

## **CURRICULUM POLICY**

*Rooted in Christ and Catholic tradition and under the guidance of its patron, St Edmund's aims to realise the God-given potential, in body, mind and spirit, of all members of its community through service and leadership.*

*Avita Pro Fide!*

*St Edmund's is committed to ensuring the welfare and protection of children in their care and this commitment is a fundamental part of the role of every employee.*

### **In the light of St Edmund's Mission Statement, the curriculum will be:**

- broad, balanced and relevant, helping to educate the whole person in body, mind and spirit by allowing access to the linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas of education;
- designed to allow all students to learn and make progress and to prepare students for adult life;
- regularly reviewed and kept up to date with developments at national level;
- able to give access to a full programme of study for students for whom English is an additional language and to those students who have special educational needs;

### **St Edmund's will provide a broad, balanced and relevant curriculum which:**

- offers to all students a spiritual dimension which is at the heart of all education as well as through a programme of Religious Education;
- ensures that the 'core' provision is adequate and seeks to promote an appreciation and understanding of core British Values;
- gives individuals a choice of options that are suitable as far as possible;
- ensures that students follow courses which are relevant to their needs;
- fulfils requirements of statements for students with a statement, supporting these, and others through the use of Individual Education Plans where appropriate;
- provides a broad range of extra-curricular activities, with students taking part in various outdoor, indoor, sporting, musical, dramatic, social, and qualification based experiences, alongside a strong Combined Cadet Force and a heavily subscribed Duke of Edinburgh Award. The College's 'Service and Leadership' award serves to recognise and promote service and leadership opportunities in all areas of school life, enabling students to draw on this as part of their personal development and preparation for the world of work.
- allows secondary age students to access a wide range of careers advice, guidance and preparation for the experiences, responsibilities and opportunities future adult life: In addition, much advice and support is given prior to GCSE and A Level choices: Information about the world of work is shared through conferences, and career development given through COA interviews;
- enables education in the personal, social, health and economic areas of life

## **Subject matter and areas of experience:**

### **At St Edmund's College:**

At St Edmunds College a broad core curriculum (as indicated below) exists for the 11-14 age group. At 14+, students continue with a smaller core of subjects and then choose from a range of GCSEs, again as indicated below. At 16+, in light of A Level curriculum changes, our students are offered a good breadth of A Level subjects and most will take 3 subjects at A2. EPQ is also offered to Rhetoricians. Our wider curriculum includes PSHE, Careers, and Activities as outlined above. An Enrichment programme is offered to Rhetoric students to complement A Level study.

#### *Creative and Aesthetic, and Technological -*

- Art and Design (11-14 core, optional 14-19) aims to provide an awareness and appreciation of the work of others through a systematic study of the History of Art. Art and Design informs students, giving them a cultural background and helping them discover their own innate creativity;
- Design and Technology (11-14 core, optional 14-19), and Food Technology (core 11-13) aims to encourage students to develop their skills in designing and making; an emphasis is placed on individual creativity;
- Drama (11-14 core, optional 14-19) focuses on the development of subject specific skills, as well as speaking and listening, the exploration of relevant themes such as narration, characterisation, and scripted structure;
- Music (11-14 core, optional 14-19) teaches aspects of performance, composition, and aural appreciation (listening);
- ICT / Computing (11-14 core, optional 14-19) facilitates understanding of computers, their immense potential in unleashing creativity and increasing productivity, and acquisition of skills as an important tool of the present and future.

#### *Linguistic -*

- English (11-16 core, 16+ optional) provides a study and appreciation of literature, alongside media-based texts in order to cultivate a variety of English skills;
- Languages (11-16 core, 16+ optional), of which Spanish, French, German, Italian and Latin can all be studied. These subjects aim to help students acquire reading, writing, speaking and listening skills in a variety of different languages.

#### *Scientific –*

- Psychology (optional 16+) educates students in psychological investigations, cognitive, social, developmental, and physiological psychology;
- Science (11-16 core, 16+ optional) is taught combined or through the separate subjects of Physics, Chemistry, Biology. All three are designed to allow students to acquire knowledge and understanding of nature, materials and forces, as well as investigation, observation and experimentation.

#### *Human and Social -*

- Religious Education (core 11-18) is at the heart of our curriculum and aims to give our students a deeper knowledge and understanding of their Faith, which will support them in responding to the grace of God to continue its practice;
- Geography (11-14 core, optional 14-19), educates students about physical and human processes, interactions and dynamics of the world we live in;
- History (11-14 core, optional 14-19) provides an opportunity to study the past and develop an interest in the human experience; aspects of public services and institutions (government) are covered and contribute to wider PSHE;

- Government and Politics (optional 16+) provides an opportunity to study the political process and current affairs.
- Business Studies (optional 14+) and Economics (optional 16+) aims to stimulate interest in how businesses work, at the individual, national and world levels;
- Media Studies (optional 16+) allows students to develop a sophisticated understanding of how the media functions and how they can influence lives;
- Personal, social, health and economic education (core 11-14, integrated curriculum 14-19) aims to provide the knowledge and skills needed to lead healthy and responsible lives as confident individuals and members of society. A policy exists alongside schemes of work which further detail delivery, content, coverage and approach for Tutors.

#### *Mathematical -*

- Mathematics (core 11-16, optional 16+). All pupils receive a thorough mathematical education, tailored to each pupil's ability and sufficiently rigorous to ensure that numeracy skills are sufficiently developed to equip students for future life.

#### *Physical -*

- Physical Education (core 11-18, plus optional qualification 14-19) aims to maintain and stimulate pupil interest and enjoyment in the subject and to promote health and fitness for current and future lifestyles.

### **At St Edmund's Prep School:**

Our curriculum goes far beyond the legally required elements of the EYFS and New National Curriculum documentation and involves the rich fabric of creative, cultural, sporting and intellectual opportunities.

A wide range of teaching styles allows every child to access the curriculum to ensure they receive experiences and opportunities and develop their knowledge, skills and attributes in ways that will guarantee learning is relevant and poignant. Our curriculum is constantly evolving to ensure that we are responding to a rapidly developing world around us and that we are offering our children the best start to their education.

We plan our curriculum in three phases. We agree a long-term plan for each stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each curriculum area. We have adopted the New National Curriculum Literacy and Numeracy Frameworks for our school. We also use national schemes of work for much of our medium-term planning in the other subjects. Some Schemes of work are supplemented with materials or based on materials common to an Independent School setting to enable appropriate preparation for Common Entrance Exams or agreed by the Diocese of Westminster.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson.

If children have special needs, our school does all it can to meet the individual needs and complies with the requirements set out in the SEN Code of Practice January 2015. All children on the SEN Register receive support in class and some attend intervention lessons at the start of the day or in curriculum time.

## EYFS

We follow the new Early Years Foundation Stage Curriculum. The seven areas are as follows:

The prime areas of learning:

- communication and Language
- physical development
- personal, social & emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

We use a Personal Learning Journey to record our observations and monitor the progress of every child. Nursery and Reception classes work closely as an early years unit, passing on information to ensure differentiated planning and learning for the unique child.

Both indoor and outdoor learning environments are equally incorporated into the planning of all areas of the curriculum. Parents are seen as “partners” in their children’s learning and included on a daily basis to ensure the maximum benefit for the child. Specialist teachers are used for Forest School, swimming, music, French and dance.

## Pre Prep and Prep

### *Creative, Aesthetic, and Technological –*

- Music consists of performing, composing, appraising and listening. Singing techniques, musical elements, structure and context are all taught by a specialist teacher.
- Art combines the teaching of techniques to develop the individual’s skill, with an opportunity to appraise and appreciate of art work of others, both children’s and famous artists alike.
- In Design and Technology, the children are encouraged to identify, examine and solve practical problems and to make existing situations better. The children are encouraged to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects.
- ICT skills are taught as a discrete subject and as a means of supporting other areas of the curriculum. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning. Computers and other technological aids are used throughout the school.
- Drama develops excellent social skills which the children need in everyday life. It enables the children to speak more confidently, improves self-esteem and listening skills.

### *Linguistic –*

- Literacy provides competence in reading, writing, speaking and listening. Every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy.

- French is taught from Nursery to Form Six by a specialist to develop an understanding and appreciation of this language. Forms Four to Six children are taught Spanish and German by language specialists in addition to French.

#### *Scientific –*

- Science is taught to enable the acquisition of a systematic, scientific approach to learning, developing useful knowledge, skills and attitudes about the world in which we live, science experience is presented to the children in a practical, relevant context. There are established and strong links with the College Science Department which help to extend the children's learning and inspire them in their enjoyment of the subject.

#### *Human and Social –*

- Religious Education is the foundation of our curriculum and provides a study of their Faith, preparing children for later life. Skills and attitudes are taught to enable children to investigate, interpret, communicate, be critical, acquire effective and social skills, evaluate, develop attitudes of wisdom, understanding, knowledge, counsel, fortitude and piety. In addition children are taught respect, tolerance and understanding for the beliefs of others as part of our programme.
- Geography enables pupils to develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there.
- History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect.
- PSHE – Physical, Social and Health Education (PSHE) helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. In The Prep, this is achieved by teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy. Our PSHE scheme also includes topics about Relationships and Sex Education (RSE) and lessons on E-Safety.
- Fundamental British Values are taught through the assembly programme and are displayed in classrooms.
- A Forest School programme runs from Nursery to Form Two. This is seen as an inspirational process which offers all learners regular opportunities to achieve and develop confidence and self-esteem through hand-on learning experiences in a natural environment as well as learning skills such as Risk management and problem solving, leadership and co-operation.

#### *Mathematical –*

- Numeracy is taught so that the children achieve and understand mathematical processes, concepts and skills. A favourable attitude is encouraged by presenting it in an interesting and enjoyable way, allowing the children to actively participate in the learning process, thus creating a sense of achievement and confidence. There is a strong emphasis on the development of mental arithmetic and giving opportunities for pupils to use and apply mathematics in real life situations.

#### *Physical –*

- Physical Education encompasses five areas of activity - Dance; Games; Gymnastics; Athletics; Outdoor activities. Team spirit and fairness are essential skills developed through this subject.
- Swimming is taught as a life skill through a National Scheme by a specialist teacher.
- Tennis is taught as an additional component of the curriculum in Forms Three and Four.

**St Edmund's will keep the curriculum up to date by:**

- undertaking reviews of the Curriculum, whole school and departmental;
- providing time for Heads of Department to work with their teams through in-house INSET and meetings;
- providing resources for relevant INSET/CPD;
- evaluating the curriculum and courses offered;
- facilitating appropriate discussions within St Edmund's College and St Edmund's Prep School, e.g. at SLT, Heads of Department meetings and Teaching and Learning meetings.

**St Edmund's will monitor progress by:**

- evaluating examination success in the light of value added feedback as well as absolute performance figures;
- carrying out a curriculum plan for forthcoming academic years;
- providing a wide range of activities in addition to PSHE to develop leadership, service and academic life.

**Monitoring**

This policy will be monitored as follows:

- a) The Headmaster and Deputy Head of St Edmund's College and the Head of St Edmund's Prep School will monitor the curriculum, working closely with the Senior Leadership Team (Academic) and Heads of Department.
- b) The Academic Sub-committee of the Governors will monitor the policy.

Frequency of review: 3 years

Policy last reviewed: Michaelmas 2019

Next review date: Michaelmas 2022