

# CHATSWORTH SCHOOLS



## Curriculum Policy

THIS POLICY IS REVIEWED ON AN ANNUAL BASIS

**Policy reviewed by:** Katy Joiner - Headmistress

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**Reviewer's Signature:**

Please note: 'School' refers to Chatsworth Schools; 'parents' refers to parents, guardians and carers.

This is a whole school policy, which also applies to the Early Years Foundation Stage.

# POLICY AMENDMENT PAGE

Date	Key Amendments	Version Number	Reviewed by
09/10/2020	Policy Approved – Fit for use by schools.	v3.0	HAP / RS
10/07/2021	Annual Policy review for 2021/22 academic year	v4.0	HAP
08/06/2022	Annual Policy review for 2022/23 academic year	v5.0	RS
31/09/2023	Annual Policy review for 2023/24 academic year	v6.0	RS
01/09/2024	Annual Policy review for 2024/25 academic year	v7.0	KJ

# CURRICULUM POLICY

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*This policy applies to the whole school including the Early Years Foundation Stage (EYFS). It applies to all staff, the Heads, students on placement and volunteers working in the school. This policy refers to the most recent version of the Independent Schools Standards Regulations 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 pupils can function properly as adult citizens in society. The School aims to prepare pupils for engagement with public institutions and society. 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. Pupils 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 pupils' 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. Pupils' 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 pupils 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.

## **MONITORING AND REVIEW**

This policy will be subject to continuous monitoring, refinement and audit by the Head and Senior Leadership Team (SLT)

- 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 Head and Deputy Head 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 HoD's have responsibility for monitoring the way in which resources are stored and managed.
- The Deputy Head and SLT are responsible for monitoring the way in which the school curriculum is implemented and alongside with HoDs will review each subject area during its cycle of review and development.
- The Head and Deputy Head are responsible for the day-to-day organisation of the curriculum. The Departmental Heads monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the national curriculum and that all lessons have appropriate learning intentions and address the needs of all pupils.
- The Head and SLT undertake an annual review of 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.

## **1 CURRICULUM**

All learners are entitled to experience a curriculum, which offers breadth of experience and balance of opportunities for learning, which acknowledges and builds on what has already been learned.

As well as breadth and balance, the curriculum must embody sufficient flexibility to meet the varying ages, needs, aptitudes and aspirations of all children, including children with an Education, Health and Care Plan (EHC). It must also provide increasing challenges for the children to make progress, across the various transition points, to maximise each child's potential.

Our curriculum aims to actively promote Fundamental British Values throughout the curriculum. All lessons, written and spoken, will be instructed in English with support with additional needs. The school strives to meet this challenge by accessing all possible resources and harnessing all possible opportunities. If all children are to have equality of access to an appropriate range, choice and quality of curricular experience, there are significant implications for the level of support and differentiation available to children with a wide range of attainment and interests.

Children in the Preparatory Department have a form tutor. In lessons, they follow an extensive timetable, benefitting from specialist teaching staff for different curriculum subjects. They follow a programme of activities which is appropriate to their needs and which allows them the opportunity to learn and make progress during their time at school.

### **1.1 Linguistic Education**

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### **1.3 Mathematical Education**

Pupils are helped to make calculations, to understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

### **1.4 Scientific Education**

Pupils' knowledge and understanding of nature, materials and forces is increased and their skills associated with science as a process of enquiry are developed. For example, their skills in observing, forming hypotheses, conducting experiments and recording their findings.

### **1.5 Technological Education**

The school meets Department for Education (DfE) regulations to teach technological skills through the use of information and communication technology; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. At the same time, consideration is also taken to teach children how to stay safe online.

### **1.6 Human and Social Education**

The school's curriculum includes the study of people and their environment and how human action, now and in the past, has influenced events and conditions. In addition to studies in History and Geography, Spiritual, Moral, Social and Cultural Development (SMSC) contributes to this programme.

### **1.7 Physical Education**

The curriculum develops the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance and helps them to acquire knowledge and understanding of the basic principles of fitness and health. Physical Education is held indoors and outdoors and will ensure equal opportunities for all pupils.

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### **1.14 Aesthetic and Creative Education**

This area of the curriculum and the processes of making, composing and inventing are covered in many subjects, specifically in art, music, drama, the study of literature and design & technology, which allows for personal, imaginative and practical responses.

### **1.15 Religious Education**

Pupils' knowledge and understanding of different major world religions are explored to promote spiritual, moral, social and cultural development and engender respect for other people. We enable pupils to develop a sound knowledge of all world faith and beliefs.

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

The school aims to prepare children for adult life. We provide them with the skills to express themselves with confidence and clarity. PSHE 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 PSHE lessons where necessary. This is taught using 'Jigsaw' scheme of work.

The school will take into account, amongst other things, the emotional health and well-being, the ages of pupils and their learning abilities when delivering PSHE.

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

## **3 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. Pupils are taught about respecting others of different faiths and beliefs and are taught about the important celebrations of other cultures.

Pupils 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.



There is a School Council, Eco council and charity committee. Pupils are given the opportunity to vote for their school counsellors each year. They are encouraged to put forward ideas for discussion as a way to practise contributing to a democratic process. Positions of responsibility are created, including Head Boy and Head Girl, Heads of Houses. Whenever possible, staff will look for opportunities to give children responsibilities in all aspects of school life.

Pupils are encouraged to get involved in the local community through educational visits and participate in community events and fundraising for local charities, for example, the Food Bank and the local hospice.

- Please refer to separate document: SMSC Policy

#### **4 RELATIONSHIPS AND SEX EDUCATION**

This section shall have regard to guidance given under Section 80A of the Education Act 2002.

The school provides Relationships Education to all pupils from Reception through to Year 6 and is taught in conjunction with PSHE. The school provides basic Sex Education to pupils in Year 5 & 6.

Relationships and Sex Education provides an important platform to give our pupils the life skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations.

Relationships and Sex Education contributes to the foundation of the PSHE and offers a valuable opportunity for promoting equality between individuals and groups. It involves an exploration of human and social diversity; families and people who care for us; recognising caring friendships and respectful relationships, including online relationships, and remaining safe.

The school shall ensure consultation is taken with parents/carers before delivery of any Relationships Education and will encourage parents/carers to voice any concerns they may have with the pupil's form tutor.

- Please refer to separate document: Relationships and Sex Education Policy.

## **4. TEACHING**

The school ensures the teaching provided will:

- aid pupils 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 pupils 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 pupils' work regularly and thoroughly and use information from the assignment to plan teaching to enable pupils to progress;
- utilise effective strategies for managing behaviour and encouraging pupils 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 pupils contrary to Part 6 of the Equality Act 2010.

All pupils 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.

### **4.1 Discrimination**

#### **4.1.2 Unlawful discrimination**

The school is proud to have developed and maintained a culture of equality, in which pupils 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, pupils with particular protected characteristics.

## **5. FRAMEWORK FOR PUPIL PERFORMANCE**

The School provides parents with a detailed and clear assessment for performance of their child, which incorporates the School's aims and ethos through the means of reports and formal meetings/consultations undertaken throughout the academic year. Each report is detailed with the child's attainment, learning, effort grades and attitude to learning.

### **5 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 seven areas of learning and characteristics of effective learning.

The curriculum is child-centred and the practitioners facilitate the children's learning based on their interests. 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.

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 are 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.

#### **5.1 Assessment at the end of EYFS – the Early Years Foundation Stage Profile**

As part of the transition, we provide Year 1 teachers with a completed profile for each pupil who will enter Year 1 from the EYFS. The profile will also be shared with parents/carers, via the EyLog, to ensure all receive a well-rounded picture of the pupil's knowledge, understanding and abilities, the pupil's progress against expected levels, and their readiness for Year 1. Parents will also receive an end of year report.

#### **5.2 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.*

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

We are fully committed to providing pupils 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)

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

The school welcomes all children who can make the most of the opportunities that it offers and who can flourish in the caring environment of school. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, provided that our learning support staff can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised and intensive teaching.

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. Pupils 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.

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

## **7 HOMEWORK**

Homework is accepted as an essential and valuable element of learning and we recognise the importance and value of homework as an extension and consolidation of classwork. All parents and pupils receive a homework timetable, which can be found in the pupil's Homework Diary.

## **8 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.

## **9 PLANNING FOR BREADTH AND BALANCE**

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

**9.2 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.

**9.3 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.

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

**9.5 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 pupils.

**9.6 Progression** is achieved by providing continuity within the curriculum from EYFS to Year 6.

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

**10.1 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.

**10.2 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.

## **11 TRANSITION SUPPORT**

We ensure all our children are prepared for their transition into the next academic year and the next key stage. All our children have the opportunity to visit to their new rooms before the end of the academic year. If we have new staff joining in the new term, we will ensure the new members of staff will attend at least one of these visits.

We ensure that all our Reception children's EYFS profile is shared with their parents, with an explanation of when and how the profile can be discussed with the teacher who completed it. Year 1 teachers will be given a copy of the child's profile, together with commentary on the child's skills and abilities, in relation to the three key characteristics of effective learning.

## **12 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*

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

- A love of learning.
- The ability to think logically and laterally.
- To be independent and curious learners
- The capacity to express themselves coherently both verbally and in writing, to develop good study habits and to take responsibility for their own learning and academic performance.

**The Curriculum Policy has been reviewed in September 2025.**

### **13 ADDENDUM: COVID-19**

#### **13.1 Provision of Education**

During the COVID period, the school continued to deliver remote learning opportunities to pupils. Teaching staff undertook formative and summative assessments, enabling them to have a clear understanding of pupils knowledge and understanding. On-going assessments of the pupils has allowed the school to plan and deliver a curriculum in September 2020 that addresses any gaps in pupils knowledge and skills.

#### **13.2 Online Teaching**

In the event children are unable to return to school on account of COVID-19 circumstances, remote education plans remain in place for those subject to individual self-isolation requirements or groups of pupils who are required to isolate following confirmed cases of COVID-19.

The school also has a contingency plan in place to enable teaching to continue during any temporary whole-school closures due to local lockdowns if such situations should arise.