

# 2a

**St Paul's Cathedral School**

**Curriculum Policy**

***Also Refer to policies on:***

***Learning Support***

***Homework***

***Teaching & Learning***

# AIMS & PRINCIPLES

***St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.***

*The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.*

*Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.*

# St Paul's Cathedral School

## Curriculum Policy

St. Paul's Cathedral School aims to fulfil the potential of each child in our care with as broad a curriculum as possible and this policy applies to all pupils from the Early Years Foundation Stage through to Year 8.

The policy takes into account the age, aptitudes and individual needs of every pupil. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have a commitment to prepare children for their lives beyond St. Paul's Cathedral School as well as for entry to their chosen senior schools. A pupil's time at St. Paul's will form the base on which their future education will be built. A number of subjects are taught by subject specialists to pupils of all ages and, as pupils progress through the school, the level of specialist teaching increases. We are mindful of pupils' spiritual, moral, social and cultural development and it is an integral part of all we do.

### Curriculum Aims:

At St. Paul's Cathedral School we undertake to:

- give our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- ensure our pupils acquire speaking, listening, literacy and numeracy skills;
- prepare pupils to the standards and style of entrance examinations to senior schools suited to their academic ability and personality;
- develop confident and enquiring learners who are able to make informed choices;
- give our pupils personal, social, health and economic education which reflects the school's aim and ethos;
- develop self-esteem and personal responsibility, with respect for the feelings and needs of others;
- promote a thoughtful attitude to the immediate and wider environment.
- ensure that all pupils have the opportunity to learn and make progress;
- give effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and in particular do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief;
- ensure equality of opportunity and access to all regardless of gender, race, special needs, class or faith;
- value and respect all cultures;
- give our older pupils access to information on career choices;

- instil a love of learning;
- have high expectations of the children and ourselves;
- raise levels of attainment for all pupils, enabling them to achieve their potential;
- provide a happy and safe environment in which to work;

### **Access to the curriculum: Learning Support and High Ability**

The school has a Head of Learning Support. Their role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies to co-ordinate any extra help that may be required and to offer support to individuals or small groups in or out of class.

Teachers have a responsibility and commitment to stretch and challenge the most able in the classes they teach. Extension and broadening tasks, and higher order questioning will be integral in this provision. Provision is made for those who have been identified as potential academic scholars.

## **The Curriculum**

As teachers and subject leaders we have a responsibility to keep abreast of educational reform and developments in the state sector and to incorporate the best of these into our curriculum. To that end, we follow the Early Years Foundation Stage Guidance; The Literacy and Numeracy Strategies; and the National Curriculum. From Reception to Year 4 inclusive, we follow the International Primary Curriculum to deliver our teaching of the Humanities, Science, Art, ICT and other subjects. In Year 5 and above our focus inevitably turns to the syllabuses for 11+ and 13+ examinations in the core subjects, languages and the humanities.

### **Pre-Prep**

#### **Reception**

Reception, our only Early Years Foundation Stage (EYFS) year, has a curriculum based on statutory framework for the early years foundation stage (2014):

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The seven areas of learning are:

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

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

Successful teaching in Reception relies on careful and flexible planning, including the use of subject specialists for French, TPR, ICT, PE, Music, Drama and Dance. The International Early Years Curriculum (IEYC) is followed to provide a topic-based approach to science and humanities.

## **Years 1 and 2**

English and Maths are based on the Key Stage 1 syllabus of the National Curriculum. Form teachers are responsible for teaching a large proportion of the curriculum, including the International Primary Curriculum (Milepost 1). However, specialists teach French, TPR, ICT, Music, Art, Drama and Dance in these years.

## **The Prep School**

### **Years 3 and 4**

English and Maths teaching is based on the Key stage 2 syllabus of The National Curriculum. The International Primary Curriculum (covering Science, the Humanities, Art, Music and ICT) continues (Milepost 2) and is taught up until the end of Year 4. Dance also continues to the end of Year 4.

Two forms from Year 3 allow for flexible groupings. All subjects are taught in form classes in a mixed ability context.

Years 3 and 4 are principally form based, but children begin to develop some independence in moving around the school for their subject specialist taught lessons.

### **Years 5 and 6**

In Year 5, whilst still having a form base and visible form teacher, pupils are taught by a greater range of teachers and are more “mobile” around the school. To ease this transition, the Year 5 and 6 form teachers will be teachers in the Upper School, to ensure they have regular contact with their form.

Specialist Science and Humanities teaching begins, and Latin is also introduced.

In Year 5 there is some increase in focus towards the 11+ syllabuses for English and Mathematics and sessions to practise Verbal and Non-Verbal Reasoning are introduced.

Pupils in Year 6 are prepared for 11+ English, Mathematics, VR, NVR and, occasionally, Science exams. All members of Year 6 will do regular practice in timed Maths and English 11+ papers during the Autumn Term.

Students in Years 5 & 6 are taught all academic subjects as well as ICT, Art, Drama, Music and PE by specialist staff.

### **Years 7 and 8 (Key Stage 3)**

Curriculum focus in the Upper School moves to the ISEB Common Entrance syllabuses. Pupils are prepared to offer the following subjects for Common Entrance at 13+:

- English;
- Mathematics;
- Science;
- French;
- Latin (and Ancient Greek for some);
- Geography;
- History;
- TPR (Theology, Philosophy & Religion).

The school schemes of work follow the requirements of the ISEB but with flexibility in Year 8 to prepare for individual schools' papers and scholarships.

All pupils continue to be taught Art, Drama, Music and PE and specialist ICT teaching continues through Year 7.

### **PSHE – Personal, Health, Social & Economic Education**

*(also see PSHE Handbook and SMSC policy)*

PSHE is taught throughout the school as a discrete subject. All teachers, and most importantly all form teachers and tutors, have a responsibility for applying the aims of PSHE at St. Paul's.

In delivering PSHE at St. Paul's we aim to:

- give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives;
- give pupils the opportunity to become informed, active and responsible citizens;
- offer PSHE activities that help pupils: recognise their own worth; work well with others and become increasingly responsible for their own learning;
- provide pupils with the opportunity to reflect on their experiences and understand their personal and social development;

- help pupils understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- SPCS was an early adopter of the new RSE (Relationships & Sex Education) curriculum (statutory from Sept 2020) and this forms an integral part of our PSHE provision.

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