

BEDE'S

ARTICULATE

Curriculum Policy (Prep including EYFS)

Author / Role	Senior Deputy Head, Prep School
Date Published	November 2022
Approving Body	Prep SLT
Regulatory References	<p>Independent Schools Standards Regulations: 2 - Curriculum</p> <p>1) The standard in this paragraph is met if—</p> <p>(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and</p> <p>(b) the written policy, plans and schemes of work— (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and (ii) 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 beliefs.</p> <p>2) For the purposes of paragraph (2)(1)(a), the matters are—</p> <p>(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;</p> <p>(b) that pupils acquire speaking, listening, literacy and numeracy skills;</p> <p>(d) personal, social, health and economic education which— (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);</p> <p>(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that— (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential;</p> <p>(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills</p>

Date of Review	November 2024
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Equality, Diversity and Inclusion Check for new/updated Policy completed by (committee/date):
SLT, November 2022

Documentation Distribution

Please delete as applicable

All staff / volunteers	Y
Governing Body	Y
Parents on request	Y
Published on School website	Y
ISI requirement to be available on request	Y
ISI requirement to be on School website	Y
Parent Portal	Y
Staff Hub	Y
ISI Portal	Y
Limited Internal Use Only (state recipients) - SMT and Admissions	N

This policy is considered a 'live' document and will be updated as statutory guidance is release

Bede's is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

Vision, Mission and Values

Our Vision

Where every child finds joy in their pursuit of brilliance

Our Mission

We continue to craft a more joyful education.

- Cultivating a vibrant learning experience, motivating us to pursue our individual best.
- Providing a festival of opportunity, enabling us to discover new passions and develop new talents.
- Building a kind-hearted community, inspiring us to enhance the lives of others.

Our Values**Be Compassionate**

Because a caring community fosters belonging.

We expect our community to show kindness to people of all ages, genders and ethnicities, maintaining campuses where every person feels joyful and energised.

Be Courageous

Because fortune favours the brave.

We challenge our community to stand up for what is right, providing them with a safe environment where they can take bold action in pursuit of brilliance.

Be Curious

Because wisdom can be found off the beaten track.

We encourage our community to discover unlikely passions and hidden niches, releasing them into a wealth of opportunities inside and outside the classroom.

Be Conscientious

Because dedication is a spearhead of success.

We ask our community to throw themselves wholeheartedly into every endeavour, taking responsibility for their journey and inspiring others to do the same.

Policy Principles/Aims:

To provide a written policy on the curriculum at Bede's Prep which meets regulatory standards, as well as providing a vibrant and enriching learning environment.

Statutory Guidance:

N/A

Associated Trust Policies:

- EYFS Policy
- Special Educational Needs and Disabilities (SEND)
- PSHE
- Admissions
- RSE
- EAL

1. Introduction

- I. This policy applies to all pupils in the school, including in the EYFS.
- II. The Curriculum at Bede's Prep School is all the planned activities that are organised in order to promote learning, personal growth and development. It also includes the 'hidden curriculum', namely the skills the children learn from the way they are treated and are expected to behave.

- III. The school follows the National Curriculum in broad terms in addition to its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date with curriculum developments and opportunities.
- IV. As part of our responsibility to keep abreast of national issues, our Heads of Department, alongside our Heads of Faculty, are committed to reviewing the government's revised National Curriculum and adapt the content and skills accordingly without being limited by the content.
- V. Heads of Department and Heads of Faculty take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the aims and core values of the school.

2. Aims

- I. Every pupil will leave Bede's with a distinguished academic record, high ideals and clear and confident aspiration. Bede's is academically ambitious for its pupils. Outstanding teachers inspire those they teach, drawing out a passion for subjects and for learning. Bede's aims for every child to achieve the very highest standards and staff are demanding in the pursuit of excellence.
- II. Bede's Preparatory School is committed to providing pupils with a curriculum that is broad, stimulating and designed to facilitate the highest possible levels of attainment by those who follow it.
 - a) All pupils have the opportunity to learn and make progress.
 - b) All pupils have equal access to the curriculum regardless of gender, ethnic origin or special educational needs.
 - c) All areas of the curriculum are valued including academic subjects, the arts, music and Sport.
 - d) The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.
 - e) The curriculum is balanced and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. Please refer to the school's separate PHSE and RSE policy.
 - f) It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.
 - g) The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

3. Structure of the Curriculum

- I. The school has a written policy on the curriculum, supported by appropriate plans and schemes of work, which is drawn up and implemented effectively.
- II. The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and are in line 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.
- III. The school provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- IV. Pupils acquire speaking, listening, literacy and numeracy skills across curriculum areas.
- V. The Curriculum in each year group (Reception – 8) is organised in two week rotations called Week A and Week B.
- VI. Pupils in years 3–8 are allocated a 10 minute reading session, three times a week. Pupils in Reception–Year 2 have daily reading sessions.
- VII. The curriculum is organised appropriately and effectively in terms of time allocation per subject per year group. Lessons are 50 minutes in length. Please refer to Appendix 1 for subjects and allocation over a two week cycle.
- VIII. Pupils are mainly taught in mixed ability groups in Rec-Year 8. Pupils are set in years 5-8 for Maths and in year 7 and Year 8 for English and Science. Setting may also be appropriate for Languages in year 6,7, and 8.
- IX. Some pupils in years 6, 7 and 8 may drop Languages to have additional support lessons.
- X. Reception - Year 4 are mainly taught by class teachers, with some additional support. They have specialist teachers for Games, P.E. French, Drama, Art Computing/STEM, Dance, Music and Swimming.
- XI. Years 5 to 8 are mainly taught by subject specialists. Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively.
- XII. Pupils have the opportunity to represent the school in teams for various sports, performing arts as well as enjoy an extensive programme of extra-curricular activities. Pupils also have the opportunity to study LAMDA, learn a musical instrument and take Dance exams.
- XIII. The hidden curriculum, such as the pastoral care system, the house system and the many ways in which pupils can take on responsibility, such as the Prefects, the School Council and Eco Committee, all enhance social development.

- XIV. The school provides access to accurate, up-to-date careers guidance that is presented in an impartial manner and enables pupils to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential;

4. Early Years Curriculum

- I. The Curriculum taught in the Reception Class meets the requirements set out in the revised EYFS Statutory Framework, 2021 and is set out in our EYFS Policy. Curriculum planning focuses both on the Prime Areas and the Specific Learning Areas to develop children's skills and experiences, as set out in this document.
- II. Bede's Prep School fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the reception class is based on child initiated learning.
- III. Each child's EYFS Profile is submitted to the East Sussex County Council at the end of their Reception year. For more details of the curriculum in Reception (Y0) please refer to the EYFS Policy.

5. Communication

- I. Department Handbooks outline the Scheme of work, extension resources for parents to consider and the Key Skills to be addressed in each subject area.
- II. The curriculum fully complies with statutory requirements and coherent provision is made for the integration of the major cross - curricular skills. Further detail on content for each subject can be found in department schemes of work and in the Curriculum information booklets [here](#).

6. Homework

- I. In Year 5 – 8 pupils are set Homework as published in the Homework Timetable.
- II. Homework club is available 3 times a week for 40 minutes, should pupils wish to complete their independent work at school. Pupils in Year 8, who are applying for Scholarships, may be set additional tasks over holiday periods.

7. Monitoring

- I. All teaching staff are responsible for monitoring the way the school curriculum is implemented. The quality of curriculum provision is monitored by the Senior Deputy Head in collaboration with Heads of Faculty. Standards of academic attainment and achievement are monitored by the Senior Deputy Head in collaboration with Heads of Faculty.
- II. Pupils progress is assessed in Autumn Term One, Autumn Term Two, Spring Term Two and Summer Term Two. Reports are published to parents during these terms.
- III. Standardised testing is carried out over the year. These include New Group Reading Tests for all pupils in Year1 to Year 8. New Group Spelling Tests for pupils in Year 4 to Year 8, MiDyis for Year 7, INCAS for Year 3 and Year 5. Progress testing in English and Progress in Maths for Year 1 to Year 8 and Progress in Science for Year 3 to Year 8.

- IV. New Group Reading Tests, MiDYIS, Progress in English, Progress in Maths and Progress in Science results are also published to parents.
- V. Parents consultations are held in Spring term One to provide feedback on their child's progress.
- VI. The Prep School Tracker, SEN Tracker and departmental trackers, monitor pupils progress and interventions are implemented as appropriate.
- VII. The Learning Enhancement Department monitors the progress and educational experiences of pupils with Special Educational Needs and EAL

8. Equal Opportunities and Safeguarding

- I. The curriculum at Bede's is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school.
- II. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils.
- III. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by teaching staff within the school when considering adaptations to schemes of work. Our Deputy Head Pastoral oversees this aspect of the curriculum.
- IV. Additionally, Our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum.
- V. Personal, social, health and economic education reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics.
- VI. The principles underpinning our PSHE curriculum with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise. Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.
- VII. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance

effective September 2020. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy

- VIII. This is complemented by development of personal attributes including compassion, curiosity, conscientiousness and courage.

Subject	Rec Lessons	Year 1 Lessons	Year 2 Lessons	Year 3 Lessons	Year 4 Lessons	Year 5 Lessons	Year 6 Lessons	Year 7 Lessons	Year 8 Lessons
English	10	10	10	7	7	8	7	8	8
Phon/Handwr/Spelling/Guided Reading	10	10	10	6	6	2	2	0	0
Maths	10	10	10	10	10	10	9	9	9
Science	0	0	0	4	4	6	8	8	9
MFL	1	2	2	3	3	3	4	5	5
Spanish	0	0	0	0	0	4	0	0	0
Phil, Theo, Religion	0	0	0	0	0	0	0	2	2
Creative Carousel	0	0	0	0	0	0	0	2	2
Geog (Topic Y0-2, IS Y3-4)	17	15	14	4	4	3	4	4	4
Hist (Separate Yrs 5-8)	0	0	0	0	0	3	4	4	4
RSE				1	1	1	1	1	1
RS	0	0	0	2	2	1	2	0	0
Comp/STEM	1	2	2	2	2	2	2	2	2
Art	0	0	0	2	2	2	2	2	2
Music	1	1	2	2	2	2	2	2	1
Drama	0	0	0	2	2	1	1	1	1
PE	2	2	2	2	2	2	2	1	1
PSHE	1	1	1	2	2	1	1	1	1
Swim	2	2	2	2	2	2	2	1	1
Dance	2	2	2	2	2	0	0	0	0
Games	4	4	4	8	8	8	8	8	8
Holywell Music	2	2	2						
Assembly/PSHE	2	2	2	2	2	2	2	2	2
Chapel/Tutoring	2	2	2	2	2	2	2	2	2
Section/HoY Assemblies	1	1	1	1	1	1	1	1	1
Golden Time	2	2	2						
Total per class	70	70	70	66	66	66	66	66	66