

Liverpool College Curriculum Policy



Mission Statement


Liverpool College values the dignity of each individual and promotes the development of character and learning through a commitment to high standards within a caring community.

Core Values

- We recognise** that all pupils have different talents and strive to ensure that every pupil has an equal opportunity to find and develop the talents they do possess*
- We believe** that the development of character, creativity intellect and spirituality, are the primary aims of education.*
- We work** together to create a happy and caring school community which is engaged in our local community and the wider world*
- We pursue** high standards in every area of school life*

This is a whole Collge policy and applies to the Pre Preparatory, Preparatory and Senior School as well as the Boarding Halls and the Breakfast Club, after school clubs and the Young Explorers Holiday Club.



Approved Date	01/09/18
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Principal	 Mr H vM Broekman

Liverpool College Curriculum Policy

The aims and underlying values of the curriculum

The curriculum is designed to provide a broad and balanced education for all students appropriate to their ages, abilities and aptitudes and this is driven by PPC learner profile and by the Schools of Character framework.

Purpose Passion Challenge – The Learner Profile

At Liverpool College we are all learners and this learning of both teachers and students is framed by our Purpose, Passion and Challenge Profile. Our traditional PPC profile is shown below.

Purpose

We reflect deeply on our experience of the world and our place in it.

We consider the meaning and the purpose behind our experiences and our plans, and reflect upon them.

We make consistent progress towards clear and ambitious goals.

We can visualise and plan our future, our ambitions, and our opportunities. We understand clearly how our actions and learning today will impact that future.

We understand and accept our responsibilities to others.

We respect others and show concern and compassion for those who need us. We serve our school and community. We strive to improve the lives of others and in the world around us.

Passion

We learn independently and enthusiastically

We nurture our curiosity. Our love of learning enables us to pursue inquiry and research on our own or with others. Our zeal for learning means we learn enthusiastically and eagerly in and out of the classroom.

We create and innovate

We dare to do new things in new ways, taking considered risks, and accepting the possibility of failure. We understand our own interests, our strengths and weaknesses and are developing new interests and embracing new ideas.

Challenge

We improve our knowledge, skills and character through determination and application.

We tackle things which are difficult in and out of the classroom, and understand how that difficulty promotes our learning and improves our resilience and character

We are resilient and determined when we meet challenges.

We stick to our tasks, persevere, and overcome challenges. Setbacks do not deter us.

This is expressed for clarity and impact by the following characteristics of a Liverpool College Learner:

Purpose: we are **reflective**
we are **ambitious**

Passion: we are **curious**
we are **innovative**

Challenge: we are **focussed**
we are **resilient**

A School of Character

The formation and maximum development of character is the purpose of every great school.

Character is the unique and personal aggregate and combination of features, traits, habits, talents and interests which form the essential nature of the individual person.

Schools of Character focus their energy and resources on the maximum development of character by specifically and systematically and measurably actualising the intellectual, moral, spiritual, artistic, leadership, and physical potential of their pupils.

Specifically, a **School of Character** centres and focuses its resources, human and material, to:

- **Challenge and guide** every pupil to engage in serious, demanding and ambitious learning leading to better than expected outcomes through the development of resilient and internalized working habits.
- Deliver a systematic and articulated programme and curriculum of **social and moral education** to all its pupils in every year group.
- Deliver a systematic and articulated programme and curriculum of **leadership education** to all its pupils in every year group.
- Deliver a systematic and articulated programme and curriculum of **artistic and creative challenges** leading to performances, artefacts, and creative achievements for every pupil in every year group.
- Deliver a systematic and articulated programme and curriculum of **physical activities and competitive sports** which measurably improves the wellbeing of pupils.
- Provide a framework and programme of **community service and school service** as central to the purpose of the school, the leadership of teachers and the learning of pupils.
- Actively promote and develop **teachers as learners and leaders** in the formation of character of the whole child.
- Demand and build systematic **involvement of parents and carers** in the holistic education of pupils.
- Promote the school as a **community of relationships** which exists to form the character as well as the intellect.

We pursue our mission of **Learning with Character** through the **LCA+ curriculum**.

LCA+ aims to be a **challenging, broad and engaging** curriculum. It consists of seven academic and subject strands (**LCA**) and seven strands of personal and social education and development (**LC+**).

The strands prepare and equip pupils with the knowledge, curiosity and personal traits for success in the next phase of their education and life.

The primary purpose of the curriculum is to develop to the maximum extent the academic and personal potential of each pupil. We challenge and support all pupils to engage in a demanding study in core subjects and subject disciplines - **LCA**. We maintain the value of a place for arts, design technology and language. Within our curriculum **LCA strands**

- English
- Technology, Enterprise and Sport
- Science
- Expressive Arts
- Maths
- Languages
- Humanities

We also deliver a graduated programme of character education referred to in the College as **LC+**. The seven strands of this holistic curriculum ensure pupils develop their character and resilience, giving them the **confidence and skills to succeed at university and in the world of work**.

LC+ strands

- Games and Competitions
- Artistic Expression
- Spiritual Formation
- PSHE
- Careers and STEM
- Charity and Service
- Leadership Education

Pre-prep School Timetable: (EYFS and KSI)

Early Years Foundation Stage

Reception classes follow the Early Years Foundation Stage. This covers seven areas of learning and development.

Prime areas of learning	Specific areas of learning
Communication and language Physical development Personal, social and emotional development	Literacy Mathematics Understanding the world Expressive arts and design

At Liverpool College English and Maths will be taught as discrete subjects in Reception, with the same allocation as in KSI. All other areas of learning will be taught through continuous provision.

KSI

Subject	Hrs per week	Taught by	Other information
English	5	Class teacher	Talk 4 Writing will be used by all teachers
Maths	5	Class teacher	Mathematics Mastery used in all years, Reception to Year 2.
Phonics	2.5	Class teacher /TA	Phonics is set across Pre-prep in small groups led by teachers and TAs. Read Write Inc. compliments the Talk for Writing Programme for 2018/19. Y2 pupils who have passed the phonics test will use this time for SPAG.
Science	1	Class teacher	
Spanish	0.5	Specialist teacher	
Humanities	1	Class teacher	History and Geography will be taught on rotation.
Art/DT	1	Class teacher	Art and DT will be taught in rotation.
ICT	1	Class teacher	
PE	1	Specialist teacher	
RS	0.5	Class teacher	
PSHE	0.5	Class teacher	
Music	0.5	Specialist teacher	

In addition pupils will receive 30 minutes per day of numeracy and 30 minutes per day of Guided Reading time. All pupils will also have a 30 minute library lesson per week.

Prep School Timetable (KS2)

Subject	Hrs per week	Taught by	Other information
English	5	Class teacher	Talk 4 Writing will be used by classes in Y3 and Y4 and in sets in Y5 and Y6.
Maths	5	Class teacher	Mathematics Mastery used in Y3 and 4 in classes. Y5 are in classes and set in Y6 for 18/19.
Science	2	Class teacher	
Spanish	1	Specialist teacher	
Humanities	1 in Y3 & Y4 2 in Y5 & Y6	Class teacher	History and Geography will be taught in rotation in Y3 & Y4.
Art/DT	1	Class teacher	Art and DT will be taught in rotation.
PE/Games	2	Specialist teacher	1 hour of PE and 1 hour of Games per week
ICT	1	Specialist teacher	
Music	1	Specialist teacher	

In addition there will be 15 minutes of Numeracy time each morning. PSHE and RS will be taught in registration time. All pupils will also have two LC periods per week on Tuesday and Thursday afternoons, in which they undertake the activities programme.

Middle School Timetable (KS3)

Subject	Hrs per fortnight	Set/Mixed ability	Other information
English	8	English Streams	
Maths	8 (7 in Y9)	Numeracy Streams	Mathematics Mastery used in Y7 and Y8.
Science	6	Numeracy Streams	
Spanish	5	Literacy Streams	
History	3	Literacy Streams	
Geography	3	Literacy Streams	
Classics/Latin	3	Literacy Streams	
Art	2	Mixed	
DT	2	Mixed	
PE/Games	4	Mixed	2 hours of PE and 2 hours of Games per fortnight
ICT	1	Mixed	
Music	2	Mixed	
Drama	1	Mixed	
RS	1	Mixed	RS in Y9 is the Archbishop of York award.

In addition pupils will receive one hour per week LC time in which NSI (PSHE) will be delivered. All pupils will also have two LC periods per week on Tuesday and Thursday afternoons, in which they undertake the activities programme. Y9 have CCF 1 period per fortnight.

Upper School Timetable (KS4)

Compulsory GCSE Subjects taken by all pupils:

Subject	Hrs per fortnight	Set/Mixed ability	Other information
English	8	Set	All pupils take English Language and Literature
Maths	8	Set	
Science	5	Set	

GCSE Option Blocks 2018/19:

Block A	Block B	Block C	Block D
Spanish DT	History Geography IT Latin	Art Drama Geography Separate Sciences PE	Separate Sciences Art Classics DT IT Music PE

Pupils study one option from each block. Option blocks are created after pupils have made their choices so that the curriculum is guided by informed pupil choice and need. Pupils are assisted in their decision making by a Year 9 Information Evening as well as guidance during both form and lesson time. Pupils in the top streams must follow the traditional EBacc GCSE pathway by studying either Spanish or Latin as well as either Geography or History in addition to their Mathematics, English and science GCSE subjects. Option subjects have 5 hours per fortnight. Some will be taught in sets and others in mixed ability groups, depending on the number of pupils and demands of the subject.

A small number of pupils who would not be best served by following the EBacc will be identified in Y9 and may choose an alternative suite of GCSE subjects to study. Other pupils may find it a challenge to access all nine GCSE subjects and would benefit from the opportunity to take one less GCSE subject and instead study a skills pathway or extra Maths and English qualifications (Functional Skills) depending on their need. Those students in the top sets in Maths will also follow a Statistics GCSE course during their Mathematics time which means that they have access to a tenth GCSE. Each of these personalised pathways through the GCSE curriculum is driven by the individual strengths and needs of each pupil and is done in consultation with both pupils and parents.

In addition pupils will receive one hour per week LC time in which NSI (PSHE) will be delivered. All pupils participate in 2 hours of Games and 1 of RS per fortnight. All pupils will also have two LC periods per week on Tuesday and Thursday afternoons, in which they undertake the activities programme.

Sixth Form Timetable (KS5)

Sixth Form Option Blocks 2018/19:

Most option subjects have 9 hours teaching per fortnight. Some very small classes may have 8 hours per fortnight. Students are recommended to take 3 Level 3 subjects, but can take 4

In addition students will receive one hour per week LC time in which NSI (PSHE) will be delivered. There is a weekly Sixth Form Lecture which is compulsory. All sixth formers complete the AQA Extended Project Qualification. All students participate in 2 hours of Games per fortnight. All pupils will also have two LC periods per week on Tuesday and Thursday afternoons, in which they undertake the activities programme.

Block A	Block B	Block C	Block D
Maths Chemistry Business Studies Spanish Media Studies	Biology English Literature Economics PE (BTEC) Further Maths Biology	Maths Physics Business Studies English Language Government and Politics IT (BTEC) Classics	History Biology Chemistry DT Art Geography Economics

Literacy

At Liverpool College we recognise that literacy is key to pupils accessing the curriculum and making progress in all subjects. It is also essential for their future lives and careers.

We have a team of adults who work with pupils to enable them to improve their literacy led by the English Co-ordinators in KS1 and KS2, the Head of English in the Senior School and the SENCO.

Pupils' reading ages are assessed every year from KS1 to the end of KS3. In the primary phase targeted phonics intervention is used to improve reading ability for those whose reading age is significantly behind their chronological age. In the secondary phase the Accelerated Reader programme is used to help these pupils catch up.

English and Phonics setting arrangements allow for pupils who would benefit from focussed literacy work to be taught together with extra support available both in class and outside through specific and targeted interventions. This is the case in both primary and secondary phases. The work in this context supports that done during intervention sessions as well as addressing handwriting and spelling issues and the broader demands of the English curriculum.

Writing across the curriculum is a particular focus in the secondary phase of the College. Senior School faculties each identify one task per term for each year group which are then explicitly taught for writing, using the three part approach: Model/Scaffold – Write – Polish. These are pieces that are typical of the writing in the subject e.g. recording an experiment in Science. These pieces of work are assessed for Spelling, Punctuation And Grammar (SPAG) using the Senior School’s SPAG checklist.

The SEN team address literacy issues both in terms of targets for pupils as part of their pupil profiles and on a lesson by lesson basis by supporting pupils in lessons.

SMSC

We provide a full curriculum for Spiritual, Moral, Social and Cultural education.

The impact of this is a school where relationships are at the heart of all we do, which is inclusive and aware of each other’s needs and feelings. We encourage Pupils to be open to new ideas and other cultures.

Aspect	Definition	Curriculum coverage
Spiritual	<p>The spiritual development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning • willingness to reflect 	<p>Pupils from Y3 upwards attend Chapel weekly. KS1 pupils attend Chapel for special events in the Christian calendar such as Harvest and Christmas.</p> <p>Liverpool Anglican Cathedral is the venue for an annual Founder’s Day Service and Senior School Carol Service. Mossley Hill Church is the venue for the Senior School Easter service.</p> <p>RS is taught to all pupils from KS1 to KS4.</p> <p>All pupils have daily assemblies in the Primary phase and weekly assemblies in the Senior School. These cover major religious festivals and encourage reflection. In the primary phase each class leads an assembly regularly.</p> <p>Sixth Form lectures are led by speakers and pupils of different faiths.</p> <p>The Chaplain leads Christian Union Youth Fellowship sessions at lunchtime.</p>
Moral	<p>The moral development of pupils is shown by their:</p> <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, 	<p>This aspect of SMSC is covered extensively in RS and in PSHE/NSI.</p> <p>Teachers seek opportunities to include aspects of moral education in their lesson planning.</p>

	<p>respect the civil and criminal law of England</p> <ul style="list-style-type: none"> • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues. 	<p>Teachers of all subjects explore moral and ethical issues with pupils in their lessons.</p> <p>Problems and disputes of all kinds handled sensitively and supportively by pastoral staff.</p> <p>Learning Mentors run sessions covering self-regulation, behaviour and consequences in all phases of the school.</p> <p>Heads of Year and Heads of School promote positive behaviour and understanding the consequences of behaviour.</p> <p>The Primary phase Code of Conduct was written by pupils.</p> <p>Assemblies in all parts of the College, including those led by outside speakers, promote positive behaviour and explore moral and ethical issues.</p>
<p>Social</p>	<p>The social development of pupils is shown by their:</p> <ul style="list-style-type: none"> • use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds, including pupils from a care background • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate 	<p>Pupils engage in a variety of charity events every year for national charities such as Children in Need & Save the Children, NCS and various local charities, for example Charity Week in the Prep School.</p> <p>Relationships are covered extensively in the SRE units in PSHE/NSI.</p> <p>Prefect teams in all key stages give pupils the opportunity to lead and help others. There are Buddy systems in Pre-prep and Prep.</p> <p>Pre-prep, Prep and Senior schools each have their own school council.</p> <p>Team building activities are included in tutor time, drama and in PE.</p> <p>CCF and DofE develop leadership and team building skills and also give opportunities for volunteering and service.</p>

	<p>fully in and contribute positively to life in modern Britain.</p>	<p>Pupils in the Senior School undertake 'Learning to Lead' qualifications.</p> <p>Pupils in all parts of the College volunteer to help others, notably Y9 through the Archbishop of York Award and the Gladstone Scholars in the Sixth Form.</p> <p>Staff are positive role models and work hard to maintain positive and respectful relationships between pupils and adults.</p> <p>The PPC framework encourages active teaching with discussion and group activities.</p> <p>See next section for our coverage of fundamental British Values.</p>
<p>Cultural</p>	<p>The cultural development of pupils is shown by their:</p> <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio- 	<p>The Sixth Form lecture programme has speakers from different cultures and traditions.</p> <p>There is a range of school trips and visits which expose pupils of all ages to other cultures, such as the Y6 trip to visit their pen friends in Barcelona or the Auschwitz visit in the Senior School as well as local and national sites of interest.</p> <p>The boarders bring their own varied cultures to the College – both in lessons, in social interactions and in organised events such as Boarders' Dinners.</p> <p>The College holds mock elections whenever there is a General Election to engage pupils with our democratic system.</p> <p>Teachers in all subjects take every opportunity to explore other cultures, particularly in MFL, the Arts, Humanities and English.</p> <p>There is a strong artistic, musical and dramatic tradition at the College with regular performances and exhibitions by pupils of all ages. Pupils regularly exhibit at galleries in Liverpool and perform in Sefton Park Palm House as well as other parts of Europe and the Liverpool Philharmonic Hall. There are numerous</p>

	economic groups in the local, national and global communities	choirs, orchestras and bands. 181 pupils across the College took instrumental lessons.
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British Values

At Liverpool College the curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and NSI as well as through LC and our school ethos which celebrates every child and marks significant events. The table below gives some examples of when and how we cover British values in our curriculum but is by no means exhaustive:

Aspect	Curriculum coverage
Democracy	<ul style="list-style-type: none"> • Democracy in Britain is explored from different viewpoints throughout the history curriculum from KS2 – KS5. • Politics A Level studies the British political system in depth. • KS3 Classics looks at the beginnings of democracy and discusses this in relation to our modern democracy. • Pupils run their own General Elections and referendums whenever there is such an event taking place. • <i>Animal Farm</i> is one of the set texts for GCSE English Literature – democracy is studied for AO3 context. • There are active School Councils in all phases of the College, whose members are elected democratically. • ‘Politics Watch’ is an LC activity. • Sixth Form pupils have participated in the count at General and local elections. • MPs from a range of political parties have spoken at the weekly Sixth Form lecture. • Actively involved in School Parliament
The rule of law	<ul style="list-style-type: none"> • Units of learning in a variety of subjects examine the rule of law: History, Business Studies and Economics, Geography, English Language and Literature would be example. • The importance of abiding by the law is covered in several of our NSI and PSHE units such as Drugs Education. • Speakers at the Sixth Form lecture include lawyers and the police. • EYFS and KS1 study ‘People who help us’ and have visits from police officers.
Individual liberty	<ul style="list-style-type: none"> • Individual liberty is explored in English through texts such as <i>Good Night Mr Tom</i> and <i>Carries War</i> (KS2), <i>Dr Jekyll and Mr Hyde</i>, and <i>Animal Farm</i> (KS4) and <i>The Tempest</i> (KS5) • Free Will is explored throughout the College and particularly in RS in KS4 • The Learning Mentors work with pupils to develop their skills of self-regulation. • Remembrance Sunday is commemorated with a service in Chapel and CCF parade.

	<ul style="list-style-type: none"> • There is a Sixth Form newspaper which allows freedom of expression. • Art and Music explore the work and self-expression of a variety of British artists.
Mutual respect	<ul style="list-style-type: none"> • Mutual respect is explored in assemblies in every phase of the school from EYFS to KS5. • Buddy systems are used in Pre-prep and Prep Schools to support pupils. • Circle Time is used in the primary phase to explore feeling and encourage a respect for each other. • SEAL, PSHE and NSI units of work explore mutual respect. • Pupils from KS1 to KS5 attend Chapel, where services often discuss mutual respect as a Christian concept. • Prevention and danger of Radicalisation
Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • Speakers of different faiths regularly visit the school and speak to children from KS1 to KS5. • Tolerance for those of different faiths is covered in the History and RS curriculum in a number of key stages. • The canteen regularly themes lunch to celebrate the festivals of different religions.

Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide. We aim to deliver preparation for the world of work through a variety of mediums, which are outlined below. To ensure advice is unbiased we employ the services of 'Connect' who deliver sessions and 1:1 interviews to Years 7-11. In the Sixth form we employ a Career's officer who works on a part time basis to conduct 1:1 interviews. Their role also involves developing work based learning skills, interview techniques and essential advice on all the various progression routes including university, apprenticeships and employment. We are also in partnership with Careers and Enterprise and work closely with them to provide a high quality provision.

General careers advice provision

Year/Phase	Careers provision
Pre-prep	<ul style="list-style-type: none"> • Visit from parents to describe their career. They include: <ul style="list-style-type: none"> ○ Authors ○ Architects ○ Vets ○ Dentist ○ Doctors ○ Fireman • Month of books in library dedicated to occupations • EYFS- Topic on People who help us
	<ul style="list-style-type: none"> • Trips to Liverpool University for Y6 pupils focussing on careers in

Prep	<p>Science and Technology STEM</p> <ul style="list-style-type: none"> • Various trips to John Moores University linked to environment day • Maths in the working world sessions within the curriculum • Visiting speakers e.g. children’s authors/illustrators/poets/digital film making etc –all speak about the jobs they do • Director of Planet Earth to speak about jobs relating to the making of Planet earth including the role of women. • Y6 cover world of work in PSHE • Visits from the Police to talk about their role in society as well as delivering all important message on e-safety/keeping ourselves safe etc.
Year 7	<ul style="list-style-type: none"> • Connect to provide class size sessions for all pupils <ul style="list-style-type: none"> ○ Introduction to the World of Work (to include the Jobs for Tomorrow) • Subject links to Careers • PHSE ‘Learning to Lead’ Award
Year 8	<ul style="list-style-type: none"> • Connect to provide: <ul style="list-style-type: none"> ○ ‘Setting the Scene’ Introduction to Careers • Subject Links to Careers • PHSE ‘Learning to Lead’ Award
Year 9	<ul style="list-style-type: none"> • Class sessions provided by Connect on: <ul style="list-style-type: none"> ○ Decision Making – introduction to post 16 routes ○ Researching Careers - Jobs for Tomorrow <p>This will be timely to coincide with option choices</p> • PHSE unit to cover ‘Choices’ • Attendance at Annual Reviews and 1:1 support for students eligible for an EHCP as required. (Students requiring support to be agreed with school) • Subject links to Careers
Year 10	<ul style="list-style-type: none"> • Connect provide 1:1 interviews with all pupils • Careers fair- PHSE preparation • Careers unit of work to be provided during PHSE • Breakdown day- Careers event- CV writing, Interview skills and progression routes. • Connect 1:1 support for students eligible for an Education, Health and Care Plan (EHCP) as required. (Students requiring support to be agreed with school) • Subject links to Careers • Arkwright Scholar programme
Year 11	<ul style="list-style-type: none"> • Career fair- includes PHSE preparations • Connect 1:1 support for students eligible for an Education, Health and Care Plan (EHCP) as required. (Students requiring support to be agreed with school) • Subject links to careers • Connect to provide follow up reviews for identified students to ensure progression routes are in place and unbiased advice is given • Subject links to Careers.

Sixth Form	<ul style="list-style-type: none"> • Career's Officer provides 1:1 advice and interviews throughout the year. • Careers' Officer provides 1:1 advice and coaching on work based skills • Weekly lectures on various career pathways and progression routes • Subject links to careers • Careers Fair- preparation in PHSE before the event
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Special Educational Needs

We aim to provide an inclusive education that enables every child to succeed. We recognise that for this to happen, some pupils will need additional support from time to time.

The SEN team includes a number of Learning Support Assistants who offer support across all areas of the curriculum. They facilitate learning and give personalised mentoring opportunities alongside close liaison with the pupil's class teacher, subject teachers, House Mentor and beyond to the pastoral team and home.

The SEN team also includes three Inclusion Mentors. One of these works in the primary phase and two in the secondary phase. They support pupils with SEMH (Social, Emotional, Mental Health) concerns as well as working with other pupils to remove barriers to learning.

The SEN team is led by the SENCO and Assistant SENCO, who both work across the phases of the College.

We also liaise with a number of outside agencies to offer specialist support when required.

The SEN protocol can be found in the Teaching and Learning Handbook and explains to all teachers how the Assess, Plan, Do, Review cycle is implemented at Liverpool College.

Every effort and opportunity is taken to provide the most appropriate and challenging education for every pupil, whatever their needs, which are monitored and assessed with sensitivity.

More Able Provision

We aim to create opportunities for all pupils to achieve their full potential through our classroom teaching which should challenge every pupil regardless of ability and through the generosity of the Wilton Trust.

Intervention programmes focus on all groups of ability.

The programme is led by the More Able co-coordinator who organises a full programme of activities and events for our most able pupils. The register of More Able pupils includes pupils from Y1 to Y13 and identifies specific areas of the curriculum in which each child excels. In the Senior School these pupils are collectively termed the Wilton Scholars. In the primary phase More Able children participate in trips, visits and events both inside and outside of school and are invited to weekend events run by NWGT. In the secondary phase there is a programme of lunchtime master classes for each year group in addition to regular trips, visits and events. KS4 and KS5 Wilton Scholars pupils are members of IGGY. There is an identified Oxbridge preparation group in Y12 and Y13.

The following are examples of specific activities outside of lessons which More Able pupils participated in during 2017/18:

Primary phase:

- National Junior Language competition
- Mathematical Challenge workshops
- KS1 and Y6 Architecture workshops
- Y5 and Y6 Business Enterprise day
- Children’s Author visits
- Robotics events
- Animation Challenge day
- Historical Discovery workshops: Tudors and Romans

Secondary phase:

- Y9 Science and Technology Challenge
- IGGY Litro Writers Prize
- Y12 Introduction to Criminology at LJMU
- Y8 Climate Change: Fact or Fiction
- Y9 Classical Greek workshops
- MEM Junior Maths Challenge
- Y7 CAS Computer Science Explore Day
- Y11 and Y12 ‘From Arithmetic to Modern Cryptology’ at Liverpool Hope University

The Learning with Character Curriculum:

The purpose of the Learning with Character programme is to drive self-efficacy in pupils and academic optimism in the College. These traits will be measured along with academic progress allowing pastoral and academic intervention to operate holistically.

The LC Curriculum: NSI

PSHE or NSI is a key aspect of the Learning with Character LC+ programme across the College. PSHE/NSI is timetabled weekly in the primary phase and bi-weekly in the Senior School with an additional weekly LC afternoon session of 30 minutes. It is taught by all staff and is the central structure of the pupil experience. It is led by a VP in the Senior School and Heads of School in Pre-prep and Prep schools. The Programme includes:

- Health and well- being education
- Sex and relationship education
- British Values, Citizenship and Prevent
- Safeguarding
- Pupil Voice
- Mindfulness and leadership theory
- A systematic programme of journaling and planning by means of a “LC BOOK” individual to the pupil

The PSHE/NSI curriculum for each year group is as follows:

Year Group	Curriculum Content Summary	
Reception	Being Me In My World Celebrating differences	Each term looks at a different topic and builds on the previous

	Dreams and Goals Healthy Me Relationships Changing me	year's learning. In this way we have a spiral and progressive PSHE curriculum.
Year 1	Being Me In My World Celebrating differences Dreams and Goals Healthy Me Relationships Changing me	We additionally teach PSHE lessons that are responsive to the needs of the children in the class during the year. This can include topics like bullying as we feel it is important to address these issues in a timely manner.
Year 2	Being Me In My World Celebrating differences Dreams and Goals Healthy Me Relationships Changing me	Assemblies are based around these themes or relevant PSHE issues as they arise e.g. Safer Internet Day
Year 3	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Year 4	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Year 5	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Year 6	Being Me In My World (Autumn Term 1) Celebrating differences (Autumn Term 2) Dreams and Goals (Spring Term 1) Healthy Me (Spring Term 2) Relationships (Summer Term 1) Changing me (Summer Term 2)	Includes Anti- Bullying & Safety Includes Kick Racism into Touch Includes Safer Internet Day Includes Careers Week Includes Expect Respect Week Includes Organise a Charity Event
Year 7	Introduction to self- who am I? – Morrisby testing Anti-bullying Project British Values Learning to Lead- Step Forward and Speak up- confidence Communication Skills Es-safety Optimism Learning to Lead – Being brave Drugs and Alcohol Awareness Learning to Lead- Thinking differently Gangs and Culture How do I learn?- Metacognition Activities – Communications, Etiquette, Gardening, Reading Circle	

Year 8	<p>Well-being- what is it? Metacognition – How I learn E-safety and Mobile safety Learning to Lead- Building trust Bonfire Safety Learning to Lead – Self esteem Drugs and Alcohol Awareness Keeping safe- over Christmas Stereotypes and Discrimination Learning to Lead- Responsibility Peer Pressure and Cyber bullying Learning to Lead- Honesty Learning to Lead- the big Moment Satisfaction – Self worth Health and Safety Norms and values Body Image Activities – Communications, Gardening, Mysteries of the Past, Puzzle Brain Teasers</p>
Year 9	<p>Archbishop of York Qualification Anti-Bullying Tolerance Keeping safe E-safety Drugs and Alcohol Awareness Personal Finance Sexual health</p>
Year 10	<p>British Values- Identity, prejudice and discrimination Homophobic Bullying Drug and Alcohol Awareness- Presentations Positive relationships Finance Scenarios for Sex Sex outside marriage Safe working practices Disability Work life balance Stress Coping techniques Activities - Gardening</p>
Year 11	<p>British Values – Diversity, equality and discrimination Relationships and being assertive Body self-image Eating disorders Drug and Alcohol awareness Mental health and coping with stress Communication and its importance Pregnancy choices Parenting The media Revision techniques – stress Activities – Current Affairs, Gardening</p>
Year 12 &	<p>Study Skills- organisation</p>

13	British values and discrimination Mental health- Dealing with stress and support available Sexualities- safety, protection and bullying Body image and disorders Sexual Health and consent STIs and sexual health EPQ Qualification Managing money Student Finance Activities – Current Affairs, Driving Test Theory and Car Maintenance, Gardening
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The LC+ Curriculum: Activities

There is a carefully designed and articulated series of mandatory and voluntary Learning with Character Activities and leadership training within the timetable which develop the whole child to which every pupil and every member of staff contributes.

The activities programme includes pupils from Year 3 to Year 13. All pupils participate in two activities sessions per week on Tuesday and Thursday afternoons. Some activities are optional while others are compulsory. The programme is designed to build character, resilience and leadership skills.

An example of the programme for Year 7 in 2017/18 is as follows:

Choice of activities (Tuesday)	Carousel of compulsory activities (Thursday)
Rugby Badminton Hockey Handball Girls' football Trampolining Running Paint on canvas Board games Chess Drama Theatre Journalism Gardening	Stomp Holiday French Food for Healthy Living Creative building Lego style Greek Mosaics

This policy and curriculum structure is for the 2018/19 academic year and will be reviewed annually.

Related policies and documents

- CP03 Sex and Relationships
- E01 Accessibility
- E02 Equal opportunities
- GB02 Admissions
- SM01 Appraisal and Capability
- TL01 Teaching and Learning
- TL03 Collective Worship

TL05 English as an Additional Language
TL06a Special Educational Needs and Disabilities (SEND)
TL09 Homework and Independent Learning
TL12 Talented and more able pupils
Subject Schemes of Work
Job Descriptions for Subject Leaders