CURRICULUM POLICY

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INTRODUCTION AND PRINCIPLES

The School aims to provide all children with a broad, knowledge-based education that provides continuity and progression between years and takes individual differences between children into account. Our curriculum and teaching methods aim above all at the transmission of knowledge, which we believe is the best way to inspire a child with the thirst for a wider and deeper understanding of the world. It lays the foundations for an expanding grasp of a wide range of subjects later on in education.

We believe that our approach ensures the children's intellectual horizons are progressively expanded beyond their everyday experience. We also provide our pupils with opportunities to take part in sport and creative arts such as Art, Music, Drama and Dance. Residential trips, excursions and activities within the local community enhance our pupils' educational experience and help them to develop their confidence and independence.

AIMS OF THE CURRICULUM

Through our curriculum, we aim to:

- Nurture each pupil's personal and academic development and inspire them to develop a love of learning that will remain with them for life.
- Ensure each subject area has the time and resources to make its specific contribution to the curriculum as a whole.
- Instil habits of effective learning and teach pupils in a way that allows them to fulfil their potential and to grow towards maturity and self-confidence.
- Give pupils a strong foundation in literacy and numeracy, using a knowledge-based approach in preparing children for public examinations.
- Include an array of extra-curricular activities, which enable pupils to develop the knowledge, skills and understanding they need to become successful learners.
- Encourage values of courtesy, helpfulness and openness, ensuring that we actively promote the fundamental British values of liberty, democracy, the rule of law and the tolerance and mutual respect of people with different beliefs. Ensure that the curriculum does not discriminate against groups with protected characteristics under the Equality Act (2010).
- Deliver lessons that are appropriate to the age and ability of the children and prepare them for the requirements of the next stage of their education and ultimately their future aspirations.
- Have high expectations of our pupils and use a wide range of teaching methods, activities and tasks to explore each topic.

ACADEMIC DEVELOPMENT

We have individual subject policies that detail what pupils will learn in each area and how they will be taught, which include:

English: communication skills and command of language through listening, speaking, reading and writing.

Mathematics: the ability to calculate, understand patterns and relationships in number and space, and think logically and explain reasoning.

Science: the development of scientific skills to enable them to observe, form hypotheses, conduct experiments and record findings.

DT: the use of tools, equipment, materials and components to produce good quality products, as well as the opportunity to evaluate the process and products.

The arts (Art, Drama, Music): opportunities for making, composing and inventing along with other imaginative, aesthetic and practical responses to the arts.

Humanities (History, Geography, RE) the study of people and their environment, culture and religions, including how past, present and future human actions impact on events and conditions.

French: the learning of a new language to gain insight into the life and culture of the countries where those languages are spoken.

Physical Education: the basic principles of fitness, health and teamwork through individual and team sports, as well as dance and gymnastics.

Computing: the development of IT skills that will help prepare pupils to use a range of devices safely and effectively to create and problem solve.

PERSONAL DEVELOPMENT

We promote a 'growth mindset', helping pupils to develop effective learning habits and become confident, resilient and active learners who are willing to embrace challenge.

Spiritual, Moral, Social and Cultural Education: Pupils learn to distinguish right from wrong, accept responsibility for their behaviour and how they can contribute positively to the lives of those others. They discuss their own beliefs and values, and develop sensitivity to spiritual and religious interpretations of human experience. The School's approach to actively promoting fundamental British values is set out in greater detail below. Further information can also be found in the SMSC Policy, available on the School's website.

Through PSHE, pupils develop the knowledge, skills and understanding they need to play a positive role within the School and the wider community. They are supported to become healthy, confident, independent and responsible members of society and to develop respectful relationships with others.

Further information can be found in the School's PSHE and RSHE policies, available on the School's website.

PROMOTION OF FUNDAMENTAL BRITISH VALUES

The School recognises that its role extends beyond pupils' academic achievement. Through the curriculum and wider school life, we prepare pupils to participate positively in life in modern Britain and to become responsible, respectful and active members of society.

The School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout the curriculum, including through PSHE, RE, assemblies and values, as well as through pupil leadership, House and whole-school events, charitable activities and everyday interactions within the School community.

The School does not promote partisan political views. Where political issues are discussed, pupils are offered an age-appropriate and balanced presentation of differing views and are encouraged to consider evidence, listen respectfully and develop their own informed opinions.

The examples below illustrate some of the ways in which fundamental British values are promoted across the School; they are not intended to be exhaustive.

Democracy

Pupils are taught about the principles of democracy and how citizens can influence decisions through democratic processes. They are given regular opportunities to express their views and contribute to school life through pupil voice, class discussions, questionnaires and the School Council. Representatives are elected by their peers, helping pupils to understand voting, representation and collective decision making.

Democracy is also explored through subjects including History, PSHE and RE, as well as through assemblies and discussion of relevant local and national events. Pupils learn to express their opinions clearly, listen to others and engage respectfully with different points of view.

The rule of law

Pupils learn why rules and laws are necessary and how they help to protect individuals, promote fairness and support safe and orderly communities. The importance of rules is reinforced through classroom expectations, the School's behaviour policy, assemblies and the wider curriculum.

Pupils are helped to understand that actions have consequences and that everyone has rights and responsibilities. They are encouraged to distinguish right from wrong, take responsibility for their behaviour and understand the importance of fairness, justice and accountability.

Individual liberty

Within a safe and supportive environment, pupils are encouraged to make informed choices, develop independence and take appropriate responsibility for their actions. They are supported to develop their confidence, self-knowledge and understanding of their rights and personal freedoms.

Through PSHE, Computing and online safety education, pupils learn how to exercise these freedoms responsibly and safely. They are encouraged to pursue their interests, express themselves appropriately and make choices while recognising and respecting the rights and freedoms of others.

Mutual respect

Mutual respect is central to the ethos of the School and is modelled by staff and pupils. Pupils are expected to treat others with kindness, courtesy and consideration, including when their experiences, identities or opinions differ.

Respect is promoted through relationships, classroom practice, collaborative learning, sport, pupil leadership and opportunities for pupils of different ages to work together. Pupils learn that disagreement can be expressed respectfully and that discriminatory or

prejudicial behaviour is unacceptable. They are encouraged to respect others, with particular regard to the protected characteristics set out in the Equality Act 2010.

Tolerance of those with different faiths and beliefs

Pupils are prepared for life in a diverse society by learning about a range of religions, beliefs, cultures and traditions. The RE curriculum, assemblies, visits, visitors and celebrations within the School community give pupils opportunities to develop their knowledge and understanding of people whose faiths, beliefs or experiences may differ from their own.

Pupils are encouraged to share and discuss their own beliefs and traditions while listening sensitively to those of others. They learn that people of different faiths and beliefs, and those with no religious belief, should be treated with dignity and respect. The School actively challenges prejudice, discrimination and intolerance.

THE EYFS CURRICULUM

The school ensures that the EYFS curriculum is organised around seven interconnected areas of learning and development, all of which contribute to children's progress and experiences.

The three prime areas provide the foundations for children's learning, wellbeing, relationships and future development:

- Communication and language
- Physical development
- Personal, social and emotional development

These foundations are developed and applied through four specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our educational programme in the EYFS provides a broad range of purposeful, age-appropriate activities and experiences across all seven areas. Through a balance of child-initiated play, adult-guided activities and direct teaching, children are supported to explore, develop their interests and build the knowledge and skills they need for future learning.

MEETING THE NEEDS OF EVERY CHILD

All pupils are entitled to access the curriculum regardless of sex, race, disability, religion or belief, as per the Equality Act (2010). The School fulfils its obligations for Special Educational Needs & Disabilities (SEND) as per the SEND Code of Practice (January 2015) and the Special Needs and the Disability Act 2001, in providing for pupils with identified special needs. If a pupil has identified special needs, the School will ensure they will have access to an education, which fulfils the requirement of the child's statement/Education, Health and Care Plans. For further details, please refer to our SEND Policy, which can be found on the School's website.

A range of different teaching and learning approaches, which are carefully chosen to suit pupils' needs, underpins our curriculum. Teachers plan thought-provoking, interesting lessons that ensure an appropriate level of challenge for all. All pupils have the opportunity to learn and make progress whatever their ability. There is some flexibility in how children are grouped in the core subjects, enabling them to be taught out of year group or in streamed sets as necessary, at the discretion of the School. Teachers respond to the learning needs of their pupils with carefully planned feedback, tasks and lessons to ensure that each child is able to make progress and learn.

Class teachers address the needs of pupils who may have specific learning needs or disabilities by putting additional measures into place. Pupils who need additional support or intervention can receive 1:1 or group booster sessions to help them achieve their potential. Our Special Needs Coordinator (SENCO) oversees this work and ensures that rigorous monitoring, recording and support is in place.

ASSESSMENT

Formal and informal assessments enable teachers to plan lessons, which in turn ensure that pupils are able to make progress.

Pupils are provided with a wide variety of effective, meaningful feedback, in accordance with the School's marking procedure.

Continuity and progression within the curriculum from Reception through to Year 6 is monitored, assessed and evaluated by the Head Teacher.

MONITORING

The responsibility for the whole-school curriculum in subject areas lies with the Subject Co-ordinators. This includes producing subject policies and monitoring their subjects across the School. The subject leaders are assisted by the SLT, who view the curriculum as a whole and ensure that the aims of the School are being met. Monitoring will involve:

Observations: These offer first-hand experience and direct evidence of what happens in classrooms and resulting discussions contribute to learning and improvement.

Work scrutiny: This helps to develop a broader picture of strengths and weaknesses in terms of teaching and learning, as we assess the quantity and quality of written work and recording.

Pupil interviews: These focus on pupils' understanding of their targets, address issues around pupils' perceptions of themselves as learners and their views on the subject.

Management of the Subject: Curriculum Co-ordinators regularly analyse what their monitoring is telling them and share their findings with the wider staff in meetings. They also create detailed subject development plans that are updated each term. Resources are reviewed regularly, and Curriculum Co-ordinators are always available to advise and encourage teachers of their subject. They are also encouraged to share new ideas, initiatives and events with staff that will help improve and develop how their subject is taught.

Mia Santa-Humfrey
Head Teacher

September 2026

Review approved by Deborah Livsey CEO
New Model School Company Limited
September 2026

Next review date: August 2027