



# CURRICULUM POLICY

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*This policy applies to the Early Years Foundation Stage (EYFS). It applies to all staff, the Matron and support staff and is supported by appropriate plans and schemes of work and other school policies.*

*This policy is made available to parents and staff in written format and a copy can be located on the school's website.*



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## **INTRODUCTION**

We believe our curriculum must accommodate the needs of all our children at all stages in the process of lifelong learning. All children have a right to be considered in the planning process, to exercise choice within the broad framework of opportunities on offer and within the activities associated with a single course or experience.

The school recognises that children move between independent and maintained schools. Therefore, the school ensures that the national curriculum is incorporated into, but does not limit, our teaching.

The school aims to offer all children a broad and balanced curriculum to enable them to reach their full potential and to prepare them for a fulfilling adult life in modern Britain, ensuring that all children can function properly as adult citizens in the wide society. The School aims to prepare children for engagement with public institutions and society at both national and local level; and for civic responsibilities and contact with a wide range of members of society in England. The school's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act 2010. Children are taught respect and tolerance throughout daily school life and in every lesson and activity in which they take part, and are encouraged to respect all, regardless of gender, age, race, religion or belief, ability or disability.

In lesson planning, teachers will identify opportunities to actively promote fundamental British values; develop children's understanding of how people make decisions in the democratic process; an understanding of the rule of law and how this protects people and an understanding of how public bodies work, including the judiciary, Parliament and other British institutions. Children's resilience will be developed by helping them to understand how to stay safe, resist pressure and manage the risk associated with radicalisation. Teachers will also identify opportunities to help children learn about the importance of individual freedom of expression and how this is protected in law and the negative aspects of discrimination and prejudice. Teachers will record which of the aspects of these values are taught in the lesson on their planning sheets, as evidence of implementation. All members of staff have been trained in Safeguarding Child Protection and Prevent, in order to tackle any issues that may arise.



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## MONITORING AND REVIEW

This policy will be subject to continuous monitoring, refinement and audit by the Matron and Senior Management Team.

- It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at the school.
- The Matron and Deputies monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. The Deputies have responsibility for monitoring the way in which resources are stored and managed.
- The Matron and Deputies are responsible for monitoring the way in which the school curriculum is implemented and will review each subject area during its cycle of review and development.
- The Matron and Deputies are responsible for the day-to-day organisation of the curriculum. The Matron and Deputies monitor the weekly lesson plans for all room leaders, ensuring that all classes are taught the full requirements of the EYFS and that all lessons have appropriate learning intentions and address the needs of all children.
- The Matron reviews this policy and of the efficiency with which the related duties have been discharged, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.



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## **PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)**

The school aims to prepare children for the next stage in their school journey. We provide them with the skills to express themselves with confidence and clarity. SEAL (Social and Emotional Aspects of Learning) is delivered as a discrete subject. The programme reflects the school's aims, ethos and values and encourages respect for other people and pays particular attention to the protected characteristics set out in the Equality Act 2010, of which gender equality within communities and societal roles is also covered.

The protected characteristic in section 4 of the Equality Act 2010 are as follows and will be referenced in curriculum documentation:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

The school recognises that "Health" includes both physical and mental health and will incorporate the subject into SEAL lessons where necessary. The school will take into account, amongst other things, the emotional health and well-being, the ages of children and their learning abilities when delivering SEAL.

Children are taught respect in every sense of the word. It is our goal for the children to have a special tolerance and robustness, which exemplifies core values. They are to be emotionally knowledgeable and skilled, prepared for any challenge life asks of them.

## **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)**

British values are actively promoted in assemblies, lessons and reflected during celebrations, such as the Harvest Festival and celebrations of Christmas and Easter. Children are taught about respecting others of different faiths and beliefs and are taught about the important celebrations of other cultures.

Children are also taught about democracy, respect for the rule of law and its role in a democratic society, respect for English institutions such as the police and army and they are taught about the importance of individual freedom of expression and the negative aspects of discrimination.

- *Please refer to separate document: SMSC Policy*



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## **TEACHING**

It is important for the school to achieve and take a positive attitude towards learning, promote open discussion by children and staff of problems and themes which arise from the curriculum and everyday life..

The school ensures the teaching provided will:

- aid children to acquire new knowledge, make good progress, increase their understanding and develop their skills;
- foster self-motivation, application of intellectual, physical and creative effort, interest in their work, ability to think and learn for themselves and good behaviour.
- involve well-planned lessons and effective teaching methods, activities and management of class time;
- show a good understanding of the aptitudes, needs and prior attainments of the school's children and will ensure these are taken into account in the planning of lessons;
- demonstrate good knowledge and understanding of the subject matter being taught;
- utilise effective classroom resources of a good quality, quantity and range;
- demonstrate that the framework is in place to assess children's work regularly and thoroughly and use information from the assignment to plan teaching to enable children to progress;
- utilise effective strategies for managing behaviour and encouraging children to act responsibly;
- will not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- not discriminate against children contrary to Part 6 of the Equality Act 2010.

All children have access to the school libraries, computers and bookshelves where they are exposed to a wide range of books, resources and stimulating material. All reading material and resources are permitted into the school only once teaching staff have vetted them.

## **Discrimination**

### **Unlawful discrimination**

The school is proud in establishing and maintaining a culture of equality, in which children with protected characteristics do not experience unlawful discrimination. The school does not and will not treat individuals less favourably through the means of direct discrimination, indirect discrimination, harassment and failure to make reasonable adjustments.

Direct discrimination on the basis of a protected characteristic is always unlawful. Indirect discrimination is unlawful unless it is a proportionate means of achieving a legitimate aim.

Positive action is lawful to alleviate disadvantages experienced by, or to meet the needs of, children with particular protected characteristics.



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## **Teaching**

Nursery staff will uphold public trust in the profession, and maintain high standards of ethics and behaviour, within and outside the school, by:

treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to member of staff's professional position  
arrangements implicit to children in school such as the arrangements for lunch, or the school's response to bullying or harassment, about their value as a person, their human rights, the options available to them and their expectations for adult life.  
having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions

## **Protected Characteristics**

The school will never tolerate practices, behaviours or interactions which may create or allow a hostile environment for children with protected characteristics. The school is focused on creating a positive and inclusive culture in which every pupil can feel valued and flourish.

Complaints of racist or homophobic bullying, including racist language, or failing to protect a transgender child against bullying by classmates will be dealt with following the school's anti-bullying and sanctions procedures.

*Please refer to separate documents: Anti-Bullying Policy and Behaviour, Sanctions and Rewards Policy*

## **Race, Religion and Belief**

The definition of race includes colour, nationality and ethnic or national origins. Religion or belief include lack of religion or belief.

The school will act appropriately to racial bullying and will deal with racial 'banter' as a serious issue. Segregation by race or ethnicity is unlawful.

## **Sex Discrimination**

The school is co-educational and offers equal opportunities for all and will have regard to the Equality Act 2010 at all times.

## **Gender Identity (Gender Reassignment)**

The School believes supporting transgender and gender questioning children is vital, and it is paramount to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations.

We have a responsibility to educate non-transgender students, whilst effectively supporting transgender and transgender questioning children in order to prevent transphobia. The school understands that it should not assume that all children are or will be heterosexual and cisgender. Where age appropriate, parents/carers are informed in advance of the content of this lesson. Issues relating to the topic may be visited during SEAL.



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*Please refer to separate document: Pupil Transgender Policy*

## **Disability Discrimination**

In accordance with the Equality Act 2010, “disability” is defined as a physical or mental impairment which has substantial and long-term adverse effect on a person, and therefore the school will ensure that it will:

- not discriminate against children or children with a disability (physical or mental impairment);
- not discriminate within planning, teaching methods, classroom resources, behavioural management, values as a person, human rights and options available;
- take reasonable steps to avoid placing disabled children at a substantial disadvantage;
- ensure that any pupil with a disability will have access to all parts of the curriculum.

*Please refer to separate document: Special Educational Needs and Learning Difficulties Policy and the School’s 3 Year Accessibility Plan.*

## **THE EARLY YEARS FOUNDATION STAGE**

The curriculum that is taught in the Pre-Preparatory Department and Nursery meets the requirements set out in the Early Years Foundation Stage curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing all children’s skills and experiences and activities are planned which are appropriate to the child’s educational needs.

The curriculum is child-centred; focused upon the learning and development of the individual child’s personal, social, emotional and physical development and communication and language skills as well as developing them, aesthetically, morally and cognitively. We recognise that it is not possible to separate their need for learning experiences from their need for care and emotional support.

Children learn through their senses and through powerful interaction with their environment. There is a strong focus on play-based and outdoor learning together with a combination of structured play, children-initiated and adult-led activities. The development of the children is considered crucial.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and the outdoor environment are provided, and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.



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The children are given opportunities to enjoy activities, from within the EYFS curriculum, which address all seven areas of learning:

Communication and Language.

Physical Development.

Personal, Social and Emotional Development.

Literacy.

Mathematics.

Understanding the World.

Expressive Arts and Design.

One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

Children in the Nursery and EYFS are allocated a Key Person and the ratio for adult supervision is in accordance with the regulations for the EYFS.

We ensure that a progress check is made for every child before their second birthday. The school uses EYLog to monitor and record the child's progress. We ensure that parents are updated with their child's progress, interests, learning styles and observations through the use of an online learning journal. This software allows parents to receive immediate updates regarding their child's progress and they can obtain a copy of their child's learning journey at any time. Parents will also receive an end of year report.

## **Safeguarding and Child Protection**

The School has an implemented procedure and full explanation of actions to be taken where there are safeguarding concerns about a child, allegations made against a member of staff and the use of mobile phones and cameras in the setting. All members of staff are Safeguarding and Child Protection trained.

*Please refer to separate document: Safeguarding and Child Protection Policy*

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

We are fully committed to providing children with the necessary support and teaching who have English as an additional language. Where this is required an appropriate programme will be implemented.

Please refer to separate document: English as an Additional Language (EAL)

## **SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES**

The School takes guidance from the SEND Code 2015, which includes types of arrangements to support children with SEN and Disabilities. These arrangements include a clear approach to identifying and responding to SEN and Disabilities. It is recognised that identifying the need at the earliest point and then, so far as reasonably practicable, making effective provision, improves the long-term outcomes for children. Children with EHC Plans have their provision regularly reviewed by the School, Educational Professionals and the Local Authority. Recommendations are then acted upon in order to ensure that the education we provide fulfils its requirements.





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*Please refer to separate document: Special Educational Needs and Disability Policy*

## **HOME ACTIVITIES**

Children on our Reading Scheme will receive a reading book and flashcards to practise at home.

## **ABLE, GIFTED AND TALENTED**

We aim to help all our children develop their skills and abilities, intellectually, emotionally and socially. We are committed to providing teaching that makes learning challenging, engaging and enables our children to reach their potential.

## **PLANNING FOR BREADTH AND BALANCE**

**Breadth** is achieved by ensuring that all children experience a curriculum which contributes to their development of skills, knowledge and understanding and attitudes.

**Balance** is achieved within each phase of education by providing significant experience of activities and methodologies that develop key skills, knowledge and understanding and attitudes.

**Coherence** in planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

**Relevance** is achieved by taking into account the previous learning of the children and their readiness for new experience.

**Differentiation** is achieved by matching teaching, assessment and tasks to the children's ages, abilities and aptitudes. Differentiation requires variation in teaching approaches, classroom organisation and individual support as appropriate to children.

**Progression** is achieved by providing continuity within the EYFS curriculum

## **PLANNING FOR CONTINUOUS, COHERENT AND PROGRESSIVE LEARNING**

**Coherence** is achieved when consistent and complementary approaches to learning and teaching are deployed; when children are aware of how different parts of their learning complement and support each other; acquired skills and knowledge can be applied across a wide range of contexts and situations.

**Continuity and Progression** are achieved when all learning takes account of previous experience, achievement and attainment; when children are provided with challenging but attainable tasks; when children have the opportunity to follow a programme of study at an appropriate level using materials, resources and methodology appropriate to levels of maturity.



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## **TRANSITION SUPPORT**

We ensure all our children are prepared for their transition into the next academic year and the next stage. All our children have the opportunity to visit to their new rooms in the month of June.

## **RISK ASSESSMENTS AND OUTINGS**

All members of staff ensure that steps are taken to, as far as reasonably practicable, eliminate or reduce the risks and hazards.

*Please refer to separate documents: Risk Assessment Policy, Policy on Educational Visits for EYFS children and Policy on Educational Visits*

## **COMPLAINTS**

A written procedure is in place for dealing with concerns and complaints from parents/carers. Should an inspection from Ofsted arise, due to a parent complaint, the School will notify parents/carers; after the inspection has taken place, a copy of the report will be supplied to parents/carers of children who attend School on a regular basis.

*Please refer to separate document: Parent Complaints Policy*

## **SUMMARY**

The working definition of the curriculum used in this policy is:

*'The network of planned learning opportunities.'*

Planned activities are all those organised to promote learning, personal growth and development. They include not only the formal requirements of the curriculum, but also the range of extra-curricular activities that are offered in order to enrich the experience of the children. They also include the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave.

These opportunities are available in a wide range of learning environments in our EYFS setting. The opportunities provided take account of the range of skills, knowledge and understanding, dispositions and values required for a personally rewarding life. This is important in a multicultural society.

The planning of the curriculum should also recognise the changing needs of society and the interests of the children. Planning will also provide appropriate opportunities to actively promote fundamental British Values.

This policy provides a framework that translates the values and aims of the setting into effective teaching and learning.

The policy covers the EYFS Framework, which provides the legal foundation and secures an entitlement for all children, which gives them experience in linguistic, mathematical, scientific, technological, human and physical, and aesthetic, creative and religious education and all that is learned in our Early Years setting, formally and informally.



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The general aims of the curriculum are to develop in our children:

- A love of learning.
- The ability to think logically and laterally.
- The capacity to express themselves coherently both verbally and on paper.

We expect our children to try hard. We aim to give individual help and support to children of exceptional ability, who may need stretching, and to those who find some areas of the work more difficult.

- The curriculum will cater for the needs of individual children from all ethnic and social groups, providing subject matter appropriate for the ages and aptitudes of children, including those children with an Education, Health and Care Plan (EHC), the most able and those who are experiencing any learning difficulties. Where a pupil has an EHC Plan, the education offered will enable the fulfilment of its requirements.
- We encourage children to acquire skills in speaking and listening, literacy and numeracy and other skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, providing adequate preparation of children for the opportunities, responsibilities and experiences of adult life.
- We provide personal, social, health and economic education which reflects the school's aims and ethos.
- We ensure that all children have the opportunity to learn and make progress.
- We ensure that there is a match between the child and the tasks s/he is asked to perform.
- We deliver a broad and balanced curriculum.
- We provide effective preparation of children for the opportunities, responsibilities and experiences of British Society, which entails developing their values, skills and behaviours they need to get on in life by receiving a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

**The Curriculum Policy has been reviewed in September 2022 and will be reviewed in or before September 2023.**