



CURRICULUM POLICY

Reviewed: September 2025
Next Review: September 2026
Policy Owner: Deputy Head
Approved by: Richard Kowenicki, Academic Governor

References to the Independent School Standards Regulations (ISSRs), Part 1 Paragraph 2 are provided in square brackets. Additional references to the SEND Code of Practice 2015, Equality Act 2010, and KCSIE are also included.

Aims and Objectives

The primary objectives of our curriculum policy are:

1. To ensure subject matter is appropriate for all ages and aptitudes.
2. To offer a broad and balanced curriculum which maximizes opportunity and potential for every individual, in alignment with the school mission.
3. To ensure all pupils are able to learn and make progress.
4. To provide effective preparation for life in modern British society.

Catering for all ages and aptitudes

We provide education that is:

- Appropriate to the age, aptitude, and needs of each pupil, including those with EHC plans **[ISSR 2(1)(b)(i)]**.
- Guided by the SEND Code of Practice 2015.
- Supported by Individual Education Plans (IEPs), reviewed termly for SEND pupils.
- Inclusive of pupils with English as an Additional Language (EAL), with specific provision and support outlined in our EAL policy.

Groupings:

- Mixed ability: All year groups, except where sets are noted below.
- Setting: Maths (Year 4), English, Maths, and Languages (Year 8).

We actively promote British values: democracy, rule of law, individual liberty, mutual respect, and tolerance **[ISSR 2(1)(b)(ii)]**

Pupils' Experience and Subject Allocation

We offer a full-time, supervised education which includes:

- Linguistic: English, French, Latin
- Mathematical: Mathematics
- Scientific: Science
- Technological: ICT, DT
- Human and Social: History, Geography, RS, PSHCE

- Physical: PE, Games, Outdoor Education
- Aesthetic and Creative: Art, Music

This allocation supports skills in literacy, numeracy, speaking and listening **[ISSR 2(2)(a)(b)]**.

Pupils access a wide range of enrichment opportunities including educational visits, visiting speakers, and co-curricular clubs, all of which support the development of cultural capital.

Detailed weekly lesson allocation is maintained in departmental documentation and reflects these domains.

Years Reception to 8

(Numbers given are 30 min lessons/week).

	Year 8	Year 7	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	R
English	10	10	10	10	11	11	12	12	12
Maths	10	10	10	10	11	11	12	12	12
Science	7	7	6	4	4	4	10	10	10
French	5	5	5	2	2	1	1	1	0
History	3	3	3	3	3	2			
Geography	3	3	3	3	3	2			
RS	3	3	3	2	2	1	1	1	1
PSCHE	3	3	3	2	2	2	2	2	2
Art	2	2	2	2	2	3	3	3	3
Perf Arts	2	2	2	2	3	2	2	2	2
DT	2	2	2	2	2	2	2	2	2
C&IT	2	2	2	2	2	2	2	2	2
PE/Outdoor/Swimming	2	2	3	3	3	2	2	2	8
Games	11	11	11	11	8	8	4	4	0

Curriculum Structure

Curriculum planning includes:

- Long-Term Plans (Schemes of Work) - overall aims and progression.
- Medium-Term Plans - termly breakdown with learning objectives.
- Short-Term Plans - weekly/daily lesson preparation.

Heads of Department ensure coherence from EYFS through to Year 8. Oversight is provided by the Headmaster, with operational management by the Deputy Head. **[ISSR 1(2)(1)(a)]**

Our curriculum intent, implementation and impact are reviewed annually, and the process is overseen by the Deputy Head as part of strategic curriculum leadership.

The curriculum is monitored through lesson observations, planning audits, book scrutiny, and pupil voice. Heads of Department report regularly to SLT on subject development.

EYFS Provision

The EYFS curriculum follows the seven statutory areas of learning and development. These are detailed in the EYFS handbook and on the school website **[ISSR 2(2)(f)]**.

PSHCE and Respect for Others

PSHCE provision:

- Encourages respect for others and upholds the protected characteristics outlined in the Equality Act 2010 **[ISSR 2(2)(d)(i)(ii)]**.
- Includes age-appropriate content on online safety, in line with KCSIE (Keeping Children Safe in Education).
- Delivered via dedicated PSHCE lessons and embedded across the curriculum.

The school delivers age-appropriate Relationships and Sex Education (RSE) in line with DfE guidance, as part of our PSHCE programme. In Year 8, pupils receive additional sessions on relationships, drugs and alcohol delivered by health professionals.

Online safety is taught through PSHCE, computing and across the curriculum in accordance with the KCSIE 2024 framework. The school uses age-appropriate filtering and monitoring systems, and provides structured digital literacy and online safety education through computing, PSHCE, cross-curricular links and sessions delivered by professionals every year.

Careers Guidance (Years 7 & 8)

Careers education is designed to:

- Help pupils understand their strengths, interests, and goals.
- Introduce them to a range of occupations and education pathways.
- Enable informed decision-making through impartial information.

This is delivered through:

- CV preparation for senior school.
- Target-setting and reviews.
- Visiting speakers and mock interviews.

[ISSR 2(2)(e)(i)(ii)(iii)]

EAL and Language of Instruction

- The principal language of instruction is English **[ISSR 2(2)(c)]**.
- Specific EAL support is available, coordinated by the SENDCo and EAL teacher.

Progress and Achievement

We ensure all pupils have the opportunity to make progress by:

- Structuring teaching groups to match individual learning needs.
- Providing a coherent, well-sequenced curriculum in each subject.
- Monitoring and assessing progress regularly, with interventions as necessary.

[ISSR 2(2)(h)]

Preparation for Life in British Society

We provide opportunities to:

- Take on leadership roles (e.g., librarian, school council, prefects).
- Participate in debates, charity initiatives, and community engagement.
- Learn about democratic processes and civic responsibilities. **[ISSR 2(2)(i)]**

Ensuring that all pupils have the opportunity to learn and make progress.

We ensure that all pupils have the opportunity to learn and make progress in the following ways:

- We provide an appropriate allocation of lessons of different subjects giving our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (as illustrated by the lesson allocation grid above).
- We ensure that each child is taught in an appropriate teaching group ensuring that each child has the opportunity to learn and make progress. (as described in the section Catering for All Ages and Aptitudes, above)
- We ensure that each subject's curriculum is carefully structured and planned to ensure that all pupils have the opportunity to learn and to make progress. (see notes below entitled Curriculum Structure). **[Standard 1. Paragraph 2 (2) (h)]**

Effective Preparation of Pupils for the opportunities, responsibilities and experiences of life in British Society

As pupils become more senior throughout the school, staff expectations of them naturally increase. Year 8 pupils are given many leadership opportunities and undertake various responsibilities. These include the roles of librarian, prefects, school council and other responsibilities. **[Standard 1. Paragraph 2 (2) (i)]**

This policy should be read in conjunction with:

- Safeguarding Policy
- Teaching Policy
- SEND Policy
- Assessment Policy
- EAL Policy
- RSE Policy