



Curriculum Policy

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It is the policy of Charlotte House School that pupils, including those in the EYFS, receive a broad and balanced full time supervised curriculum, which delivers an education suited to all pupils across the full age and ability range. All pupils have the opportunity to learn and make progress and are prepared for the opportunities, responsibilities and experiences of life in British society.

The curriculum is designed to help all pupils fulfil their individual academic and creative abilities, explore their talents to the full, and appreciate through study, the wealth of human achievement. Progression is at the core of the curriculum. The aim of the school is that pupils acquire speaking, listening, literacy and numeracy skills.

The school curriculum will seek to offer appropriate choices, which reflect the needs and interests of the pupils.

When considering the breadth, balance and appropriateness of the curriculum, the following factors are very important:

Breadth will allow pupils contact with the different elements of learning – knowledge, concepts, skills and attitudes – and the different areas of learning – aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

Our curriculum actively reflects the school's aims and ethos and encourages respect for all.

Balance will be shown through time allocation, curricular and extra-curricular activities, including educational visits and residential trips.

Appropriateness will be shown through group size, setting, length of school day and length of teaching year.

Coherence will be achieved through planning and discussion, with schemes of work for all subjects documented in advance.

The school actively promotes the spiritual, social, moral and cultural development of pupils and fundamental British values. This is evidenced in the our policy on spiritual, social, moral and cultural aspects of our girls' education (See Appendix I) as well as our PSHEE policy.

Differentiation will be achieved:

- Through setting and grouping policies
- Through teaching style and method
- Through teacher response to individuals' work, triggered by regular assessment of speaking and listening skills and written work.

English as an additional language:

Where accompanied by a learning disability this will fall under the aegis of the Learning Support teacher. In all other cases, pupils who do not have English as their first language will be supported by form tutors, subject teachers and where possible members of staff who speak the child's first language.

SEND

Please refer to the SEND policy for information as to how we ensure all girls can access the curriculum and make good progress including those with Education, Health and Care plans.

Nursery and Reception

The Nursery and Reception provides a stimulating environment for children to make progress in all aspects of education. Where pupils are below compulsory school age a programme of appropriate activities is in place to support their personal, social, emotional and physical development and communication. Please refer to the Early Years Foundation Policy for more detail.

Daily activities are carefully structured to provide varied and motivating experiences, guiding the children through the seven areas of learning of the Foundation Stage.

Well planned play activities are a key way in which children learn with enjoyment. All children are made to feel welcome, valued members of the group.

Many opportunities are provided for creative development through music, art, imaginative play and role play.

Children are encouraged to practise fine and gross motor skills, with a good range of construction toys in the classroom.

Planning takes account of each individual child's learning requirements with the aim of setting realistic and challenging expectations for all.

Pre-Prep

The Pre-Prep is arranged in two year groups: Forms I & II.

Each year group follows a programme of English, Maths, French, Spanish, Music, PE, IT, RE, Topic (incorporating Science, History, Geography, Art and D.T.) and PSHEE. Children have access to computers, iPads and inter-active whiteboards in their classrooms.

French, Spanish, PE and Music are taught by specialist teachers.

Planning takes account of differing levels of achievement and ability with differentiated activities and approaches. Children with learning difficulties and disabilities and those who are gifted and talented are also addressed in this way with some individual or small group lessons.

There is a Nativity play at Christmas, a Pre-Prep play in the spring term and a Sports Day in June. There are also curriculum days throughout the year which may result in the children being 'off timetable' e.g. Science Day, Eco Day, Diwali Day, etc

Visits take place throughout the year to places of interest related to work in the classroom.

Pupils in the Pre-Prep are encouraged to join extra-curricular clubs which have included IT, gymnastics, ballet, library and craft to name but a few.

Prep

Prep School covers years III, IV, V & VI. The day is divided into five lessons. There is one form in each year group with a maximum of 20 pupils in each form.

Throughout the Prep School, all girls are taught English, Maths, Science, History, Geography, Library, French, Spanish, Latin (Forms V & VI only), VR (Forms IV, V & VI only), Music, Art, DT, PE, IT, RE and PSHEE.

Prep builds on the solid foundation established by the Pre-Prep. There are, however, significant changes. In the Pre-Prep School pupils are with one teacher for the majority of the time; whereas in the Prep School an increasing percentage of lessons are specialist taught with the girls travelling to their lessons.

Pupils in the Prep department are encouraged to join extra-curricular clubs which have included speech and drama, IT, taekwondo, gymnastics, Russian, sign language, library and gardening to name but a few.

There are visits to theatres, museums and other places of educational interest and residential trips to Suffolk and France for Forms V & VI respectively.

We aim to meet Special Educational Needs through differentiation, setting and specialist group and individual lessons. Please refer to the SEND policy.

Matches are played against many schools in a range of sports.

Curriculum Policy - Appendix 1

Policy on Spiritual, Moral, Social and Cultural Aspects of a Child's Education

Charlotte House School seeks to offer an education where pupils learn to distinguish right from wrong and where they have opportunities through which they can develop a system of spiritual beliefs and a moral code, as well as developing appropriately personally, socially and culturally. This is firmly centred on the Christian ethos of the school. We aim to:

- lead pupils towards becoming confident and positive contributors to their community
- enable pupils to gain insights into the origins and practices of our culture and those of the wider community
- take steps to ensure that pupils appreciate racial and cultural diversity and avoid and resist racism

All National Curriculum subjects plainly provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in religious education and through

school assemblies and via our framework for personal, social, health and economic education (PSHEE) and citizenship

On a day-to-day basis pupils are accountable to the Form Rules. These are agreed by the Form and involve core values such as honesty, kindness & hard work. These rules reflect the need to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity of our society and the environment in which we live.

These issues and more are dealt with sensitively and carefully in the PSHEE programme. Spiritual and moral development, particularly beliefs, ethics and worship, is delivered three times a week through school assemblies in which there is a thoughtful consideration of relevant issues and prayers. Many of these issues are followed up and discussed further during the PSHEE lesson. Each half term sees the whole school focus on a different theme.

Assemblies throughout the School are Christian based, but other religions are respected and festivals, for example Diwali, are recognised and discussed.

APPENDIX : Definitions

Pupils' **spiritual development** involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's fundamental questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material well-being.

Pupils' **moral development** involves pupils acquiring an understanding of the difference between right and wrong and of moral conflict, a concern for others and the will to do what is right. They are able and willing to reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge, skills, understanding, qualities and attitudes they need in order to make responsible moral decisions and to act on them.

Pupils' **social development** involves pupils acquiring an understanding of the responsibilities and rights of being members of families and communities (local, national and global), and an ability to relate to others and to work with others for the common good. They display a sense of belonging and an increasing willingness to participate. They develop the knowledge, skills, understanding, qualities and attitudes they need to make an active contribution to the democratic process in each of their communities.

Pupils' **cultural development** involves pupils acquiring an understanding of cultural traditions and an ability to appreciate and respond to a variety of aesthetic experiences. They acquire a respect for British values and culture and that of others, an interest in others' ways of doing things and curiosity about differences. They develop the knowledge, skills, understanding, qualities and attitudes they need to understand, appreciate and contribute to culture.

PSHEE Themes

Autumn 1 – New beginnings/relationships

Autumn 2 – Say no to bullying

Spring 1 – Going for goals

Spring 2 – Good to be me/ Healthy lifestyles

Summer 1- Citizenship

Summer 2 - Changes