Charitable Objects of St. Catherine's School- *The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day School or Schools for girls in which the teaching shall be in accordance with the principles of the Church of England.*

ST CATHERINE'S SCHOOL BRAMLEY

PREP SCHOOL CURRICULUM POLICY

'Believe… Achieve… Succeed'

Policy Holder	Matthew Parry
Date Approved	September 2026
Approval	Academic Committee
Date for next review	September 2027

This policy will be reviewed annually or sooner if there are statutory revision.

The Policy

The Prep School refers to all staff and pupils in the St. Catherine's Preparatory which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1) and Prep School (Key Stage 2).

The Prep School curriculum comprises all formal academic opportunities plus the broader opportunities of subject-related activities outside the classroom.

Our aim is to deliver a curriculum through which all pupils have the opportunity to learn, develop and make sustained progress. The curriculum reflects the ethos and values of St Catherine's School — connection, kindness, responsibility and forward thinking — which are embedded in our aims and lived throughout the school community.

In the Prep School, these whole-school values are distilled into three core principles that guide pupils' learning behaviours and personal development:

Curiosity: A commitment to inquisitive thinking, exploration and a love of learning.

Compassion: An understanding of others, kindness in action and a readiness to support the school community.

Courage: The confidence to take risks, persevere and respond positively to challenge.

These values inform the way we design, deliver and review the Prep School curriculum. Connected to our House identities of Curie, Teresa and Pankhurst, they support pupils' academic, social and personal development.

S**kills:**

- **Literacy:** Read with understanding; write accurately and clearly; and speak with confidence, clarity, and purpose.
- **Numeracy**: Apply mathematical knowledge and skills intelligently to reason, analyse, and solve problems.
- **Digital Literacy:** Use technology safely, responsibly, and effectively to support learning. This includes emerging online risks such as AI-generated content, deepfakes and manipulated media, in line with KCSIE 2026.
- **Critical Thinking**: Think independently, evaluate information, solve problems, and reflect constructively on mistakes.
- **Collaboration:** Work cooperatively and respectfully with others, valuing different perspectives.
- **Communication:** Listen attentively and express ideas clearly in a range of contexts.
- **Leadership:** Lead with confidence, sensitivity, and integrity when taking on roles and responsibilities.
- **Personal Development:** Develop resilience, creativity, empathy, self-discipline, and the confidence to take appropriate risks.

For a comprehensive overview of the curriculum for each year group, the information can be accessed through the Community portal on our school website. We also introduce these curriculum overviews to parents during the annual Welcome Talks at the commencement of each academic year.

Our curriculum is characterised by the qualities listed below:

1. **Relevance**

We will provide a curriculum appropriate to the needs of the pupils at different stages of their learning. We will take into account their age, experience and aptitude, enabling them to contribute with confidence within both the school community and the outside world.

2. **Breadth and Balance**

We present a broad and balanced curriculum which incorporates these elements of learning:

- the development of knowledge;
- the understanding of concepts;
- the acquisition of skills;
- the ability to apply these elements in a variety of circumstances.

We aim to give access to the following areas of experience — aesthetic/creative, human and social, linguistic and literary, mathematical and economic, moral and spiritual, physical, scientific and technological. All pupils (Pre-school-L3) follow the Jigsaw PSHE/PSED programme within our Life Matters lessons, which reflects the School's aims and ethos, encourages respect for other people, paying particular

regard to protected characteristics set out in the Equality Act 2010. We also promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect. The School has achieved Green Flag status of the Eco Schools England programme and girls are actively encouraged to respect local, national and international environments.

In Key Stage Two we further encourage the development of essential life skills through engaging enterprise projects. These projects empower students to explore creativity, teamwork, problem-solving, and financial literacy, fostering a spirit of innovation and entrepreneurship. They give the girls the opportunity to connect with their community and raise money for charities.

In Upper Key Stage Two, we have half-termly rotations where girls work in smaller house groups to complete practical and collaborative activities including STEM, Design Technology, Outdoor Learning, and Computing. These rotations are designed to provide age-appropriate challenges, promote hands-on learning, and allow pupils to benefit from working in smaller groups, enhancing engagement and individual support.

3. **Thinking Skills and Reasoning**

Pupils build their reasoning and independent learning through a range of age-appropriate thinking and problem-solving approaches. They learn to analyse information, make connections across subjects and use their understanding with growing assurance. As they move into Upper Key Stage Two, we introduce a steady emphasis on verbal and non-verbal reasoning as we prepare them for their transition to senior school.

4. **Coherence**

Our curriculum will be given coherence by incorporating the different areas of learning and experience in such a way as to encourage the pupils to identify cross-curricular links and make clear associations between one idea and another.

5. **Continuity and Progression**

We will structure the curriculum in such a way as to allow for effective continuity and development through systematic coordination of key aspects within each area of study. Schemes of work will acknowledge and develop work covered in previous years.

6. **Adaptive Teaching**

Adaptive teaching recognises that pupils learn in different ways and at different paces. Teachers adjust approaches, resources and support so each child can move forward securely. Tasks are planned to provide appropriate challenge, offering stretch where pupils are ready for it while ensuring those who need extra guidance can access learning confidently. Individual Provision Maps (IPMs) are maintained for pupils with specific needs, developed with teachers, the Head of Inclusive Learning (SENDCo), pupils and parents. We also recognise that pupils with Special Educational Needs and Disabilities (SEND) may have additional safeguarding vulnerabilities and our adaptive teaching reflects this through tailored support and clear communication.

In addition:

Pre-school and Reception children in the Early Years Foundation Stage (EYFS) follow the curriculum outlined in the EYFS statutory framework and Development Matters. The curriculum will broadly follow the National Curriculum KSI to KS2 as a basis from Year 1 to Year 6 and is likely to extend beyond it. The curriculum is flexible and able to respond to changes in Government Policy related to curriculum issues.

The pupils will also be given opportunities:

- to develop and demonstrate the ability to prepare, process, present and evaluate within the disciplines of literacy, number, communication, problem solving and working with others;
- to develop and apply their ICT capability where appropriate;
- for the promotion of their spiritual, moral, social and cultural development in which girls are prepared for the opportunities, responsibilities and experiences in a British society.

Extra-curricular

We firmly believe that a diverse range of extracurricular opportunities plays a vital role in broadening our pupils' horizons and enriching their educational journey. For KS2, this includes an extensive programme of clubs and activities designed to nurture interests beyond the classroom. Typical offerings include Art, Choirs, Coding, Chess, Dance, Debating, Sports Clubs and STEM activities (further examples can be found in Appendix A), ensuring that every child can explore new passions and develop key skills.

Enrichment

Our Enrichment programme further enhances this experience through a variety of activities, day trips, and residential visits that encourage independence, teamwork, and resilience. Guest speakers regularly inspire our pupils, with highlights such as our Librarians' Literary Lectures series and the UII/LIII Careers Programme, which introduces older pupils to a range of professions and pathways. These opportunities provide invaluable chances for personal growth, which we recognise as a cornerstone of academic success.

Key Roles and Responsibilities

All staff share the responsibility for delivering the curriculum. The Deputy Head (Academic) ensures coverage of all areas. It is the responsibility of each Subject Leader and Co-ordinators to ensure that appropriate schemes of work are produced and regularly updated. The process of assessment and evaluation is key to the development of a relevant and meaningful curriculum. Teachers are asked to reflect and evaluate their schemes of work at the end of each term in order to further enhance pupils' academic and personal development.

Monitoring and Review

This policy is reviewed and updated annually, by the Prep Senior Leadership Team.

APPENDIX 1 – ST CATHERINE'S PREP SCHOOL CURRICULUM

EYFS

Communication and Language
Expressive Arts & Design
ICT
Literacy (including phonics)
Mathematics
Music
Personal, Social and Emotional Development
Physical Development (including PE and Ballet)
STEM Activities
Understanding the World
Specialist lessons: Computing, PE, Ballet, Music

KS1

English
Maths
Science
Art and DT
Humanities (History and Geography)
ICT (1 period)
Life Matters - PSHE
Music
PE – including ballet and swimming
RS

Specialist lessons: Computing, PE, Ballet, Music

Typical KS1 Extra-Curricular Activities: Cooking, Curiosity (Science), Creative (Art and DT) and Dance

Lower KS2

English
Maths
Science
Art
Drama (Year 4)
DT
French
Humanities – History and Geography
ICT

Music
Performing Arts (Year 3)
PE – including swimming
Reasoning
RS
Specialist lessons: Science, Art, Computing, DT, French, Music and PE

Upper KS2
English
Maths
Science
Art
French
Humanities – History and Geography
ICT
Latin (Year 6 only)
Music
PE – including swimming
Reasoning
RS

Half termly rotations, split into house groups:
U2 (Year 5) – Computing/DT
L3 (Year 6) – Computing/DT/STEM

Specialist lessons: Science, Drama, Art, Computing, DT, French, Latin, RS Music and PE

Typical KS2 Extra-Curricular Activities: Board Games and Construction; Chess; Choirs; Cross Country; Dance; Debating; Football; Gardening; Gym; LAMDA; Lacrosse; Make, Bake and Create; M Tech; Musical theatre; Netball; String Orchestra; Swimming; Touch Typing and Wind Band.