



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

CURRICULUM POLICY

This policy has been written for all three sections of the School

Author: J Davis/ K Ryce	Receiver: Teaching staff
Review Date: July 2021	Next Review: July 2022

Aims of the Curriculum

- ❑ To be compatible with the requirements of the Foundation Stage (Nursery and Reception) and the National Curriculum at Key Stages 1 to 3, but enhanced. To meet the requirements of GCSE and A Level syllabuses.
- ❑ To be broad and balanced throughout each Key Stage.
- ❑ To allow progression between and through the Key Stages.
- ❑ To offer flexibility at Key Stages 3, 4 and 5, by allowing for the needs of the individual to be met, as far as is reasonably possible, in terms of courses on offer and number of subjects.
- ❑ To provide for the personal, social, health and citizenship education of students including the preparation of students for the opportunities, responsibilities and experiences of adult life.
- ❑ To provide appropriate careers education and guidance and the opportunity for students to keep career pathways open.
- ❑ To enable all students to learn and make progress.
- ❑ To provide a programme of activities appropriate to the needs of students.

Responsibilities

Job Descriptions outline the roles of key post holders:

- ❑ **Senior Deputy Head**
- ❑ **Deputy Head Pastoral**
- ❑ **Assistant Head Academic**
- ❑ **Head of Preparatory School**
- ❑ **Deputy Head of Preparatory School**
- ❑ **Head of Nursery**
- ❑ **Faculty Chairs**

- ❑ **Heads of Department in the Senior School**
- ❑ **Subject/Class teachers including Subject Co-ordinators (Nursery/Preparatory School)**
- ❑ **Personal, Social, Health and Citizenship Education Co-ordinator**
- ❑ **Head of Careers**
- ❑ **Assistant Head: Head of Sixth Form**

Implementation

- ❑ Each Key Stage has a curriculum plan, which outlines:
 - the curriculum followed
 - the lesson allocation
 - the organisation including number of teaching groups, and arrangements for making choices (where applicable) and the flexibility available
 - arrangements for students with Special Educational Needs and/or English as an Additional Language (EAL)

The curriculum plans are contained in the following Appendices:

Appendix 1	Nursery Foundation Stage (Nursery and Reception)
Appendix 2	Preparatory School Key Stages 1 and 2 (Years 1 to 6)
Appendix 3	Senior School Key Stage 3 (Years 7 to 9)
Appendix 4	Senior School Key Stage 4 (Years 10 and 11)
Appendix 5	Senior School Key Stage 5 (Sixth Form, Years 12 and 13)

- ❑ Staffing and resources are deployed effectively to meet the aims of the curriculum.
- ❑ Schemes of work exist which provide subject matter appropriate for the ages and aptitudes of students including those with special educational needs, and so enables all students to have the opportunity to learn and make progress.
- ❑ An activities programme, published at the start of each term, supports the curriculum aims.
- ❑ The Annual School Development Plan includes targets which support curriculum aims.

Monitoring.

- ❑ The policy is monitored by the Senior Deputy Head and Assistant Head Academic. In the Nursery and Preparatory School, this is through liaison with the Head of Nursery and the Head of Preparatory School and Deputy Head of Preparatory School, who evaluate the effectiveness of the curriculum in their respective sections. In the Senior School, monitoring is through discussion with Heads of Department, the PSHCE co-ordinator, lesson observation and sampling of students' work. There is also liaison with the Deputy Head Pastoral regarding pastoral matters, which support academic achievement and promote the personal and social development of students.
- ❑ Heads of Departments and Subject Co-ordinators monitor policies relating to the curriculum within their subject.

- The progress of students is monitored by subject teachers, Heads of Department, Housemaster/Housemistress and Tutors, Heads of Year, Assistant Head Academic, the Deputy Head Pastoral and Senior Deputy Head (also the Head of Nursery and the Head and Deputy Head of Preparatory School for children in those sections).

Links to other policies:

Assessment Policy	Prep Policy
Differentiation Policy	Reporting Policy
English as an Additional Language Policy	Rewards and Sanctions Policy
Marking and Feedback Policy	School Development Plan
Pastoral Care Policy	Special Educational Needs Policy
Personal, Social, Health and Citizenship Policy	Staff Development Policy

Further details relating to the curriculum are published in the following:

Parents' Information Handbook
Key Stage 3/4 Handbooks for Students; GCSE Handbook; Sixth Form Handbook

Review

The curriculum policy is reviewed annually by the Academic Assistant Head and Senior Deputy Head.
Last reviewed July 2021. Next review: July 2022

Appendix 1

Early Years Foundation Stage (Nursery and Reception) arrangements

The Nursery school children follow the statutory framework for the Early Years Foundation Stage updated in April 2017. The Early Years Foundation Stage sets out the standards that ensure all children learn and develop. Four guiding principles shape the Curriculum. These are:

- A unique child
- Positive Relationships
- Enabling environments
- Learning in different ways

There are seven areas of learning that shape the Nursery School's Curriculum are divided into Prime and Specific areas.

Prime Areas

- 1. Communication and Language**
- 2. Physical Development**
- 3. Personal, Social and Emotional Development**

Specific Areas

- 4. Literacy**
- 5. Mathematics**
- 6. Understanding the World**
- 7. Expressive Arts and Design**

- ☐ The seven areas of learning in the Statutory Framework, outline what is expected that a child will know and be able to do by the end of the Foundation Stage. These are the Early Learning Goals. Ratcliffe Nursery uses Birth to 5 guidance which outlines the developmental stages the children pass through as they move towards the achievement of these goals.
- ☐ Specialist teachers are used to teach all PE and Music lessons to both Swans and Cygnets. Additionally the Swans are taught French by a French specialist teacher.
- ☐ Long, medium and short term planning is based upon the achievement of these goals, with clear learning objectives for each of the seven areas of learning. The Curriculum is child centred, holistic, balanced and differentiated and takes into account each child's unique level of development enabling them to learn and progress.
- ☐ The Nursery Staff plan together to ensure continuity and progression across the Foundation Stage. The children are assessed in the seven areas of learning and their progress is tracked.
- ☐ There are two Nursery classes defined by age (Cygnets one and two) each class is taught by a qualified Early Years practitioner and supported by a Nursery Assistant.
- ☐ There are two Reception classes, each led by a Qualified Teacher and a Nursery Assistant.

Responsibility

The curriculum is monitored and evaluated by the Head of Early Years.

Appendix 2

Preparatory School (Years 1 to 6) arrangements

- ❑ The Preparatory School follows a two-week timetable. There are 60 lessons but lesson length varies according to the age of the pupils.
- ❑ The Preparatory School has its own topic based creative curriculum that broadly follows the National Curriculum. The following subjects are taught:

English	French	Art & Design	PSHCE
Mathematics	History	Music	Design & Technology
Science	Geography	Drama	Latin
Religious	Info. Comm.	PE & Games	Spanish
Education	Technology	(Including swimming)	German

- ❑ All Prep School planning includes differentiation and provision for SEND and AG&T pupils.
- ❑ All Prep School planning has reference to ICT use and the VLE.
- ❑ All planning of topic work has reference to our key learning skills in the Preparatory School, our 21st Learning Habits. These are :-
 1. To explore my God-given talents and know what kind of person I want to be.
 2. To “think big” and seek truth and purpose in my learning.
 3. To focus my attention and develop resilience in problem solving.
 4. To seek feedback and reflect upon it to improve my work.
 5. To be a good team player.
 6. To design and organise my own learning and develop my WOW work portfolio.
 7. To share my ideas and be open to learn from my peers.
- ❑ Routine assessment is used to monitor the progress of pupils.
- ❑ Pupils with specific learning difficulties are given an Individual Education Plan and offered the opportunity of specialist tuition (for which there is an additional charge).
- ❑ All pupils receive specialist teaching in MFL, PE, Swimming and Music.
- ❑ Pupils in Year 6 are taught by specialist Science, MFL, Music, Art, DT, ICT, Latin and Drama teachers from the Senior School, to promote continuity and progression with the Senior School.
- ❑ All classes in the Preparatory School are mixed ability. However, pupils are in ability sets for maths in Year 6.
- ❑ At the start of each term an activities programme is published to pupils and parents.
- ❑ Details of the curriculum are published annually to parents in the Parents’ Information Handbook.

Lesson allocation

- ❑ Subject timetabling within the Preparatory School is broadly based on the recommended time allocations of the National Curriculum.
- ❑ However, more time is allocated to Physical Education. In addition to the guidelines, Drama is taught as a separate subject, for Years 5 and 6, and MFL is also taught separately for one lesson per week for Years 1-6 and Latin for Years 6 to give the pupils in the Preparatory School a broad and balanced curriculum programme, in line with the school's Mission Statement.
- ❑ The Head of the Preparatory School formulates the timetable for each Year group based on the subject allocations detailed (see table).
- ❑ Staff, as closely as possible, adhere to the following allocations:

❑	Lessons (30 each week) for subjects recommended to be taught each week (Times set are if they are taught weekly)					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RE including RSE	3.5	3.5	3.5	3.5	3.5	3.5
English including Drama	6	6	6	6	6	7
Maths	6	6	6	6	6	6
ICT	1	1	1	1	1	1
Art/DT	9	9	7.5	7.5	6.5	1.5
Science						2
History						1
Geography						1
Music	2	2	2	2	2	2
PE	1	1	1	1	1	1
Games	1	1	2	2	3	3
MFL/ Latin	1	1	1	1	1	1

*Within the PE time, every class will have swimming for one term in the academic year

*PSHCE or Christian Living is delivered in tutor time on Wednesdays 8.30-9.00am and as a fortnightly parasitic lesson and as part of RSE in RE.

Appendix 3

Senior School Key Stage 3 (Years 7 – 9) arrangements

- ❑ The Senior School (Years 7 to 13) operates a two-week timetable. There are 60 lessons of 55-minutes duration.
- ❑ The Key Stage 3 curriculum is organised as follows:

Key Stage 3 Curriculum 2021-2022

❑

Subject Year 7	Year 7 No of lessons	Subject Year 8	Year 8 No of lessons	Subject Year 9	Year 9 No of lessons
English	8	English	8	English	8
Mathematics	8	Mathematics	8	Mathematics	9
Science	6	Science	6	Biology	3
				Chemistry	3
				Physics	3
Religious Studies	5	Religious Studies	5	Religious Studies	5
History	3	History	3	History	2
Geography	3	Geography	3	Geography	2
Art	2	Art	2	Art	2
Games/PE	7	Games/PE	7	Games/PE	5
Lang Option 1 French German Spanish Latin	4	Lang Option 1 French German Spanish Latin	4	Lang Option 1 French German Spanish Latin	4
Lang Option 2 French German Spanish Latin OR Learning Support OR EAL	4	Lang Option 2 French German Spanish Latin OR Learning Support OR EAL	4	Lang Option 2 French German Spanish Latin OR Learning Support OR EAL	4
Music	2	Music	2	Music	2
Drama	2	Drama	2	Drama	2
Design & Technology	2	Design & Technology	2	Design & Technology	2
Food Technology	2	Food Technology	2	Food Technology	2
ICT	2	ICT	2	ICT	2
Total	60		60		60
PSHCE	1 lesson per fortnight taught on a rotational basis				

- ❑ There are four teaching groups in Years 7, 8 and 9, excluding MFL and PE

- ❑ Students are set according to ability in Mathematics in Years 7-9 and English in Year 8-9. and Science in Year 9. In Languages they are set in French and Spanish from Year 7-9 where possible. The sets are reviewed regularly and parents are notified of set changes.
- ❑ At the start of each term an activities programme is published to students and parents.
- ❑ Details of the Key Stage 3 curriculum are published annually in the Senior School Parents' Information Handbook.

Additional points:

Specialist tuition for students with a Specific Learning Difficulty

- ❑ Students who have a specific learning difficulty can choose to have specialist tuition, for which there is an additional charge. Details of the arrangements for specialist tuition are contained in the Special Educational Needs Policy.

Specialist tuition for students for whom English is an Additional Language

- ❑ Students who have a have English as an Additional Language (EAL) have specialist tuition, which is included as part of the boarding fee. Further details are contained in the English as an Additional Language Policy.

Year 7

- ❑ Students who have EAL can opt out of a Language (they can only choose from Spanish or French) and receive specialist English Language tuition.
- ❑ Students who have a Specific Learning Difficulty or General Learning Difficulties can receive additional Literacy and Numeracy support in place of the Languages carousel. They can only choose from Spanish or French.
- ❑ Students study two languages from French, Spanish, Latin or German, unless they are in Learning support or EAL classes.

Year 8

- ❑ Students continue to study the two languages they opted for in Year 7.
 - ❑ Students who have a Specific Learning Difficulty or General Learning Difficulties can receive additional Literacy and Numeracy support in place of studying a second language.
 - ❑ Students who have EAL can also opt out of a Language receive specialist English Language tuition.

Year 9

- ❑ Students continue to study the two languages they opted for in Year 8. Provision is made for students joining Year 9 who have not studied a second foreign language previously will have to take private study in the library.

- ❑ Students who require English as an Additional Language specialist tuition can choose EAL in place of a Language in Year 9.
- ❑ Students who have a Specific Learning Difficulty or General Learning Difficulties can receive additional Literacy and Numeracy support in place of the Languages carousel.

ECDL

Year 9 students study for the European Computer Driving Licence. This is a one year course which provides students with valuable ICT skills.

Key Stage 3 Science

- ❑ The time allocation for Science is reduced slightly in Years 7 & 8, to allow more time in Year 9 to enable the separate Science subjects to be studied. In Year 9 students start IGCSE Science. This means students have three years to complete their IGCSE in Science (Single, Double or Triple award)

Key Stage 3 Food Science and Design & Technology

- ❑ Students study these subjects throughout the Key Stage. Textiles is taught one period a fortnight in Years 7-9 in one of the Food Science slots.

Personal, Social, Health and Citizenship Education

- ❑ The personal and social development of students is the responsibility of all staff. However, the PSHCE programme is delivered predominantly by the Form Tutor, supported by the Head of Year and a programme of visiting speakers. Students have PSHCE lessons once per fortnight taught on a rotational basis. The PSHCE programme is designed to reflect the School's aims and ethos.

Careers Education and Guidance

- ❑ This is incorporated into the PSHCE programme. In Year 9, students receive additional input from the Head of Careers and external agencies.

Appendix 4

Senior School Key Stage 4 (Years 10 and 11) arrangements

- All students follow a core of subjects and up to three additional option subjects.

Core subjects are: English; Mathematics; Religious Studies; Science; Games and Physical Education (non GCSE); Personal, Social, Health and Citizenship Education (non GCSE).

- Core subjects are taught in a minimum of four teaching groups in each year. (The number of teaching groups depends upon the size of the cohort and the staffing available.)
- In Mathematics, Religious Studies, Science and Languages (where possible), students are set by ability. Other subjects are taught in mixed ability groups.
- Details of the Key Stage 4 curriculum are published annually to parents in the Senior School Parents' Information Handbook. A GCSE booklet is also published for Year 9 students and their parents during the Spring Term prior to the Year 9 Parents' Evening.

Procedure for making GCSE subject choices

- Students choose **ONE** subject from each of the blocks shown.

A	B	C	D	E	F
English Language	French	Triple Science*	<i>Option subjects will be arranged annually into three blocks (D, E and F) depending on student choices. They are shown here in alphabetical order only.</i>		
English Language & English Literature	German	Core & Additional Science	Art	French	Media Studies
	Spanish		Computer Science	Geography	Music
	Learning Support English as an Additional Language		Design & Technology	History	Physical Education
			Drama	Information & Comm. Technology	Private Study option
			Food Preparation and Nutrition	Latin	Triple* Science

*Students taking Triple Science in block C MUST choose Triple Science as an option also.

- Each student is asked to make his/her GCSE option subjects preferences two weeks after the Year 9 Options Evening, from which Option blocks are formed. Once the blocks are formed, students are asked to make their final choices. A student may change their option choices after this date, providing there is capacity within the group and their combination of subjects can be accommodated by the blocks. Any changes must be requested as soon as possible to the Senior

Deputy Head. Changes should normally be made by half term in the Autumn term in Year 10 at the very latest.

- ❑ Students normally take nine or ten GCSE/IGCSE subjects. There is, however, flexibility to take fewer subjects for those students for whom nine or ten subjects is not appropriate.
- ❑ Students wishing to take ten GCSE/IGCSE subjects take English Language and English Literature option from Block A and then choose ONE subject from each block, B to F (see below).
- ❑ Students taking the Triple Science option study the three separate Sciences and must choose Triple Science in Block C and as **one** of their options. **It is recommended that only the most able scientists should take this option.**
- ❑ Students preferring to study fewer than 10 GCSE subjects achieve this by choosing a 'Private Study' option or by taking English Language only. **Students can only choose Private Study in one Block.** This option allows students some supervised curriculum time for private study.

Additional points:

- ❑ Students who do not take iGCSE ICT or Computer Science develop ICT skills through the curriculum.
- ❑ Students requiring additional Literacy and Numeracy support can receive this by opting out of the Modern Foreign Language block and choosing Learning Support.
- ❑ Students who have a Specific Learning Difficulty can receive specialist tuition (for which there is an additional charge). Students are withdrawn for one lesson per week. In the majority of cases, students are withdrawn from the Learning Support lesson, or from a Private Study lesson, to minimise the impact of missing lessons in their subjects.
- ❑ Students who require English as an Additional Language specialist tuition choose EAL in place of studying a Modern Foreign Language in block B or will be provided with tuition out of normal timetabled lessons.

Personal, Social, Health and Citizenship Education

- ❑ The personal and social development of students is the responsibility of all staff. However, the PSHCE programme is delivered predominantly by the Form Tutor, supported by the Head of Year and a programme of visiting speakers. PSHCE is taught in one lesson per fortnight on a rotational basis.

Careers Education and Guidance

- ❑ This is incorporated into the PSHCE programme. In Years 10 and 11, students receive additional input from the Head of Careers and from external agencies.

Lesson allocation at Key stage 4

Subject	No of lessons
English Language (with English Literature or English Language only)	7
Mathematics	7
Modern Foreign Language	6
Religious Studies	6
PE and Games	4
Science (Single or Double)	12

Option subjects block D	6
Option subjects block E	6
Option subjects block F	6
PSHCE 1 lesson per fortnight taught on a rotational basis	
Total	60

Appendix 5

Senior School Key Stage 5 (Sixth Form, Years 12 and 13) arrangements.

Subject Choices

The subjects listed below are offered:

Modular A-levels Year 12 and Year 13	Linear A-levels Year 12 and Year 13
Information and Communication Technology Food Preparation and Nutrition, a Level 3 equivalent qualification.	Art and Design Biology Business Chemistry Drama and Theatre Studies Economics B English Literature French Further Mathematics* Geography German History Latin Mathematics Media Studies Music Physical Education Physics Politics Psychology Religious Studies Spanish

BTEC Level 3 Sports Science was being introduced to commence September 2021. This is either as the Diploma (worth 2 A Levels) or Extended Diploma (worth 3 A Levels).

Additional AS Level - Extended Project Qualification (EPQ). Students may also consider taking the EPQ in Year 12 - in addition to either 2 or 3 A level subjects. This decision needs to be made before autumn half-term. Students opting for only 2 A levels plus EPQ would continue their 2 A levels in Year 13 and take European Computer Driving Licence (ECDL) Level 3.

Students opting for 3 A levels plus EPQ would complete 3 A levels in Year 13.

- ❑ Modular A levels have external examinations at the end of Year 12 and 13. Linear A levels only have external examinations at the end of Year 13.
- ❑ Most students study four A level subjects at the start of Year 12 and drop to three subjects by Christmas in Year 12.
- ❑ The above model is not compulsory; guidance is given to students, as to the most appropriate number and combination of subjects, by the Senior Deputy Head, the Assistant Heads and Head of Year 12. Reference is made to the Morrisby Careers Profile feedback report in addition to the student's GCSE results and career aspirations.

- ❑ A Level teaching continues in Year 12 through the modular examination period in the Summer Term. Students must attend all classes in Year 12, including subjects that have had an AS examination.
- ❑ A Level subjects normally have eleven lessons, of 55 minutes duration, per fortnight. If the group size is small (3 or less students), it is possible that the lesson allocation per fortnight is reduced slightly.
- ❑ Students can also elect to do an EPQ AS Level. There will be a small number of students on 2 A levels who must complete an EPQ. Those high achieving students on three A levels can opt into the EPQ if there are no timetable clashes. Those 2 A level students who have selected the EPQ will complete the ECDL Level 3 qualification in Year 13. It is also possible to drop to two A levels in Year 13 and complete an EPQ.
- ❑ Students who select Further Mathematics will sit the A level Mathematics examination at the end of Year 12

Procedures for making A Level subject choices

- ❑ A Sixth Form booklet is published to Year 11 students and their parents in the Autumn Term; a Sixth Form Information Evening is also held in the Autumn term.
- ❑ 'Subject Preference' forms are issued in October to Year 11 students. Students are asked to make provisional choices of the subjects to study. The Heads of Years 11 and 12, Head of Careers and Year 11 tutors provide support for students as they make these decisions.
- ❑ Option blocks are formed based on the information contained on the 'Subject Preference' forms. The option blocks are designed to accommodate the widest possible choice of combinations of subjects. **Students are informed that there is no guarantee that all combinations will be possible, but we will do our best to satisfy provisional choices.**
- ❑ Option blocks are produced and students then choose. Students may at a later stage change their choice within a block, or from a different block, providing no more than one subject is chosen in each block.
- ❑ Students are informed that, if a subject does not have a sufficient number opting to provide a viable course, it may be withdrawn from the programme; however, we will keep them informed of developments and advise them, where possible, of alternatives.
- ❑ Students are asked to make subject choices by two weeks after the publication of the option blocks, usually in February.
- ❑ Most students changing from four A-level subjects to three make a decision which subject to drop by Christmas in Year 12. Although not all students will do this we expect the majority will. This decision is linked to provisional plans students may have concerning what to do after the end of Year 13. The Head of Sixth Form, Head of Year 12 and 13, Head of Careers, Sixth Form tutors and teachers provide support for students.
- ❑ A level blocks in Year 13 may change slightly from the Year 12 blocks. This is because some subjects, where there is more than one group, may have to be combined in Year 13 if numbers in the individual groups are very small, because of students not continuing in the subject.

- Consequently the blocks may change slightly and, potentially, this could affect some particular combinations of A level subjects. Therefore, we cannot guarantee that every combination of A level choices can be fulfilled.
- A level blocks will be based on the information we receive regarding A level choices.
- Students (and parents) who are likely to be affected by changes in blocks will be informed of the potential difficulties during the Summer term.

Non – Examination Courses

- **Year 12 and 13 students** follow a complementary studies programme which is delivered in the following timetabled sessions:
 - Personal, Social, Health & Citizenship Education (PSHCE) lesson
 - Sixth Form Religion, Philosophy and Ethics.
- **PSHCE lessons** consist of one lesson per group per fortnight. Some of these lessons are in separate tutor groups while others are for the whole Year group – for example, viewing a DVD or attending a presentation from a visiting speaker. The lessons cover the following areas:
 - Study skills
 - Higher Education and other applications
 - PSHCE topics

Sixth Form Religion, Philosophy and Ethics Programme: lessons consist of one lesson per group per fortnight. These groups are determined by the Year 12 & Year 13 Option Blocks in which students do not have lessons. Topics covered include:

- Moral and ethical issues coordinated by the Religious Studies teachers
 - Planning and delivery of assemblies and charity initiatives
- All Sixth Form students participate in **Physical Education** on Thursday afternoons and attendance is compulsory.
 - Sixth Form students undertake private study during non-contact lessons. The Sixth Form Study Centre occupies the whole of the second floor of the Rosmini Sixth Form Centre. It is superbly equipped, with library, study and computer facilities, so most students spend most of their study time there. However, they may also choose to work in departmental areas and boarders may work in their study bedrooms. By arrangement with the Head of Year, and written permission from parents, Sixth Form day students may work at home on afternoons when they have no lessons.
 - Sixth Form students with a Specific Learning Difficulty can receive specialist tuition each week (for which there is an additional charge). These lessons take place during the student's non-contact time.
 - Sixth Form students requiring EAL provision can receive lessons during their non-contact time.