



ST GEORGE'S
EDINBURGH

CURRICULUM & SUBJECT GUIDE

REMOVE, L4 & U4



2025-2026



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INTRODUCTION

A Breadth of Curriculum and Flexibility of Courses

We provide a three-year broad-based secondary education before any subject specialisation, and two-year GCSE and National 5 courses taken in Upper 5 (S4) before the Scottish Higher qualification.

Beyond our Fifth Form courses, we are committed to Scottish qualifications Higher in Lower 6 (S5) and Advanced Higher in Upper 6 (S6) because of their breadth, rigour and flexibility. The Scottish Higher is a university matriculation qualification in its own right and it remains the gold standard for entry to Scottish universities. Our applicants to good English universities often receive unconditional offers based on their Higher results.

The Advanced Higher, a one year course that builds on Higher and is rated higher than A level on a grade-for-grade basis (in UCAS tariff), has wide currency as an entry qualification for universities throughout the world. In most subjects the Advanced Higher requires original work – a dissertation, investigation or project – that gets students

used to the more independent learning that will be required of them in Higher Education.

We also have a tradition of adopting the 'Best of British': we recognise the value of other, non-Scottish qualifications. In some subjects we offer A level as well as Scottish qualifications with Higher and Advanced Higher being the core qualifications studied.

Curriculum Structure

Girls commence their secondary education in Remove (P7). This is a year earlier than most schools in Scotland. In Remove, Lower 4 and Upper 4 (P7-S2) girls receive a broad general secondary education. Towards the end of Upper 4 (S2) subject choices are made for the two years of Fifth Form (S3 and S4). Girls study for 9 GCSE and National 5 qualifications which are examined at the end of the Upper 5 (S4) year. Girls then choose five subjects to study at Higher in Lower 6 (S5), with most studying three subjects or more in Upper 6 (S6).



Remove, Lower 4 and Upper 4 Curriculum (P7-S2) Subject Table

The table below gives a list of subjects studied by girls in Remove to Upper 4.

Curriculum Area	Remove (P7)	Lower 4 (S1)	Upper 4 (S2)
Languages	English (5)	English (5)	English (5)
	French (3)	#Language 1 (3)	Language 1 (3)
	Latin (1) or Support for Learning	#Language 2 (3) or Support for Learning	#Language 2 (3) or Support for Learning
	Carousel (1)**		
Mathematics	Mathematics (5)	Mathematics (5)	Mathematics (5)
Sciences	Science (4)	Biology (2)	Biology (2)
		Chemistry (2)	Chemistry (2)
		Physics (2)	Physics (2)
Social Studies	Geography (3)	Geography (2)	Geography (2)
	History (3)	History (2)	History (2)
	Modern Studies (1) or Support for Learning	Modern Studies (1)	
Religious & moral	Religion & Phil (2)	Religion & Phil (2)	Religion & Phil (2)
Expressive Arts	Drama (1)	Drama (1)	Drama (1)
	Music (1)	Music (1)	Music (1)
Art and Creative Technologies	Art (2)	Art (2)	Art (2)
	Digital Skills (2)*	Digital Skills (2)*	Computing (2)*
	Design and Technology (2)*	Design and Technology (2)*	Design and Technology (2)*
	Food and Health (2)*	Food and Health (2)*	Food and Health (2)*
Health & well-being	Personal Social Health Education (1)	Personal Social Health Education (1)	Personal Social Health Education (1)
	PE (4)	PE (4)	PE (3)
Project Pathway	Independent Research: iPQ (1)		Global Perspectives (2)

(1) Numbers in brackets give the period allocation.

* Courses run for a third of a year as a carousel consisting of Digital Skills/Computing, Design and Technology and Food and Health.

** Language Carousel consists of taster lessons in Mandarin Chinese, Latin and Spanish.

The option to take Latin as a third language may be available to students, with lessons being at lunchtime and after school.

CAREERS DEPARTMENT

Careers Base

The Careers Base, on the top floor of Upper School – next to the library - is open throughout the school day. Students of all ages are welcome to drop-in or make an appointment with the Head of Careers. Parents may also take advantage of a meeting before the day starts or after 3.50pm: this may be particularly important when students make subject choices at key transition stages in U4, U5 and the Sixth Form.

The Base has up-to-date resources to research courses and career options, on-line and off-line, and discuss next steps, including gap years and apprenticeships. The Head of Careers works closely with the Sixth Form team and promotes close links with further and higher education institutions, near and far. All students from U5 – U6 are given access to Unifrog, the universal destinations platform where students can explore their interests, then find and successfully apply for their next best step after school. The platform also offers an on-demand webinar series for students and families, as well as resources libraries for applications to apprenticeships and institutions both in the UK and abroad.

As part of the student welfare team, the Head of Careers takes great pride and pleasure in helping individuals to explore options and tries to ensure that everyone gets the information and time they require to make that next step.

Resources

To help each student with thoughts about subject choices, university and college courses and gap years, St George's provides:

- Career Breakfasts
- Lunchtime and after school speakers
- A regular Careers Newsletter with up-to-date information on an extensive range of courses and other opportunities
- A well-stocked Careers Base

- Guidance and preparation for UCAS, college, jobs and apprenticeships

Drop-In Sessions

- Students from U4-U6, staff and parents and guardians are welcome to any drop-in sessions and Career Breakfasts on offer.

Education for Work

- Lower School students focus on core skills necessary for learning, life and work and PSE sessions include, for example, Careers and Communication and Leadership with Dragons' Den-style event for L4 to test decision making, culminating in collaborative and creative presentations.
- U4 have a series of sessions preparing them to make subject choices and well-informed choices about career options. Reinforcement of key skills and self-awareness forms part of the process.
- L5 explore becoming more aware of what skills and strengths that employers want, including how to broach difficult situations and conversations.
- U5s – U6 benefit from the Unifrog platform, profiling, resources and CV and interview preparation.
- L6s participate in Insights and Experience, a week of events designed to help student prepare for the future and have sessions that look at the importance of volunteering and experience.
- Mock interviews are offered to all U6 students.

Community Partnerships

St George's has links with many organisations which providing invaluable career support and opportunities.





Art & Design

What can you expect?

Art and Design lessons in Remove take place in the Upper School Art Studios. As such, students have the opportunity to work in a wider range of materials and media: acrylic paint, ceramics, textiles, printmaking, construction materials, etc.

Remove (P7)

Students in Remove learn to express themselves and communicate thoughts and feelings through their artwork. Evaluating artworks becomes a tool for progression and is an invaluable experience in learning how to comment on their own and others' work.

Lower 4 (S1)

In Lower 4, students extend their drawing skills through observational work and are encouraged to develop their own ideas through the use of sketchbooks.

Art appreciation is a key component of Art lessons, and students learn about the process of how to respond to artists and artworks and use this to provide stimulus and inspiration when creating their own work. They build on their critical understanding through research and class discussion and develop personal,

practical responses in a variety of materials.

Lower 4 students also have the opportunity to use some of the more sophisticated artistic techniques, such as linocut printmaking and plaster casting.

Upper 4 (S2)

Upper 4 is an exciting year for our students: for some it is the last year they will study compulsory Art lessons; for others it is a preparatory year in readiness for GCSE Level; but for all, it is an opportunity to extend their skills in new and exciting media.

With an emphasis on ambition and scale, whilst learning more advanced techniques, students experiment in two and three dimensions creating imaginative and exciting personal outcomes.

Sketchbooks become even more important to students' creative journey in Upper 4; a place where they can record their decision-making process and chart the progress of their projects from initial ideas through to fully resolved finished artworks.



Design & Technology

Remove (P7) and Lower 4 (S1)

For most pupils Remove is their first experience of a workshop and so the emphasis is on skills based, practical learning.

They learn to safely use workshop tools and equipment and are introduced to bench tools as such tenon saws and chisels and machine tools such as scroll saws, belt sander and soldering.

Recent projects have included a model Trebuchet, Tower of Hanoi and 'Aromiser' which give them an introduction to working with materials, mechanical devices and design thinking. They also practice perspective drawing and rendering and are introduced to desktop publishing on computers.

Upper 4 (S2)

In Upper 4, students build on the skills they learned in lower school and add in further skills that bring in digital design to create prototypes. They are introduced to 2D and 3D Computer Aided Design (CAD), working with the laser cutter and 3D printers, whilst also refining their design skills and practical workshop skills.

Recent projects have included a laser cut desk lamp, jewellery box, novelty pencil sharpener and sustainable house design. These give pupils a firm basis for pursuing Design and Manufacture should they choose it at National 5 or into Higher and Advanced Higher.

The skills they learn fit firmly into the Technology and Engineering part of 'STEM' or 'STEAM' and are transferable to many creative, design, engineering and science-based careers.





Digital Skills and Computing

What can you expect?

Students in Remove (P7) and Lower 4 (S1) are introduced to a range of digital skills, including programming, computer systems, and responsible use of technology, while events like Women in Computing inspire them to see the real-world potential of these skills.

In Upper 4 (S2), the course develops into Computing Science, with a focus on applying these skills to advanced concepts and practical challenges. Across all year groups, we emphasise critical thinking, creativity, and problem-solving.

Remove (P7) and Lower 4 (S1)

The curriculum focuses on developing foundational digital skills, including coding with tools like Minecraft Education and micro:bits. Students explore computer systems, cybersecurity, and responsible online behaviour through the Choice and Control programme, covering topics such as online relationships, bullying, and privacy settings using Be Internet Awesome. Collaborative learning is encouraged with Office 365, while projects on platforms like Canva promote creativity and technical proficiency.

Where possible, free-to-download software is used, encouraging students to experiment beyond the classroom. By the end of Lower

4, students will have a strong foundation in Python programming and will have explored Farmbot robotics, AI fundamentals, and the societal impact of technological innovations.

Upper 4 (S2)

In Upper 4, the focus shifts to Computing Science. Students revisit programming, exploring advanced Python features such as loops, conditionals, and logical operators, while tackling challenges in Smart Cities Programming. They delve into computing concepts like the Von Neumann architecture, hardware components, and networking, culminating in independent research and creative projects.

The course highlights the application of computing across fields like medicine, arts, and law, while addressing issues such as the digital divide and gender gap. Students further their digital literacy by participating in the #DigilInventors Challenge and exploring how AI and generative AI are transforming industries, alongside refining their understanding of online safety and responsible communication.

Facilities

All year groups benefit from a fully equipped computing lab, Office 365 accounts, and additional online tools, enabling collaboration and independent exploration.



Drama

What can you expect?

The Drama Department promotes an ethos of mutual trust and respect, where students can be themselves in a comfortable and supported environment. Through drama, we seek to build a student's confidence and belief in themselves. Through role-play, improvisation, and characterisation they are able to question and reflect on the world around them and develop their skills in presentation and teamwork.

We provide many opportunities for theatre trips and workshops to enhance our students' knowledge and experience of Drama and the department offers extensive co-curricular opportunities tailored to a variety of interests and specialisms.

The following co-curricular activities are on offer:

- Two major productions with Merchiston Castle School for Upper 4.
- A production directed by the Sixth Form for Remove and Lower 4.

Remove (P7) and Lower 4 (S1)

Students in Remove and Lower 4 develop skills in improvisation, devising and characterisation whilst exploring many theatre styles and genres. Group work, communication, leadership and presentation underpin all

lessons allowing students to develop these important core skills. Students are introduced to the Theatre Arts and get to explore the fundamentals of lighting, sound, and costume design.

Upper 4 (S2)

The Drama course in Upper 4 consolidates students' experience of drama and builds on previous knowledge. Students will hone their skills in devising, performing and evaluating their own drama pieces, as well as analysing professional theatre.

Students continue to develop their skills in the Theatre Arts with opportunities to use lighting, sound and costume. Core life skills including teamwork, communication, leadership and presentation continue to be improved.





English

What can you expect?

The English department strives to inspire students with literature that explores a wide range of themes and ideas to help them understand the world around them. The curriculum is designed to provide a firm foundation in all aspects of the subject: students will develop their essay writing, close reading skills, and explore how to adapt their own writing to suit a range of fiction and non-fiction tasks.

Remove (P7) and Lower 4 (S1)

English in Remove is taught by subject specialists and is designed to act as a transition year from the primary education phase into secondary level. Across the year, students will follow a curriculum that will include diverse texts and topics to promote students' thinking whilst developing core reading and writing skills.

The units they cover will promote students' thinking about themselves and the world around them, whilst developing their understanding and analytical skills with a range of challenging texts. They will also have the opportunity to produce their own writing for different genres.

In both Remove and L4, students will have a fortnightly Library period where students are encouraged to read for pleasure. In L4, this will include access to books from the Upper School Library to help stretch and challenge the students in their reading choices.

Upper 4 (S2)

Entering into the Upper School, the U4 curriculum is designed to enthuse students about literature, whilst developing the essential skills they will require when they progress on to GCSE level. This year sees a greater focus on analytical skills, using a wide range of texts – some more contemporary and some from the literary canon. Students will also work on adapting their writing for different purposes, learning more about how to craft and control their style for effect.

Students will continue to have a fortnightly Library period in U4 so that we can still encourage them to pursue reading for pleasure and expand their literary horizons.



Food and Health

Remove (P7)

In Remove, student study revolves around a wide range of engaging topics, including an introduction to food hygiene and safety and nutrition as well the importance of sustainability through exploring seasonal produce. In practical cookery classes, students gain crucial life skills such as time management and independence, whilst also learning to cook delicious dishes, which they can recreate for their families and friends at home.

Lower 4 (S1)

In L4, students continue to develop their food preparation skills as well as exploring a range of different cookery techniques to build on the knowledge gained in Remove. Students further explore the food landscape, learning more

about nutrition and food technology, and explore different food products through sensory analysis.

Upper 4 (S2)

In U4, students continue to develop their food preparation skills in readiness for the demands of potentially taking the subject at GCSE. Topics explored include exploring food science, and a world street food project during which they explore the geography and origin of ingredients and how these shape different cultural dishes. Students also explore the food manufacturing industry and food product development through the medium of pizza! At the end of Upper 4, students leave with fantastic practical skills and an appreciation for food, ingredients and healthy living, which will enrich their future lives.





Geography

What can you expect?

Building on topics and skills learned in Junior School, we continue to explore the interactions between people, place and the environment.

Remove (P7)

The Remove course provides an introduction to physical, human and environmental Geography from a global scale in Antarctica to a local level in Edinburgh. Key Geographical skills are embedded throughout including map and atlas work, graphical and IT skills.

Lower 4 (S1)

In Lower 4 the course becomes more thematic

in approach. Case studies allow us to explore topics in depth and also give students the opportunity to practise extended writing. Contemporary geographical issues are discussed and investigated.

Upper 4 (S2)

In Upper 4, the course focuses on important geographical issues such as responsible citizenship and stewardship alongside the physical processes which have helped to shape our world. Students are introduced to more complex terminology and skills in preparation for the GCSE course.







History & Modern Studies

What can you expect?

The Department of History and Modern Studies promotes interest in the modern world and in the people and events which have shaped that world

History: Remove (P7) and Lower 4 (S1)

From Remove (P7, Y7), students are introduced to evidence as a means of finding about events. Through the context of a study of medieval and early modern Britain and Europe, they develop skills in interpreting visual, written and statistical sources and in evaluating them as a basis for making informed judgments.

Every student has access to an electronic textbook as a starting point for their work and we also use a range of online resources, access to which is facilitated by online platforms and a bank of laptops and screens in our shared teaching classrooms.

We aim to encourage a questioning approach in learning and to develop students' skills in reading and in extended writing by the end of Lower 4 (S1, Y8), whilst fostering the development of compassionate and inclusive thought and action, based on informed

attitudes about historical and contemporary issues.

Modern Studies: Remove (P7) and Lower 4 (S1)

In Modern Studies, students will develop the skills and knowledge they need to navigate the complex issues facing the world and to allow them to take an active role as citizens in a democratic society. Studies in this interdisciplinary field will start with a study of human rights, including the UN Convention on the Rights of the Child, but will include topics related to politics, economics, sociology and international relations. Students will develop skills in the critical evaluation of evidence and in presenting ideas on an informed but persuasive manner.

History: Upper 4 (S2)

In Upper 4 (S2, Y9), students broaden their studies in History beyond Europe by examining African and Indian society and culture and the economic, social and political impacts of European exploration. They continue to develop their skills in critically evaluating evidence and in making informed, reasoned and sustained judgments in extended responses.



Every student has access to a range of internally developed resources which aim to stimulate interest and encourage further research using online materials. Access to these is facilitated by students' use or personal devices to access to online platforms where material can be readily shared and discussed.

Lessons are delivered in one of two designated teaching classrooms in the Upper School by one of four subject specialists whose aim is to help students to develop informed attitudes in a supportive and inclusive learning environment which equips them with the skills they will need in the world of work and in further academic studies in History at GCSE level and beyond.

Understanding of the relevance of historical studies in the modern world is developed by a Modern Studies block at the end of the course which examines related contemporary issues. Students are also encouraged to apply their knowledge and skills by becoming involved in activities such as Model United Nations and to broaden their experiences beyond the classroom by taking part in the international trips that we aim to offer on a regular basis.





Latin & Classics

What can you expect?

Students from Remove to U6 are encouraged to engage creatively and critically with the languages and cultures of the ancient world.

Learning Latin in Lower school enhances literacy and language awareness. Every classroom has an interactive smartboard or screen, giving students ready access to a wide range of innovative and interactive digital resources.

Remove (P7) and Lower 4 (S1)

Learning Latin enhances literacy and language awareness.

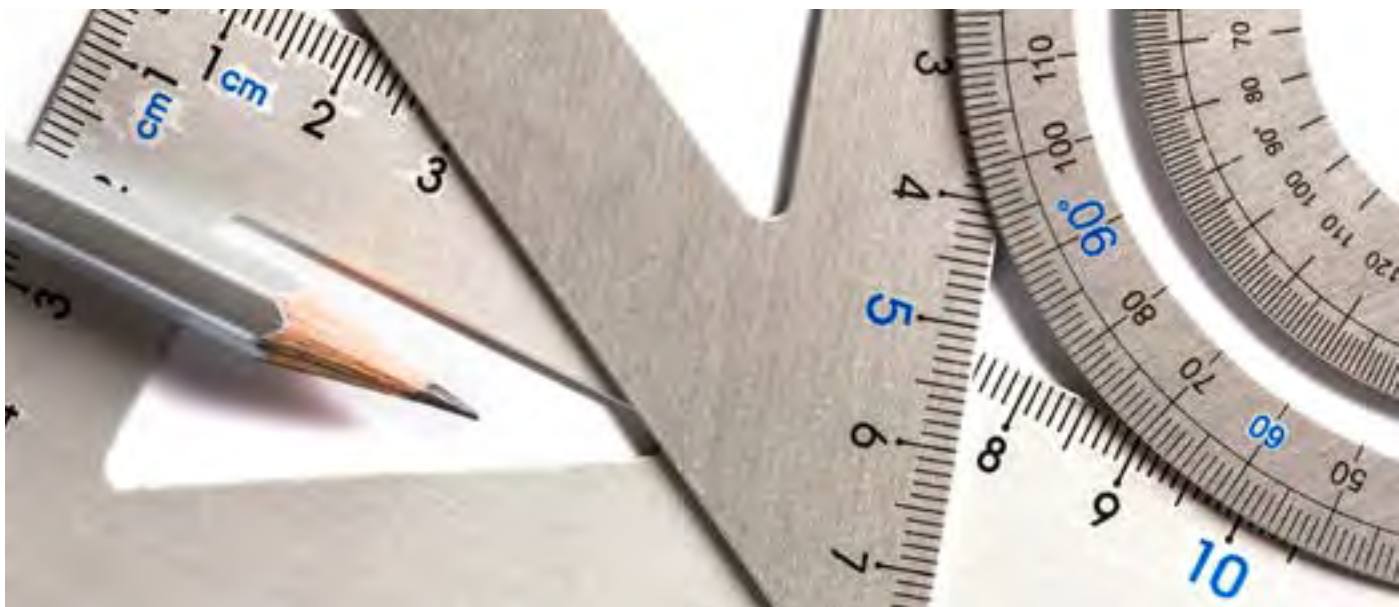
In Remove and Lower 4, the focus is on developing the language skills students need to read and enjoy simple Latin texts. By introducing core aspects of grammar and vocabulary through stories about mythology and everyday life in the Roman world, students learn about the language in its cultural context. This gives them an opportunity to explore other cultures and to appreciate links between Latin and English and other modern languages.

Upper 4 (S2)

The Upper 4 course builds a firm foundation for future progression in Latin and Classical Studies.

In Latin, we focus on developing students' language skills and empowering them to read and translate more complex passages of Latin. Students continue to learn the language in its cultural context, building up their knowledge of grammar and vocabulary by reading texts that reflect the diversity of the Roman world. They continue to develop their understanding of the ancient world but are now encouraged to take a more critical and inquiring approach to their study of Roman culture and society.





Mathematics

What can you expect?

Building on their experience from their Primary years, students focus on developing a broad range of knowledge and skills and have the opportunity to develop at their own pace. Students will be provided with a variety of challenges that stimulate and promote the enjoyment of Mathematics.

Remove (P7) and Lower 4 (S1)

The Remove curriculum features numeracy, algebra, geometry, ratio, statistics and probability. Students will then build on these topics in Lower 4 as part of their journey

towards Upper School. In Lower 4, students are also gradually introduced to the use of technology in Mathematics.

Upper 4 (S2)

In Upper 4 (S2) students continue to follow a broad curriculum, extending their knowledge of the core mathematical skills required for both the GCSE and SQA Higher Mathematics courses. Students continue to develop more complex skills that will enhance their ability to solve mathematical problems. The department offers a variety of pathways to cater for each student's ability and to enable them to fulfil their potential.





Modern Foreign Languages

What can you expect?

Lower School students are taught by a combination of native speakers and enthusiastic teachers from the Modern Foreign Languages Faculty.

They not only focus on the four key elements of language learning: speaking, listening, reading, and writing, but also on building leadership and teamwork through joint language projects and performances. As well as ensuring our students gain confidence and skills in using and understanding the language, our aim is for them to develop a love of language and culture.

Remove (P7)

Building on their language learning in P6, students in Remove (P7) continue with three periods per week of French. They also undertake a three-part "Language Carousel"

for one period a week, introducing them to Chinese, Latin and Spanish.

Here they experience a combination of language and culture with interactive activities such as role plays, songs and games. This process helps students to make their language choices, subject to the availability for the Lower 4 and Upper 4 two-year pathway.

Lower 4 (S1)

In Lower 4 (S1), students study two languages from French, Spanish, Chinese and Latin. Catch up classes are available for students joining us from other schools who may feel that their level in any particular language requires a little support.

The Globetrotters Club, run by members of the Sixth Form, is another forum for Lower School students to develop their interest in languages and cultures out with the classroom.





Upper 4 (S2)

Following on from their language studies in Lower School, students continue with their chosen languages throughout Upper 4 (S2). They work on developing their confidence in the four main skills, studying a broad range of interesting and relevant topics through varied learning tasks and experiences, which include interactive activities, presentations, cultural research, and film.

We endeavour to make the study of languages lively and fun through dynamic teaching and a wealth of stimulating resources. Using pupil voice, we aim to keep our courses relevant and engaging and ensure that themes of diversity, inclusion and understanding are woven into our curriculum.

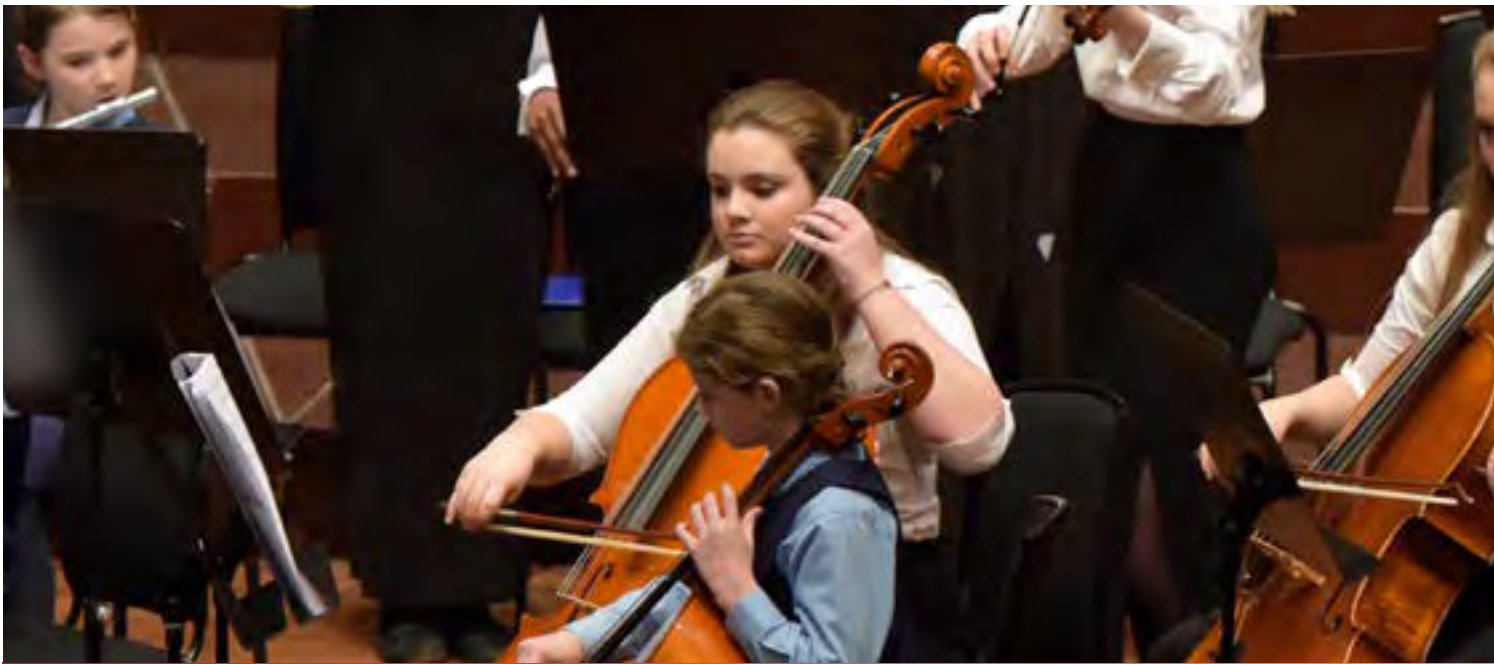
Alongside the language and cultural elements of the course, students also begin to gain more of an insight into the techniques

and understanding required for studying a language at National 5 level. They are then able to make a well-informed decision about which languages to study in fifth form from Chinese (Mandarin), French, and Spanish.

Focussing on developing key skills for life underpins every aspect of our languages' curriculum, whether it is resilience and problem-solving when tackling challenging grammar points, or independence and communication, when working on research as part of a presentation.

Every student is given the opportunity to build an excellent skill set which they can continue to develop as they progress through the school.





Music

What can you expect?

There are ample musical opportunities at St George's in the Lower School. Co-curricular music ensembles include Lower School Orchestra, Lower School Choir, Flute Group, Rock Band, Lower School Musical Club and more!

Remove (P7) and Lower 4 (S1)

Remove and Lower 4 Music lessons are taught weekly. The students are taught listening, performing and composing, through the study of a vast array of musical styles including western, popular and traditional musical styles, such as programme music, Scottish traditional music, and The 12-bar blues (to name a few).

A strong focus is placed on keyboarding skills and the exploration of the musical elements through music appraisal. The students will also be taught to read and write basic musical notation and to play the keyboards with correct fingerings. The keyboard repertoire is tailored to all levels so that every student has access and are sufficiently challenged.

Students will also have ample opportunity to sing and to develop their aural skills. In the Summer term, the students will also have access to music technology in the Robertson Music Centre through the use of Garage Band

and Sibelius software.

Upper 4 (S2)

A vast array of co-curricular musical opportunities are available for Upper 4 students such as Concert Band, Senior Choir, Rock Band, Orchestra, Flute Group, Senior Strings and more!

Upper 4 Music lessons take place in the fabulous Robertson Music Centre. The building houses a vast array of musical instruments and includes an auditorium - a wonderful performance space for musical performance - as well as a classroom with keyboards and computers where students can access music technology for composing.

The teaching and learning in Upper 4 places a strong emphasis on developing a solid understanding of the musical elements through music appraisal. The course begins with a study of popular music where students will do a lot of listening around the topic before developing basic guitar skills as well as accessing the drum kit, bass and keyboard instruments.

The popular music area of study includes everything from Rock n' Roll, Musical Theatre, Film Music, Gaming Music and more. Teaching and delivery of music lessons in Upper 4 encourages an integrated approach to the



three distinct disciplines of performing, composing and appraising in order to sufficiently prepare them to study music at the GCSE level if they so choose.

The students spend a great deal of time developing composition skills through the exploration and use of music technology including Sibelius and Pro Tools software.





Physical Education

What can you expect?

Underpinning the delivery of Physical Education and Sport within St George's is a commitment to allow the greatest number of opportunities for everyone.

The Physical Education Curriculum is designed to enhance participation across a wide variety of activities. The students in Remove and Lower 4 have four PE periods every week, a healthy 160 minutes of being active and developing new skills.

The Physical Education Curriculum is continuously adapted based on teacher evaluations, students feedback, assessment, and professional research.

Remove (P7) and Lower 4 (S1)

This curriculum is both developmentally appropriate and progressive ensuring a clear pathway between year groups.

We believe in providing as many opportunities as possible for Remove and Lower 4 students to represent their class, house and school in a variety of sporting contexts. We end each PE block with inter-class or inter-house fixtures, to allow all pupils to experience a competitive environment.

Here is a list of some of the core activities we

deliver:

- Remove (P7) PE activities: Hockey, Lacrosse, Netball, Dance, Volleyball, Gymnastics, Swimming, Tennis, Athletics, Cricket.
- Lower 4 (S1) PE activities: Hockey, Lacrosse, Netball, Basketball, Badminton, Gymnastics, Swimming, Tennis, Athletics and Cricket.

There are excellent on-site facilities including a large all weather Astro-pitch, MUGAs, grass pitches, athletics sprint track, gymnastics hall, fitness suite and an indoor sports hall to enable a wide range of activities on site.

The Physical Education Curriculum is supported and enhanced by our extensive Sport Co-curriculum and Outdoor Education programme. These three components within the PE Department are closely aligned ensuring the students are achieving their full potential.

Upper 4 (S2)

Upper 4 (S2): The aim of the Physical Education Curriculum in Upper School is to instill lifelong engagement in sport and physical activity, and to embed an understanding of the benefits of a healthy, active lifestyle.



In this regard, we are committed to developing an environment in which pupils work outside of their comfort zone, taking on new opportunities and embracing mistakes as a method of improvement.

We drive to deliver a Physical Education curriculum that develops young people's confidence, emotional wellbeing, physical health and life skills. Physical Education at St George's is a vehicle through which a joy of movement is established, leadership skills are developed and a love for sport and physical activity is fostered.

To achieve this, students complete two hours of Physical Education lessons a week led by specialist PE Teachers in a wide variety of activities. Within these activities we develop

leadership skills by delivering Netball through the 'Sport Education' model. Our Group Dance Project block allows for creativity and group work, while in Upper 4 students have their first opportunity to select their own activity for one block.

Upper 4 (S2): Hockey, Lacrosse, Netball, Volleyball, Dance, Gymnastics, Tennis, Cricket, Athletics and an option choice.

Through our lessons we want to spark pupils' interests in activities and support our extensive extracurricular programme, as well as signpost individuals beyond school to develop their potential. Our co-curricular sport programme allows pupils in Upper 4 the opportunity to play sport after school every day of the week, in addition to Saturday morning fixtures.





Project Pathway

Remove iPQ and Upper 4 Global Perspectives

Remove (P7): ISEB Project Qualification (iPQ)

The ISEB Project Qualification (iPQ) is a qualification from the Independent Schools Examination Board which encourages a process of guided discovery, in which pupils are taught the skills to engage in independent learning, with guidance from a teacher whose questions and comments help to facilitate the development process.

The iPQ offers pupils freedom to explore, create and present a wide variety of project types including written reports, artworks, models, performances, videos, podcasts and multimedia portfolios on a topic of their choice.

Topics could be anything from promoting girls' cricket to investigating the factors that affect crystal growth: anything is acceptable provided the pupil has a passion for it and the mentor believes it offers enough depth for sustained research. Project work is submitted in the form of a portfolio and evidence of a final presentation.

This work is assessed by the teacher and moderated by an accredited moderator. The qualification is graded Pass/Fail and all pupils who pass will receive a certificate and a digital badge.

Upper 4 (S2): Global Perspectives

As part of Upper 4, Global Perspectives is a new and exciting area of the curriculum where the students explore significant global issues from different perspectives. The course design is split into two areas: Research and Topic.

Research Over the course of the year, students will complete both an individual and a group research project. Topics are centered around the United Nations Sustainable Development Goals. The aim is to develop metaskills such as effective research, critical thinking, decision making, creative thinking and teamwork. The framework supports development of skills that will lead onto the Higher Project Qualification (HPQ) in Fifth Form and beyond.

Topic Throughout the course, students will explore topics that include diversity and equity; exploring the differences between discrimination and prejudice; as well as human rights and refugees.

Through this part of the curriculum, students are encouraged to work collaboratively and individually and to develop the application of knowledge in different contexts, as well as metaskills to complement learning in other curricular areas. The aim is to prepare learners to be active global citizens in a life beyond school.



Religion & Philosophy

What can you expect?

In Religion and Philosophy we challenge students to critically engage with religious traditions, philosophical questions and ethical dilemmas.

Remove (P7)

In Remove students explore the question: 'who are we and where do we belong?'. They grapple with the ideas of Descartes and Materialism, and examine how story, ritual and symbolism can help create a sense of identity and belonging in the religions of Judaism, Islam and Sikhism. All the while students are encouraged to raise and answer their own questions about the topic.

Lower 4 (S1)

In Lower 4 students explore the question: 'who should we become?'. They investigate how

religious and non-religious worldviews have impacted the beliefs and actions of important figures including Martin Luther King Jnr and Mohandas Gandhi and reflect on their own inspirations and aspirations.

Upper 4 (S2)

In Upper 4 students explore the question: 'how should we live?'. They consider the teachings of Buddha on suffering and explore the moral issues raised by topics like animal testing and fast fashion.

Students also get a taster of the GCSE syllabus, weighing up matters of life and death including abortion and the death penalty.





Sciences

What can you expect?

Lower School Sciences, taught to Remove (P7) and Lower 4 (S1) students, builds on their studies in the Primary years. The students are taught in two well-equipped labs by teachers who also teach in Upper School, with technician support.

The curriculum follows the KS3 science guidelines, to ensure students receive a good grounding in Physics, Chemistry and Biology to support their studies at GCSE.

Remove (P7)

In Remove, they learn more about the basic concepts in a balanced science setting, and then study separate sciences in Lower 4. Topics taught are: Remove: Particles and Heat, Cells and Organs, Separating Mixtures, Energy and Ecosystems.

Lower 4 (S1)

Lower 4: Chemistry: Acids and Alkalis, Metals and Non-Metals, Earth Science, Scientific skills. Biology: Digestion, Gas Exchange, Reproduction. Physics: Forces and Speed, Electricity, Light and Sound. There is an emphasis on understanding the scientific method and the development of investigative

skills in each topic. Students are also regularly encouraged to explore, through research projects and practical investigations, throughout the courses.

Lower 4 students also carry out a 3-week investigation which may be eligible for a British Association Bronze CREST award. There is also a weekly Science club after school where students can investigate aspects of science outside the school curriculum and carry out problem solving activities.

Upper 4 (S2): Chemistry

The U4 science course is made up of 3 different topics that build on their knowledge from lower school to help prepare them for GCSE.

Chemistry: Separating mixtures, Acids and bases and the Periodic table. There is a strong focus on practical skills throughout the course with regular experiments for the pupils. It is also important that pupils develop their literacy and numeracy skills, including: reading for understanding, plotting graphs, calculating averages and percentages, fair testing in experiments and researching and presenting information on topical chemistry. In the summer term pupils work on a group project based on the television show, "The Apprentice".



Upper 4 (S2): Physics

When students join Physics in Upper 4, they are already halfway through a 2 year curriculum which will help to underpin their future Science progression.

We are proud of our high uptake for GCSE, and the Upper 4 curriculum continues to lay the groundwork for this course, by developing the themes of Electromagnetism and Optics. We also ensure that our students core practical and scientific skills are well developed.

We appreciate that for some students, this may be their last formal year of studying Physics and so we try to encourage a sense of curiosity and wonder through the study of themes such as Space, in the hope that they will continue to enjoy and engage with Physics beyond the classroom.

Our laboratories are well equipped with modern apparatus, data logging equipment and IT facilities. There is particular emphasis placed on developing practical, research and investigative skills. In addition, virtual experiments, simulations and applications are employed to consolidate and enrich understanding.

Upper 4 (S2): Biology

In Upper 4 (S2) there are four biology teachers that provide a stimulating and rich learning environment in which students continue their experience of discrete sciences. The Upper school Biology department has three well-resourced science laboratories allowing students access to many, varied experiments, and activities to explore the biological concepts and phenomena around them in a hands-on manner.

The Upper 4 biology course focuses on lifestyle choices, health risk factors and approaches to minimise their impact, whilst preparing them for the study of GCSE biology. The course offers opportunities to learn about human health and disease, the nervous system, cellular processes in animals and plants that ensure survival, genetics of inheritance and the environment.

Throughout the Upper 4 biology course there is a focus on developing understanding of the scientific cycle and investigative skills. Alongside the acquisition of scientific knowledge and skills students have many opportunities to develop their soft skills through debating, discussion, presenting information, and working collaboratively and effectively as a group.



Support for Learning

What can you expect?

The Faculty of Support for Learning is a whole school resource responsible for the additional support needs of students from nursery to Upper Six (S6), with a focus on overcoming barriers to learning that are experienced. The support will be ongoing for some students and temporary for others.

Support for Learning's broad role allows support of individual progression through school from a social, emotional and academic perspective. Through collaboration and liaison with all those involved in meeting student's needs in school and, when required, outside agencies, the faculty is committed to encouraging and promoting the creation of successful learners and confident individuals. Being an all-through school resource, the major transitions are well-co-ordinated for students with ongoing additional support needs as they move through school.

In Lower School, a dedicated learning support classroom offers a learning environment for small groups or individuals with provision being offered through timetabled lessons or as an individual short block.

Remove (P7)

In Remove (P7), timetabled learning support lessons are offered for two periods a week, with a focus upon continued development of literacy and numeracy, along with appropriate study strategies as students start secondary education. The learning support lessons replace Modern Studies and Latin in the student timetable, with the opportunity to study these subjects later in school remaining in place.

Lower 4 (S1)

In Lower 4 (S1), learning support is offered in the timetable against a second language other than English. The lessons provide time with a specialist support for learning teacher to support student's individual learning and skill development and with a mathematics teacher who focuses upon development of mathematical learning and numeracy skills for different areas of the curriculum.

Upper 4 (S2)

In Upper School, a dedicated learning support base offers a learning environment for small groups or individuals with provision being offered through timetabled lessons or as an individual short block.



In Upper 4 (S2), timetabled learning support lessons are offered against a second language other than English. The lessons provide time with a specialist support for learning teacher to support student's individual learning and

skill development and with a mathematics teacher who focuses upon development of mathematical learning and numeracy skills for different areas of the curriculum.

