



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 and other extra-curricular activities and opportunities for the development of 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 in order 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. Through training in the Pre-Senior Baccalaureate programme, all teachers are equipped to plan lessons encouraging the learning skills; thinking and learning, independence, reviewing and improving, collaboration, communicating, 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 structure for the 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 reconceptualise 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. To that end, we have embraced the PSB (Pre-Senior Bacculaureate) programme of study.

Pre-Senior Bacculaureate (PSB)

The PSB is a programme of study for children that aims to prepare them for the challenges of life as young adults in senior schools academically, personally, socially, culturally and spiritually. It does so by actively developing and tracking knowledge, skills and attitudes.

The PSB assessment model has, at its heart, the development of the values, skills, attitudes and behaviours required for children to succeed and flourish in an ever-changing world. Children are encouraged, recognised and celebrated for their achievements and are directly prepared for the next step of their educational journey.

The Core Skills Grid is used by all PSB schools, although adapted for different year groups (see our grids here). By developing an awareness of these skills across the curriculum, pupils are better able to understand their strengths and areas for development and become more effective life-long learners.

The aim is to ensure that by the time pupils leave Prince's Mead they have developed a secure understanding of how they learn; strong **independent** and **collaborative** learning skills and also experienced **leadership** in various forms. As we grow and develop the PSB skills-based curriculum, it is hoped that pupils will take far greater ownership of, and interest in, their learning.

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 French. 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.

Digital Learning

Each child partakes in a Digital Learning lesson of 55 minutes per week where specific information technology skills are learned. Technology in the form of iPads and laptops are 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 IT (Digital Learning) lessons and through its use in most other subject areas. The school has a Computer Suite which can accommodate whole classes, there are two sets of laptops and two sets of iPads for general use, with the science department having its own set. 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

There is a comprehensively planned Science curriculum which is designed to promote knowledge and understanding, develop skills and encourage the processes of enquiry, discovery, recording and drawing conclusions.

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.

The school grounds are used by all pupils from the Early Years Foundation Stage to Year Six to enhance scientific discovery. These include the woodland trail, pond and wild flower areas.

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 constant 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.

Human and Social

Geography, History, RE, PSHEE, Citizenship and RSE form the core input to Human 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 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 Senior Prefects for a period of one term during which they attend weekly meetings with the Headmaster and actively help to make improvements in the School.

Extra experiences are provided throughout the school through visits to museums, field trips both at home and overseas and through interaction with visiting speakers.

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 Reception class supplement their specialist lessons through further planned activities and unplanned opportunities for the Physical development area of learning. Reception pupils utilise the outdoor areas on a daily basis with a balance of planned and unplanned activities. The development of fine motor skills is provided through the use of tools and resources such as scissors, clockwork toys and malleable materials on a frequent basis.

Aesthetic and Creative

The main subject areas contributing to this area of experience are English, 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.

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

- Religious Education
- Digital Learning
- Art
- Design Technology
- Music
- Drama
- Physical Education
- Learning for Life (PSHEE and RSE)

History, Geography and Religious Education are combined as Humanities in Key Stage 1. French is taught from Nursery to Year 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, Senior Leadership Team and Subject Coordinators 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. 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.