatar Identity – Ramadan (March/April)	Qatar Value – Appreciation (May)

Whole School Focus and events	World First Aid Day September 10 th <i>My Responsibility towards myself</i>	Outdoor Classroom Day Remembrance Day December - Qatar Identity Week (National Day) World Mental Health Day October 10 th Ada Lovelace Day (October 13 th) Hour of Code (STEM) Anti-bullying Week – Odd Socks Day Science Day (6 th Nov) (STEM)	National Puzzle Day January 29 th (STEM) Kindness Week – random acts of kindness day Safer Internet Day (7 th Feb) – Week in School (STEM)	Pink & Gold Day International Women’s Day (8 th March) (STEM) International Day of Women and Girls in Science (11 th February) (STEM)	Autism Acceptance Month – Autism Awareness Day (Dress in Blue) Book Week Mental Health Awareness Week May 9 th – 15 th 20th April - Creativity and Innovation Day (Charity event) (STEM)	Mental Health Awareness Week Talent Show Career’s Day Environment Week – Green Day 5 th June (STEM) World Music Day June 21 st
PSHE Curriculum	Responsibility (To myself and others)	Celebrating Difference (Anti-bullying)	Healthy Me	Friendships/ Relationships	Morals & Respect Ramadan Focus	Dreams and Goals (Careers & Transition)

The PSHE Curriculum in the Senior Section of the school (Years 9-11)

Like in other areas of the school PSHE in the Senior Section focuses on Sherborne Values, the ‘My Values Shape My Identity’ programme and the schools learning dispositions. It is taught through Careers lessons, PSHE lessons, Class Discussions and whole school or group assemblies. There is a greater emphasis on future careers and future academic pathways, together with a focus on wellbeing and managing examination pressures. The school has sourced *Unifrog* to provide careers advice and information. The scheme of work for each year group cross references these themes.

After School Clubs/ The Enrichment Programme

We provide our pupils with a broad range of extra-curricular activities for all abilities and skill sets. Activities fall into four categories of provision: Academic, Musical / Performing Arts, Creative and Sporting activities. Outside providers and staff from school offer these activities five days per week.

