



## **POLICY DOCUMENT**

### **S05 CURRICULUM**

#### **GUIDANCE AND FRAMEWORK**

This policy has regard to

- Paragraph 2 of the Independent School Standards Regulations
- ISI Commentary of the Regulatory Requirements September 2022 (particularly paragraphs 28-34)

#### **General**

The school's curriculum will be characterised by

#### **Breadth**

- to bring pupils into contact with the elements of learning (knowledge, understanding, concepts, skills and attitudes) and the areas of learning (aesthetic, creative, cultural, economic, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological)
- to enable pupils to acquire skills in speaking and listening, literacy and numeracy

#### **Balance**

- to ensure that each element and area of learning will be given appropriate attention

#### **Relevance**

- to take account of the previous learning of pupils and their readiness for new experience
- to ensure that subject matter is appropriate for the ages and aptitudes of pupils including any with a statement of Additional Educational Needs (AEN) or an Education, Health and Care plan (EHC)
- to prepare pupils for the opportunities, responsibilities and experiences of adult life in British society mindful of upholding the values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs.

#### **Differentiation**

- to allow for the different abilities and aptitudes of pupils in the same form
- to acknowledge that pupils learn in different ways
- to ensure that all pupils learn and make progress
- to ensure that all pupils have access to the curriculum
- to ensure that where a pupil has additional educational needs the education provided fulfils its requirements



## **Spiritual, Moral, Social and Cultural Development of Pupils**

Through its general curriculum and in particular through the Personal, Social, Health and Economic Education (PSHEE) programme, the religious studies lessons, acts of worship and the school's general ethos and aims, the school will ensure that pupils

- are enabled to develop their individuality through self-knowledge, self-esteem and self-confidence
- are enabled to build a framework of moral values which allows them to distinguish right from wrong
- are encouraged to relate well to others, to accept responsibility for their behaviour, to show initiative and to understand how they can contribute to community life
- are provided with a broad general knowledge of public institutions and services
- have the opportunity to acquire an understanding of their own and other cultures in a way that promotes harmony between different cultural traditions and of people with protected characteristics as set out in the 2010 Act
- have an understanding of British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and that these values will be actively promoted
- irrespective of their underlying ability level, have an opportunity to learn, make progress and are offered an effective preparation for the opportunities, responsibilities and experiences of life in British society
- are encouraged to know themselves and how their developing strengths, weaknesses and interests relate to the world of work, enabling them to start to make informed decisions about possible career paths and realise the range of career choices available.

## **Relationship Education and Relationship & Sex Education**

Pupils follow a PSHEE scheme of work that covers the statutory guidance set out in the governments: [relationships education relationships and sex education \(RSE\) and health education](#). A separate RSE and PSHE Policy contains further details on the PSHEE provision at the school.

## **Teaching and Learning**

Teaching and learning processes are as significant as curriculum content in determining pupil progress and achievement. The school will endeavour to

- promote the view that learning should be experienced as something that is enjoyable, engaging, rewarding and confidence-building
- ensure that teaching staff
  - a. enable pupils to acquire new knowledge, increase understanding and develop skills
  - b. encourage pupils to apply intellectual, physical or creative effort, to show interest in their work and to think and learn for themselves
  - c. use effective teaching methods, suitable activities and efficient time management



- d. show a good understanding of prior attainments, aptitudes and needs of pupils with lessons that are planned accordingly
- e. demonstrate thorough knowledge and understanding of the subject matter being taught
- f. use classroom resources of an adequate quality, quantity and range effectively
- g. regard regular and thorough assessment as an integral and valuable element of the learning process and use information from such assessment to diagnose difficulties and plan teaching so that pupils can progress
- h. encourage pupils to behave responsibly.

### **The National Curriculum**

Bearing in mind the particular needs and circumstances of its pupils, the school will not follow the National Curriculum, though individual departments may follow aspects of it.