



THE CURRICULUM 2025-6

The curriculum is rooted in our School Mission Statement.

Upton Hall School FCJ strives to provide educational experiences that will enable individuals to achieve their full potential in every aspect of their development, both in school and as active members of the wider community.

Inspired by the vision of the Foundress of the FCJ society, we aim to promote a Christian ethos that encourages students to value the pursuit of excellence, and allows them to attain personal fulfilment by making a purposeful contribution to society.

“Thy kingdom come, Thy will be done”

The School's curriculum is designed so that students:

- experience the wonder and awe of God’s presence in all things;
- achieve excellence in a balanced and broadly based curriculum;
- find joy in learning;
- gain knowledge and experiences which will be the foundation and inspiration for future learning;
- are well prepared for adult life and experiences including home life, parenthood, enterprise, employment and other work;
- discover their vocation through an appreciation of their talents and gifts;
- are ready to fulfil the responsibilities of citizenship in local, national and global contexts;
- have opportunities for spiritual, moral, cultural, mental and physical development.

The school is committed to the principle and practice of equal opportunities across the curriculum, and will endeavour to ensure that every activity offered in the school is available to every student irrespective of ethnic origin, race, nationality, religion, physical disability, social class or economic background.

To put our curriculum into practice, teachers, led by subject leaders and heads of faculty, will:

- develop their subject and pedagogical knowledge to the highest level
- carefully plan the content of subject curriculums to ensure it meets the school’s aims
- create and maintain well-ordered schemes of work so that pupils learn and retain subject knowledge in the most efficient way
- ensure that pupil learning is checked and help is provided so that all pupils can achieve the curriculum
- regularly assess, record and report pupil progress across the curriculum
- plan and provide rich experiences which enhance pupils’ learning of your subject
- promote FCJ values and an awareness of Catholic Social Teaching in what and how we teach

Years 7 to 8

Pupils study the following subjects:

English, Mathematics, Science, Religious Education, History, Geography, Modern Foreign Languages (either French or Spanish)*, Mandarin Chinese*, Computer Science, Product Design (including Cooking & Nutrition), Art, Drama, Music, Physical Education, PHSE (including careers education and Relationships and Sex Education). In Year 7 pupils also study Here I Am.

*In year 7 pupils study a first European language, either French or Spanish, and Mandarin, a non-European language. In year 8, all pupils will continue their first European language and pupils will either continue with Mandarin or begin a second European language. A minority of pupils may be advised to focus on one language. Decisions about language study are made by the MFL faculty based on their professional knowledge of the demands of language study at GCSE and the linguistic aptitude of the pupils.

In Year 7 to 8 pupils are taught in mixed ability groupings, often in forms. In Maths pupils are grouped by ability in support, core and extension groups from Year Eight.

Year 9

All pupils follow the following subjects:

English, Mathematics, Science (Biology, Chemistry and Physics), Religious Education, History, Geography, Modern Foreign Languages (one or two from French, Spanish and Mandarin Chinese), Art, Computer Science, Music, Physical Education and PSHE (including careers education and Relationships and Sex Education).

Pupils opt into one of the following subjects:

Product Design, Drama, Additional Computer Science or a second modern language.

Students may choose these subjects at GCSE even if they have not been studied in Year Nine.

In Year 9 students begin the study of GCSE Biology, Chemistry and Physics; this early delivery allows the majority of students to complete three science GCSEs in the time allocated to two subjects. In turn, this means that students have the opportunity to choose a tenth subject at KS4.

Years 10 and 11

Students follow a curriculum containing compulsory and optional elements.

All pupils follow the following subjects:

English Language, English Literature, Mathematics, Religious Education, Science (Biology, Chemistry and Physics), a Humanities subject (History or Geography), Modern Foreign Language (French, Spanish or Mandarin Chinese).

Pupils then choose another subject from the list below:

Art, Music, Drama, Physical Education, an additional Humanity, an additional Language, Product design, Computer Science.

Some pupils are offered the opportunity to take Further Mathematics. All pupils also study Core PE and PSHE, including Careers education and RSE (Relationships and Sex Education)

Post 16

Students are guided to choose a Sixth Form curriculum that will enable them to excel and prepare them for further study. Students must have achieved the entry criteria for each course as set out in the Sixth Form Prospectus.

Students choose from the following A level subjects: Art and Design, Biology, Chemistry, Computer Science, Drama, English Language, English Literature, French, Further Mathematics, Geography, History, Law, Mandarin Chinese, Mathematics, Music, Physics, Product Design, Psychology, Religious Studies, Spanish and Sociology.

Level 3 BTECs in Information Technology and Health & Social Care are also offered.

Some students will complete the AQA Level 3 Extended Project Qualification (EPQ).

All sixth form students are taught compulsory Religious Education lessons and PHSE which is known as PULSE in the Sixth Form.

In addition to the curriculum, sixth form students have an enrichment programme. Students study either a carousel of subjects such as Life Skills and Current Affairs or pursue qualifications or competitions such as Sports Leader and the Bar Mock Trial.

Religious Education

It is our view that high quality RE plays an essential part in achieving our curriculum aims and it is accordingly taught in KS3, 4 and 5. It is given 10% of curriculum time at KS3 and 4 and 5% in KS5. It is regarded as central in importance in a similar way to English and Maths. All students are entered for GCSE RE and all Sixth Formers follow a Core RE programme.

The curriculum follows the Curriculum Directory of the Bishops of England and Wales and shares the belief that “the outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills –appropriate to their age and capacity –to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life”. (The Bishops’ Curriculum Directory 2023). In particular, the aims of the RE curriculum are:

1. to engage in a systematic study of the mystery of God, of the life and teaching of Jesus Christ, the teachings of the Church, the central beliefs that Catholics hold, the basis for them and the relationship between faith and life;
2. to enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
3. to present an authentic vision of the Church’s moral and social teaching to provide pupils with a sure guide for living and the tools to critically engage with contemporary culture and society;
4. to give pupils an understanding of the religions and worldviews present in the world today and the skills to engage in respectful and fruitful dialogue with those whose worldviews differ from their own;
5. to develop the critical faculties of pupils so to bring clarity to the relationship between faith and life, and between faith and culture;
6. to stimulate pupils’ imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
7. to enable pupils to relate the knowledge gained through religious education to their understanding of other subjects in the curriculum.

The Faculty of Religious Education values the diverse range of religious views and experiences that our students share. ‘As an academic subject, it respects the critical space for enquiry which is a hallmark of all genuine academic pursuits’ (RED 2023). Where parents wish to learn more about the content of the RE curriculum, they are invited to contact the Curriculum Deputy Headteacher. Parents have the right to withdraw their child from RE and should contact the Deputy Headteacher to discuss this in the first instance.

SEND

Arrangements will be made to cater for any student with special needs – academic, social, emotional or medical - so that they can access the full curriculum.

Extra-curricular provision

The curriculum is enriched by key experiences shared by all pupils. These include a residential trip to Glan Llyn, Apple Day, the Wirral Way Walk and work experience. In addition, Upton Hall offers a wide range of extra-curricular activities. These are published each year in Parent Information booklets and include a wide range of musical and sporting opportunities as well as chances to pursue particular interests. Upton Hall has

a programme of activities for pupils who demonstrate exceptional academic aptitude. This is known as the Ada Lovelace programme and begins in Year Nine.

Homework

Regular homework is an integral part of the school curriculum. Parents are provided with a homework timetable and are asked to inform the school if there is any concern about their daughter doing too little or too much homework. Pupils who do not complete homework will be expected to attend a study hall to complete the missed homework. Parents will be informed of this.

Careers Education and Work Related Learning

Each pupil shall be entitled to a programme of Careers Education in Personal, Social and Health Education throughout Key Stage 3 and Key Stage 4 and post 16, and access to a programme of Work Experience at Key Stage 4. Each student in Year 11 and the Sixth Form shall be entitled to Careers Guidance through dialogue with the school's Careers Adviser. Pupils in KS4 and the Sixth Form have access to an on-line directory called Unifrog to gain information regarding University courses.

Relationship and Sex Education

Relationship and Sex education is an integral part of the Science, RE and PSHE (Personal, Social and Health Education) courses throughout the school, and whether as part of the planned programme or whether it arises in the general context of the curriculum, it is given in accordance with the teaching of the Catholic Church. Further details can be found in the RSE policy.

Complaints Procedure

If a parent has a concern about the curriculum or any other school related matter, in the first instance there should be an attempt to resolve this informally with the school through the Head of Year and other appropriate staff.

Where a concern cannot be resolved informally the parent should write to the Headmistress setting out the grounds of the complaint.

If the matter still cannot be resolved, the parent should write to the Chair of Governors requesting that the complaint be considered formally by the Governing Body.

Monitoring

The curriculum is monitored by the Curriculum Deputy to ensure that it fulfils its aims.

Each subject has a Link Governor who visits subject leaders to discuss each subject's curriculum and its impact.

This policy should be read in conjunction with the following policies and documents:

- Behaviour for Learning
- Careers
- PSHE
- SEND Information Report and policy
- Assessment and Tracking
- Relationship and Sex Education policy