



PRINCE'S MEAD

CURRICULUM POLICY

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CURRICULUM POLICY

The Prince's Mead Purpose

To enable every child to flourish in a stimulating, nurturing environment where they will develop a lifelong love of learning, a curiosity about the world they live in and a desire to make their own contribution to it.

School Aims

- To provide a broad, balanced and stimulating range of learning opportunities inside and outside the classroom
- To encourage pupils to foster an intellectual curiosity and a lifelong love of learning
- To nurture independent, courageous pupils who will use their talents, be ambitious, and rise to future opportunities
- To create responsible citizens who understand the value of mutual respect
- To prepare pupils academically, socially, physically, digitally and emotionally for their future lives in an ever-changing world
- To enable pupils to embrace life with happiness, confidence and resilience

Policy Aim

The purpose of this Policy is to articulate our fundamental educational practices that are designed to ensure that all pupils at Prince's Mead access a broad and well-balanced curriculum focusing on both knowledge and skills, not only through academic study, but through sport, music, drama, Art, Design and Technology and other extra-curricular activities and opportunities for the development of their wider education.

Achieving Our Curriculum Objectives

We will achieve our curriculum objectives by:

- a. providing pupils with a broad, balanced curriculum which is relevant to their experience and builds on their previous knowledge to ensure continuity and progression, so that all pupils have the opportunity to learn and make progress. We provide full-time supervised education for pupils of compulsory school age, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- b. enabling pupils to acquire skills in speaking and listening, literacy and numeracy across the curriculum;
- c. developing pupils' spiritual, moral, social and cultural development through lessons, activities and the pastoral care system;
- d. providing pupils with personal, social, health and economic education, which both reflects the School's aims and ethos, and which will prepare pupils for the opportunities, responsibilities and experiences of adult life.
- e. ensuring lessons are planned to allow learning opportunities focusing on independence, collaboration, communication, leadership and review of previous learning.

Principles and Values

We believe in creating a positive work ethos, where pupils are praised and encouraged, challenged to explore and make discoveries about the world in which they live and to feel comfortable about making mistakes in order that they can learn.

We believe it is the right of every pupil in our care to have the opportunity to learn and make appropriate progress across all subject areas and those pupils who are classified as able and those needing learning support are provided with the stimulus and means to achieve.

There is a strong emphasis on encouraging pupils to become enthusiastic and independent learners through the planning of a broad and varied curriculum, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as promoting each pupil's spiritual, moral, cultural and mental development, thereby preparing them for the next stage of their education.

We expect our pupils to come into contact with the elements of learning - knowledge, concepts, skills and attitudes and the areas of learning experience - aesthetic, creative, human and social, literary and linguistic, mathematical, moral, physical, scientific, technological and spiritual. Teachers plan lessons encouraging key learning skills; independence, reviewing and improving, collaboration and leadership. Visual, auditory and kinesthetic learning form an integral part of our planning and teaching, where appropriate. The subject matter is appropriate for the ages and aptitudes of all pupils, including those pupils with EAL, SEND and who are recognised on the school STA (Special Talents and Abilities) list.

Teaching Structure

Prince's Mead is committed to providing a rigorous academic and intellectual education from the Early Years Foundation Stage through to Year 6, which will challenge and engage pupils and offer continuity and progression of learning and is appropriate to their age, aptitude and their needs. The teaching structure of Prince's Mead is as follows:

Early Years Foundation Stage (EYFS)

In the Nursery and Reception years, the School follows the Early Years Foundation Stage framework for learning, development and care of pupils below the age of five. For detailed information please see the EYFS Policy. This includes:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Years 1 to 6

Teaching Approach

At Prince's Mead, we have a role to play in ensuring we structure our model of education differently so that our children are given an education for life. We advocate the need to re-think the fundamental principles of education and reconceptualize the richness of human capacity, towards educating 'the whole being'. A 21st century education, therefore, is about giving pupils the skills they need to succeed in this new world and helping them grow the confidence to practise those skills. With so much information readily available to them, 21st century skills must focus more on making sense of that information, sharing and using it in smart ways.

The i3 Model

At Prince's Mead, our curriculum is built upon the KES School group i3 Learning Philosophy, which forms the foundation of our approach to teaching, learning, and teacher development. This philosophy begins with **Inquisitive Learning**, where we nurture curiosity, encourage questioning, and empower pupils to explore ideas in meaningful ways. From this, learners develop **Intrinsic Motivation**, engaging deeply not because they are instructed to, but because they genuinely want to- making purpose personal and progress self-driven. Ultimately, this leads to **Independent Minds**, equipping pupils to become confident, capable thinkers who take ownership of their learning and are prepared to thrive in an ever-changing world. This philosophy underpins everything we do: from lesson design and delivery to how we stretch and support pupils, and how we define and celebrate success.

Heads of Department are expected to devise and implement schemes of work which ensure continuity and progression in their own individual subjects, albeit schemes which very much take account of the National Curriculum. These plans are contained within Departmental Handbooks and detail the experience pupils gain in the following areas of experience:

Linguistic

There is a generous timetable allocation to English across the year groups. Subjects giving direct linguistic experience include English, Drama and Modern Foreign Languages. Speaking, listening, writing and reading and other vital communication skills are practised in all areas of the curriculum through discussion, recording and general classroom interaction.

In the Early Years, linguistic experience is gained directly through planned activities within the Communication and Language and Literacy area of learning. Communication skills are practised constantly in all aspects of daily Reception life.

Mathematics

There is a generous timetable allocation to Mathematics across the year groups. Mathematical experience is also gained in many other subject areas such as Science, Geography and Technology. Prince's Mead employs a Concrete, Pictorial, Abstract (CPA) approach to teaching Mathematics. Younger children use physical resources and apparatus to explore concepts of number, before progressing to pictorial and finally abstract representations. Prince's Mead utilises the White Rose scheme of work and framework for planning. Teachers have the flexibility to adapt their lessons and use bespoke resources that are topic specific within the framework provided by White Rose planning

which is all accessed online. Homework or prep is set for pupils in the prep school, on a regular basis in Year 3 and 4, and then weekly in Year 5 and 6 as pupils prepare for examinations and Senior School. Pupils in all year groups are encouraged to develop mastery in mathematics and investigate thus developing their reasoning and problem solving, not purely crunch numbers. As such, every pupil will undertake specific Mathematics investigations each half-term.

Digital Learning

Each child takes part in a Digital Learning lesson of 50 minutes per week where specific Digital Learning skills are taught. Technology in the form of Chromebooks is regularly utilised by teachers and pupils in all other subjects to enhance learning and encourage independent research as well as the production of digital products. Experience in IT is used widely across the curriculum via timetabled Digital Learning lessons and through its integrated use across other subject areas. The school has a Computer Suite which can accommodate whole classes. All pupils in Year 4-6 have their own Chromebooks. All classrooms have interactive whiteboards.

In the Early Years, this area of experience is addressed through topics and falls within the Understanding the World area of learning.

Scientific

At Prince's Mead, our main aim in science is to 'cultivate curiosity.' We believe that children are innate scientists and that curiosity should be cherished and nurtured. Children are encouraged to learn through questioning and investigating and given the freedom to learn through discovery.

Each term, the national curriculum topics are delivered, as well as an additional 'inspire' topic, drawing together the different topics and skills. These topics make the most of our surroundings and equipment and include such topics as 'chemical chaos' and 'the scientists will survive!'

The children learn content and skills as a spiral curriculum, with a focus on recall of knowledge so that they can build on scientific concepts and embed them securely at each stage. They are taught enquiry skills and fair testing as well as how to present their ideas and communicate them to each other.

In the Early Years, scientific experience is gained through the Understanding the World area of learning and through the cross-curricular topics which are planned each term.

We have fantastic facilities in the school; a fully equipped laboratory with scientific models and equipment to enable us to carry out a wide variety of experiments. We also make use of all the different ecosystems on our school site: using night vision cameras to investigate the creatures in the woodland, pond dipping, bird watching, carrying out surveys and making use of the woodland for all sorts of experiments. The school grounds are used by all pupils from the Early Years Foundation Stage to Year Six to enhance scientific discovery.

Design Technology

Design Technology is timetabled in KS1 and KS2. This gives direct technological experience in terms of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation of projects. In the Early Years, there is computer provision and Design Technology is present through the designing and making of objects within topics. Planned activities within the Understanding the World and the Expressive Arts and Design areas of learning as well as the unplanned and independent opportunities also make a contribution.

Humanities and Social Experience

Geography, History, RE, PSHEE, Citizenship and RSE form the core input to Humanities and Social experience. In the Pre-Prep, Geography and History are taught as Topic lessons, alternating each half term. In the Prep School, each of these subjects is allocated one teaching period per week. The PSHEE education reflects the school's aims and ethos, as well as encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a). RSE is encompassed within these lessons and is taught by form teachers and Head of Wellbeing with the support of the school's Matron. They also provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in a British society, including an understanding of the difference between state law and religious law. Huge contributions to this are also made through the school's commitment to sustainability and other environmental issues. A number of charities are supported and a varied programme of assemblies also contributes to this area. Pupils in Year 6 hold responsibility as prefects for a period of one term during which they have responsibilities to carry out and privileges.

Extra experiences are provided throughout the school through visits to museums, field trips both at home and overseas and through interaction with visiting speakers. Trips week in the summer term is an important part of the curriculum with pupils in Y3-6 experiencing residential trips away from home.

Physical

The school has a wide range of facilities and resources, which include a Sports Hall, netball and tennis courts, and grassed areas for outdoor games. These facilities enable a wide variety of physical activities to take place.

There is plenty of outdoor equipment which is available at playtimes to enhance physical development.

There is generous timetabled provision for Physical Education with specialist staff for all pupils from Nursery to Year 6. The comprehensive programme includes the development of large and small movement, co-ordination, physical control and a wide variety of sporting skills. Pupils are encouraged to evaluate their performance and to develop tactical skills. Knowledge and understanding of the principles of fitness and health is also developed with additional input from the PSHEE curriculum.

In the Early Years Foundation Stage, the Nursery and Reception classes supplement their specialist lessons through further planned activities and child-initiated opportunities for physical development in and out of the classrooms.

Creative and Performing Arts

The main subject areas contributing to this area of experience are Art, DT, Music, Drama and Dance (within PE curriculum). Pupils are encouraged to think and react creatively to the many stimuli that arise within lessons. In Year 6, pupils are involved in Enterprise, an entrepreneurial scheme. Extra experiences are provided through visiting artists, theatre trips, in-house music and theatrical events and library facilities. LAMDA lessons supplement the drama experience.

Timetable

Pupils are taught 35 periods per week and each lesson is of 50 minute periods in the following subjects:

- English

- Mathematics
- Science
- Modern Foreign Languages- French
- History
- Geography
- RE
- Digital Learning
- Art
- Design Technology
- Music
- Drama
- Physical Education
- Learning for Life (PSHEE, RSE)
- Drama
- Forest School

History, Geography and Religious Education are combined as Humanities in Key Stage 1 and 2. French is taught from Nursery to Year 6. Drama is taught from Years 2-6.

Fundamental British Values and Equality, Diversity and Inclusivity (EDI)

Fundamental British values are embedded in many subjects, not just Learning for Life (PSHEE). From the study of Shakespeare in English, to focusing on the Royal family and leaders in Prayers, we want our pupils to leave us as well-rounded citizens who appreciate and understand the meaning of Britishness.

Each Academic year the Headmaster or member of the SLT will deliver a specific assembly regarding:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance for those of different faiths and beliefs
- Equality, Inclusivity and Diversity

It is important that, by Year 6, pupils will have:

An understanding of how citizens can influence decision making through the democratic process.

An appreciation that living under the Rule of Law protects individual citizens and is essential for their wellbeing and safety.

An understanding that there is separation of power between the executive and the judiciary that while some public bodies such as the police and the army can be held to account through parliament, others such as the courts maintain independence.

An understanding that the freedom to hold other faiths and beliefs is protected in law.

An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated and should not be the cause of prejudicial or discriminatory behaviour.

An understanding of the importance of identifying and combating discrimination.

Please refer to our SMSC Policy on promoting British values.

The school will not support political indoctrination of pupils, teachers will not offer partisan views or political views. All views will be balanced and it is the teacher's responsibility to ensure that the balance is retained when teaching.

Subject coordinators (together with relevant staff at different stages) produce a long-term map for their subject and its delivery which highlights the curriculum aims for their subject as well as the opportunities for the development of the learning skills. These are found in the Long-Term Planning folder. Medium term planning further highlights the statutory content of the EYFS/National Curriculum alongside the learning skills and extension opportunities we offer. These can all be found in year group folders (non-specialist taught subjects) or departmental subject folders (specialist subjects) and are regularly reviewed and updated. Short term planning is left to the teacher concerned.

The regular monitoring of Teaching and Learning by the Headmaster, Deputy Head Academic and Head of Departments ensures the quality of education, which is an integral element of Prince's Mead, is constantly reviewed and updated and of a standard one would expect in such a school.

Education, Health and Care (EHC) Plans

Where a pupil has an Educational Health Plan, they will be given an education which fulfils its requirements. This support for all pupils provides a life-long love of learning and provides our pupils with a secure foundation on which to continue into Higher Education and careers of their choice and giving them adequate preparation for the opportunities, responsibilities and experiences of life in British society.

At Prince's Mead, all pupils of compulsory school age receive a full-time supervised education (construed in accordance with section 8 of the Education Act 1996). Pupils below compulsory school age have a programme of activities appropriate to educational needs in relation to personal, social, emotional and physical development and communication and language skills.

Extra-Curricular

There are a range of extra-curricular activities that can be pursued before, during and after school or, in the case of private lessons for drama or musical instruments, during lesson time on a rotation. These extra-curricular opportunities are published termly which include team sports, swimming,

dance, choir and various orchestral groups. In addition to this, there is a comprehensive activities programme with over 30 clubs running every week.