



## Curriculum Policy

Status and Review Cycle	Statutory / Annual
Policy reviewed and amended	September 2025
Next review date	September 2026
Governor Lead	Ceri Jones
Policy Holder	Helen Cook
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## **CURRICULUM POLICY**

The Head, Chair of Governors and Deputy Head and Assistant Heads ensure that:

- we have a written policy on the curriculum, supported by the appropriate plans and schemes of work, providing for matters specified in the aims below
- the schemes of work are effectively implemented
- the policy, plans and schemes of work consider the ages, aptitudes and needs of all pupils, including those with an EHC plan or an IEP
- the policy, plans and schemes of work promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs reflected in our 'Way of Life'

### **AIMS**

- to provide 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
- to ensure that pupils acquire speaking, listening, literacy and numeracy skills
- to provide personal, social, health and economic education (PSHEe [Wellbeing]) which reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act of Age, Disability, Gender Reassignment, Marriage or Civil Partnership, Pregnancy or Maternity, Race, Religion or Belief, Sex and Sexual Orientation
- to provide a programme of activities for pupils under compulsory school age, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- to ensure that pupils below compulsory school age are provided with 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
- to ensure that ALL pupils have the opportunity to learn and make progress
- to provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society according to Fundamental British Values
- provide pupils with a full and rounded entitlement to learning
- promote a healthy lifestyle
- inspire pupils to have a commitment to learning which will last a lifetime and encourage a growth mindset
- promote high standards in all learning and teaching
- promote community cohesion

The principal language of instruction is English. Lessons are delivered in written and spoken English and support is provided for pupils whose first language is not English.

Religious education is also provided for all pupils.

An appropriate programme of career and enterprise education takes place in KS3 which is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

## **EQUAL OPPORTUNITIES**

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. All pupils have the opportunity to learn and make progress.

### **Disabilities:**

In accordance with the statutory requirements the School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan which is available to parents on request.

## **SPECIAL EDUCATIONAL NEEDS**

Where a pupil has an EHC plan, education is provided which fulfils its requirements. A policy has been written and put into practice according to the *Children and Families Act [2014]* and the *SEN and the Disability Code of Practice, 0-25 years 2015 (SEND Code 2015)* and the *Equality Act*. PEPs and Pupil Passports (IEPs) are written and progress and support is recorded for pupils with significant learning difficulties or disabilities, ensuring that all needs are catered for.

## **ADAPTIVE TEACHING**

A variety of differing teaching and learning methods and materials are used in all courses to suit pupils' different needs. This is supported by the Learning Support, HLP and EFL departments. Teachers employ adaptive teaching methods to cater for the individual needs of pupils.

## **SUBJECTS OFFERED**

**Each subject has a designated Head of Department in the Prep and in the Pre-Prep there are co-ordinators for the core subjects (Appendix A).**

<b>KS1</b>	Subject teaching can be topic based. Curriculum provided in English [listening, speaking, reading and writing], mathematics, science, history, geography, art, DT, physical education, games, music, religious education, PSHEe (Wellbeing), computer design and creativity, swimming, and outdoor education.
<b>KS2</b>	Curriculum provided in English [listening, speaking, reading and writing], mathematics, science, history, geography, French, Spanish, art, DT, physical education, games, music, religious education, PSHEe, computer design and creativity, drama, outdoor learning, study skills and critical thinking.
<b>KS3</b>	Common Entrance curriculum provided in mathematics, science, history, geography, French and Spanish. SPS Diploma for English [listening, speaking, reading and writing]. SPS curriculum for art, DT, physical education, games, music, religious education, PSHEe, computer design and creativity, drama and critical thinking.

Pupils are set for mathematics from Years 2 to 6. In Year 7 and 8, pupils are set in three major subject groupings: maths/science, English/humanities, Spanish/French. Occasionally, pupils will opt out of French or Spanish if SEND support is in place or an alternative program is deemed more suitable for an individual pupil.

## **RELIGIOUS EDUCATION**

Religious education is available to all pupils. Parents have the right to withdraw their children from religious education.

### **Collective worship**

The School has a programme of collective worship involving some whole-school assemblies, house assemblies and tutor group assemblies. Whole school assemblies take place at least once every half-term, House assemblies once per term. In the Prep School form periods take place once per week.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head or Head of Pre-Prep, in writing, if they wish to withdraw their child from collective worship.

### **Relationships, Sex and Health Education (RSHE)**

The School provides Relationships, Sex and Health Education (RSHE) as part of a broad and balanced curriculum which promotes personal development, moral understanding, emotional wellbeing, respect for others, and recognition of the value of healthy family life and supportive relationships.

Relationships Education and Health Education are taught throughout the School in an age-appropriate and developmental manner, ensuring that pupils build knowledge, vocabulary and confidence progressively from the Early Years onwards. These elements are delivered primarily through PSHEe (Wellbeing), with strong links to RE and Science.

Sex education beyond the compulsory National Curriculum science content begins in Year 5 and continues through to Year 8. In accordance with statutory guidance, parents may request to withdraw their child from sex education lessons that fall outside the National Curriculum science requirements.

The School's full RSHE (Values) Policy, including programme content and lesson timings, is available to parents. It has been developed in consultation with staff, parents, pupils and governors, and reflects the requirements of the *Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (2019)* and the *Children and Social Work Act 2017*.

RSHE is taught by trained members of staff and, from time to time, supported by approved external specialists. External contributors enhance provision but do not replace the responsibility of staff for the delivery and content of the programme. The PSHEe (Wellbeing) Coordinator oversees planning and delivery to ensure consistency, quality and effective communication.

The governing body has determined that formal sex education lessons will commence in Year 5.

### **POLITICAL EDUCATION**

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Where political issues are introduced they are presented in a balanced manner.

### **COMMUNITY COHESION/ FUNDAMENTAL BRITISH VALUES (FBV)**

The whole school values a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society

in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. The School's 'Way of Life' forms the backbone of our school ethos and describes the rules by which our pupils and staff function within the school community. These are reflected in the PSHEe (Wellbeing) curriculum, the School Song and form the basis for Form assemblies.

## **PE AND GAMES**

All pupils are expected to take part in the School's physical education and games programme. Pupils can only be excused from PE and games lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the School. A mobile telephone is always available for activities in remote locations.

## **EXTRA-CURRICULAR ACTIVITIES**

All children receive a rich provision of classroom and extra-curricular activities. The School has a wide and varied programme of cultural, intellectual and sporting activities that take place outside the formal curriculum. These are activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. All pupils are expected to take part in the programme of sports matches but other activities are optional. The School is continually focussing on the development of the range/variety and staffing of the extra-curricular activities offered. The School has a charging and remission procedure which is communicated to parents by the Bursar.

## **HOMEWORK**

All schools have the right to determine their homework policies, and this school expects homework to be set as appropriate. As guidance, the School expects pupils to spend the following times on homework:

**In the Pre-Prep, weekly homework expectations are as follows:**

<b>Reception</b>	<ul style="list-style-type: none"> <li>• Phonics practice including red words</li> <li>• Daily reading</li> <li>• Maths booklet</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Practice new spellings</li> <li>• Schofield &amp; Sims Grammar and Punctuation activity</li> <li>• Writing activities</li> <li>• White Rose Maths booklet</li> <li>• Optional Doodle Maths, Doodle English, Doodle Spell</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Daily reading</li> <li>• Practice new spellings</li> <li>• Schofield &amp; Sims Grammar and Punctuation activity</li> <li>• White Rose Maths booklet</li> <li>• Optional Doodle Maths, Doodle English, Doodle Spell</li> </ul>

**In the Prep, weekly homework expectations are as follows:**

<b>Year 3</b>	<b>3 x 30 mins of written work</b>
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	<ul style="list-style-type: none"> <li>English – comprehension or creative writing</li> <li>Written maths – linked to curriculum and classroom learning – White Rose books might be an option.</li> <li>Reasoning exercise – HC looking into resources / text books for this</li> </ul> <p><b>Daily work on times tables – TTRS</b></p> <p><b>Daily work on spellings – Spelling Shed or similar</b></p>
<b>Year 4</b>	<p><b>4 x 30 mins of written work</b></p> <ul style="list-style-type: none"> <li>English – comprehension or creative writing</li> <li>written maths – linked to curriculum and classroom learning - White Rose books might be an option</li> <li>science / humanities / topic work – this could be research based for example.</li> <li>reasoning exercise – HC looking into resources / text books for this</li> </ul> <p><b>Daily work on times tables – TTRS</b></p> <p><b>Daily work on spellings – Spelling Shed or similar</b></p>
<b>Year 5</b>	<p><b>5 x 30 mins of written work</b></p> <ul style="list-style-type: none"> <li>English – comprehension or creative writing</li> <li>written maths – linked to curriculum and classroom learning - White Rose books might be an option</li> <li>science – this could be research based for example</li> <li>humanities – this could be research based for example</li> <li>reasoning exercise – HC looking into resources / text books for this</li> </ul> <p><b>Daily work on times tables – TTRS</b></p> <p><b>Daily work on spellings – Spelling Shed or similar</b></p>
<b>Year 6</b>	<b>5 x 45 – 60 minutes - split between the subjects</b>
<b>Year 7</b>	<b>5 x 60 – 90 minutes - split between the subjects to be set on Teams</b>
<b>Year 8</b>	<b>5 x 60 – 90 minutes - split between the subjects to be set on Teams</b>

## CONCERNS AND COMPLAINTS

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form Teacher. If necessary, the teacher may refer the issue up to the Head of Department, an Assistant Head, Deputy Head, Head of the Pre-Prep or the Head as appropriate.

Complaints made directly to any of the latter will usually be referred to the Form teacher. If the issue is not resolved parents should contact the assistant head of the relevant key stage in the first instance and if the matter remains unresolved, parents should write an official complaint in writing to the Head. For procedures beyond this please refer to the SPS Complaints Procedure which can be found on the website or via the school office.

## MONITORING AND REVIEW

This policy will be monitored by the Deputy Head and assisted by the SMT who will report to the Head on its implementation on a regular basis.

The Head will report to the Governing Body's Academic Committee on the progress of the policy and will recommend any changes.

		SUBJECT/AREA	PERSON RESPONSIBLE		
Appendix A	HEADS (SUBJECT)	OF	The Creative Arts	K Hougham	DEPARTMENT
			ENGLISH	H Granger (Prep) S Wake (Pre-Prep)	
			EYFS	L Rowland	
			FRENCH	S Milne	
			SPANISH	S Milne	
			GAMES / SPORT / Prep PE	A Bailey	
			Pre-Prep PE	C MacNeil	
			SWIMMING	L Baker	
			HUMANITIES	L Wallis (Prep) L Sullivan (Pre-Prep)	
			CDC	R Reeve	
			KS1 and Reception	S Wake	
			EAL	K Mott (Pre-Prep) C Mansfield (Prep)	
			MATHS	C Hicks (Prep) L Young (Pre-Prep)	
			PSHEe (Wellbeing)/RSE/RSHE	C Terry (Prep) K Owen (Pre-Prep)	
			Wellbeing	K Hougham E Wilkins	
			SCIENCE	J Rolls (Prep) H Miles (Pre-Prep)	
			SEND	K Mott (Pre-Prep) C Mansfield (Prep)	