GIGGLESWICK
SCHOOL

Prep School Curriculum Policy

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Reviewed by	Head of the Prep School
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1 INTRODUCTION

The school curriculum comprises all learning and other experiences that each school plans for its pupils.

The National Curriculum (2014) is an important element of our school curriculum and forms the basic framework from which we plan units of work. The PSHE scheme of work follows the current NYCC syllabus (updated September 2025 in line with the RSE guidance, July 2025) and has been developed in conjunction with Senior School.

2 AIM OF THE CURRICULUM

2.1

- to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- to provide a curriculum that is planned effectively, providing continuity and progression, offering opportunities for **all** pupils to learn and to achieve.
- to provide a stimulating and supportive independent education which prepares confident young people for the challenges of the adult world.
- to promote our core values of participation, respect and ambition, to develop pupils who are: curious, skilled, aware, creative, pro-active, passionate, resilient and assured.
- to identify opportunities to promote and embed fundamental British values.

2.2

In order to achieve our aim statement, we believe that all pupils of this school are entitled to a curriculum that is appropriate to their needs and abilities; and have the opportunity to make progress. We believe that the education that they receive should be interesting, practical where possible and a worthwhile experience in itself, as well as preparing them for the next stage of their education and their adult life as a member of society.

The GPS curriculum will endeavour to ensure that:

- It enables pupils to develop their self-knowledge, self-esteem and self-confidence.
- All children have equal opportunities to learn and make progress.
- All children receive their entitlement within the requirements of the National Curriculum.
- All children are provided for in their intellectual, physical, creative, social, spiritual, moral and cultural development.
- Provides pupils with experience in linguistic, mathematical, scientific, technological, human and social and aesthetic and creative education.
- All children receive a curriculum that is appropriate to their age, aptitudes and needs.

- All children with special educational needs receive the curriculum they are entitled to, including those children with an EHC plan/'Statement', taking into account the Special Educational Needs and Disabilities Code of Practice (2015, updated September 2024) and the school SEND policy. Pupils with identified educational needs may be issued with a LaMP (Learning and Management Profile) to assist their learning, and a range of interventions maybe implemented under the direction of the Learning Support Co-ordinator (for example, Nessy, CatchUp Literacy, CatchUp Numeracy). *See SEND Policy.*

- All children with English as an Additional Language receive a curriculum that supports their needs and enables them to make progress. *See EAL Policy.*

- All children with higher abilities will be identified and provided with opportunities for their talents to be developed (see GPS More Able Policy). Prep/Study Skills periods will be used as an opportunity to further develop skills in areas such as Maths and Literacy with identified pupils. The school will have an environment rich in challenge for all pupils.

- All children gain experience and confidence in the use of IT across the curriculum. This will ensure that there is a smooth transition of skills from Preparatory to Senior School.

- All children will have their personal, social, health (physical and mental), economic and emotional development/education promoted and will be helped to explore the values and beliefs which influence individuals and their relationships with others and the wider world. These are linked to the school's aims and ethos, and encourage respect for other people, paying particular regard for the protected characteristics set out in the 2010 Equality Act. The school has developed a PSHE policy in line with the North Yorkshire LEA and the PSHE Association.

- All children are given opportunities, responsibilities and experiences that effectively prepare them for British life and Fundamental British Values, and this is a key focus of our PSHE programmes of study.

- For pupils in Pre-school (below compulsory school age), a programme of activities is developed by practitioners and the Pre-school Manager to enable all pupils to develop personally, socially, emotionally and physically; and to develop their communication and languages skills, as appropriate to their educational needs. This is in accordance with the EYFS Statutory Framework 2025. *See Mill House Teaching and Learning Policy and Mill House Inclusion SEND policy*

- The school promotes out of school educational visits and extra-curricular activities that support the children's learning. Opportunities to develop a creative and aesthetic education are encouraged. Children learn best when they can see links and have reasons for learning. Our curriculum will promote enjoyment of learning through debate, creativity, purpose and relevance.

  These include trips to museums (Science/History), different environments (Geography e.g. National Park), different methods of transport (KS1 topic), OP (including a Yr-2 Y3/4, Y5 and Y6 Residential), visits to places of worship (e.g. churches, mosques, mandir) and themed days (e.g. World Book Day).

  Break time clubs and CASE clubs offered for KS1 and KS2 pupils include but are not limited to: Running, Lego animation, Craft, Climbing, Swimming, Tennis, Cookery, Gardening Scholarship, Art and Drama, Eco, OP, Photography, Coding, Mindfulness, Warhammer, Board Games, Minecraft, Animal Care.

  We also organise visits by authors (e.g. Tom Palmer, Cat Weatherill), story-tellers (Alia Alzougbi), emergency services, family members/parents (e.g. to support work in PSHCEe or History – WW2), sports persons (Ross Davenport, Bernard Hinault, Nick Matthew OBE)

and artists (e.g. Curtis Jobling and Stephen Waterhouse), endurance athletes (David Wallis).

The school also supports charity events such as Children in Need, Macmillan Cancer Trust or raises money for particular charities/causes in which the school council and pupils take a lead role (e.g. The Orangutan Project, Ukrainian Appeal).

- The school will work in partnership with the child's home so that the child's parents have the opportunity to support the learning processes and opportunities provided by the school. The school also provides parent workshop to help support children's learning in areas such as Maths and English, as well as providing curriculum overviews to provide parents with learning objectives across subject areas in advance of delivery.

- The school will monitor the curriculum and pupil progress and aims to promote continuous improvement.

- The school places a strong importance on literacy and numeracy skills through a higher proportion of designated lessons in these subject areas (1 hour each day for both in KS1 and KS2, and daily input in Reception class); but skills are also developed cross curricular. There will be more of a focus on finding opportunities to develop Literacy skills in all areas of the curriculum, as the school adopts a more joined up approach across areas of the curriculum and a clearer skills progression from R-Year 6. This allows for greater depth and understanding of how literacy skills can be utilised across all subjects and for opportunities to use literacy skills in different contexts.

- The school offers a broad curriculum in which children also gain linguistic experiences: 2 hours of French in Reception and 1 hour of French in Pre-school; 2 hours of French or Spanish each week for R-Y2, 2 hours of French or Spanish each week for Y3-6 delivered by a Senior School specialist and with the introduction of German in Y5&6.

- Scientific and technological experiences in a range of subjects. At Y5&6 Science is delivered by a Senior School specialist. From Y3, Design Technology lessons are delivered by Senior School specialists which take place in the Senior Design Rooms. We also place importance on speaking and listening, across all year groups and subjects, as well as physical and creative development.

- The school will celebrate the success of its pupils. *See GPS Rewards and Sanctions Policy.*

- The school will have an agreement on what constitutes effective learning and will promote these activities and experiences.

3 SHARED AND COMMON VALUES

The curriculum comprises all the planned activities within and beyond the school day. It enables GPS to make clear the values, attitudes and ethos it is seeking to promote.

3.1 The self

On the basis of these values, we should:

• develop an understanding of our own characters, strengths and weaknesses

- develop self-respect and self-discipline; have a sense of worth, purpose and personal identity
- clarify the meaning and purpose in our lives and decide, on the basis of this, how we believe that our lives should be lived
- make responsible use of our talents, rights and opportunities
- strive, throughout life, for knowledge, wisdom and understanding
- take responsibility, within our capabilities, for our own lives.
- have enquiring minds
- develop an ability to learn independently and with others
- develop an ability to communicate well
- develop problem-solving skills
- use, apply and transfer skills to differing situations

3.2 Relationships

- to respect others
- care for others and exercise goodwill in our dealings with them
- show others they are valued
- earn loyalty, trust and confidence
- work cooperatively with others
- respect the privacy and property of others
- resolve disputes peacefully
- relate to others and form good relationships

3.3 Society

- understand and carry out our responsibilities as citizens of a global community
- refuse to support values or actions that may be harmful to individuals or communities
- support families in raising children and caring for dependants
- support the institution of marriage
- recognise that the love and commitment required for a secure and happy childhood can also be found in families of different kinds, including lesbian, gay, bisexual and transgender (LGBTQ+) families
- help people to know about the law and legal processes
- respect the rule of law and encourage others to do so
- respect religious and cultural diversity
- promote opportunities for all

- support those who cannot, by themselves, sustain a dignified life-style
- promote participation in and respect of the British values of democracy (embedded across the curriculum but particularly in subjects such as Humanities (RE), PSHE and English; as well as assemblies and areas of pupil voice)
- contribute to, as well as benefit fairly from, economic and cultural resources
- make truth, integrity, honesty and goodwill priorities in public and private life.
- be able to challenge injustice

3.4 The environment

- accept our responsibility to maintain a sustainable environment for future generations
- understand the place of human beings within nature
- understand our responsibilities for other species
- preserve balance and diversity in nature wherever possible
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices

4 ORGANISATION OF THE CURRICULUM

The curriculum is taught through discrete subjects, although where possible, links will be made with the key literacy text, in a creative curriculum approach. This allows for greater depth and understanding of the curriculum and further opportunities to use writing in a variety of subjects and contexts. The school uses both published and school developed schemes of work. Parents are provided with curriculum overviews at the beginning of each term in the form of Padlets (live online documents).

There are a number of lessons that follow a whole school approach, utilising the skills of the Senior School and Preparatory School Teachers, such as music and sports. For KS2, DT, Science (Y5&6), Art and Languages are taught by Senior School teachers, to aid transition, to utilise subject specialisms and to provide opportunities for greater depth of understanding.

The school model is of one-hour lessons, providing improved balance, whilst ensuring the breadth remains. In accordance with the school's aims to raise academic achievement, the school prioritised Numeracy and Literacy by extending the provision in these areas, and enabled these to be taught at the same time across the school where possible.

In Years 3-6, 10 lessons a week are dedicated to Numeracy and Literacy (including spelling lessons), 2 periods to Science, 2 periods to Art and Design, 5 periods of Games/PE/Swimming, 2 periods of Humanities (Geography/History/RE), 1 period of Computing, 2 periods of Language/Culture (Y3-4 French and Spanish, Y5/6 – French/Spanish/German) and 2 periods of Music/Performing Arts, 1 Period of Outdoor Pursuits and Adventure (OP), 1 Period of Drama/Mindfulness and 1 Period of PSHE a week.

In Reception and KS1, 11 lessons a week are dedicated to Numeracy and Literacy (including discrete phonics and spelling lessons), 2 periods to Science, 2 periods to Art and Design, 4 periods

of Games/PE/Swimming, 2 period of Humanities (Geography/History/RE), 1 period of Computing, 2 periods of Language/Culture and 2 periods of Music, 1 Period of Outdoor pursuits and Adventure (OP), 1 Period of Drama/Mindfulness and 1 Period of PSHE a week. In Reception and KS1 pupils benefit from specialist staff teaching (e.g. Music/Performing Arts, French and Spanish (KS1), Computing, PE/Swimming/Games, Drama, and OP) each week. In Reception and Key Stage 1, phonics sessions are streamed, as well as some aspects of Numeracy. Where appropriate, both phases work together in 'topic' areas which focus on Science, Art/Design, and Humanities based units, however the lessons are discrete within the 'Topic' heading.

Units of work are planned, usually over a half-term duration called MEDIUM TERM PLANS, which contain the detail of the work to be covered with a progression of learning objectives. There are three parts to our planning:

- Long term planning: these show an overview of topics/themes covered in each year group, and form the Main School Curriculum Mapping Tool, with relevant schemes and planning hyperlinked allowing greater opportunity for cross curricular links to be explored.

- Medium term planning: these show objectives to be taught within each area of the curriculum and the links between them

- Weekly planning: these break down the objectives into weekly achievable targets and activities.

The Whole School Curriculum Map allows all staff involved in teaching the pupils, from both Preparatory and Senior to see what each other are teaching and therefor allow for links between curriculum areas and for transferable skills to be highlighted.

5 ROLES AND RESPONSIBILITIES

The GPS Deputy Head, along with the Head of the Prep School and Curriculum Leads/Class Teachers have overall responsibility for the curriculum. GPS SLT, Curriculum Leads and teachers are responsible for the planning and delivery of the curriculum through:

- Regular formal and informal discussions with staff

- Monitoring planning to ensure curriculum and key skills coverage

- Carrying out book scrutiny alongside planning

- Observing teaching and learning to ensure progress is being made

- Review the curriculum and encourage pupil discussion and open dialogue

- Making changes when necessary

- Formulating an Action Plan/Subject Development Plan to move the school forward

- Speaking with the children about their learning, and encouraging self-review by pupils

- Sending out curriculum information or providing parent INSET where appropriate

- Use of Learning and Management Profiles for identified pupils, reference to our 'More Able' policy when appropriate, use of EHC plans, and providing appropriate differentiation for pupils (supported by the Head of Learning Support)

- Monitoring pupil progress on a regular basis (formative and summative) to inform planning and target areas to develop both individually with pupils, and at a whole class/key stage level. *See GPS Assessment, Reporting and Recording Policy.*

Children's achievements should be celebrated regularly in the school through displays in classrooms/shared areas around school, and in assemblies.

The GPS Deputy Head alongside the Head teacher is responsible for the leadership of the curriculum and for delegating responsibility to key staff.

The Governors of Giggleswick School monitor the success of the curriculum at committee level (Academic and Reporting Committee).

This policy will be reviewed annually and in accordance with the GPS Development Plan, and Giggleswick School Strategic Plan.