



## The Hampshire School Chelsea

### Curriculum Policy

This policy applies all pupils in the school, including in the Pre-School

#### OUR SCHOOL AIMS AND THE FIVE CORE VALUES

- To develop pupils' self-esteem, **resilience** and well-being through the application of a growth mindset to learning.
- To create an atmosphere of mutual **respect** and consideration for the ideas, values and feelings of others.
- To value and develop strong partnerships with our parents and the wider **community**.
- To inspire a love of learning and encourage the use of key thinking skills across the curriculum and school life so that every pupil strives for personal and academic **excellence**.
- To encourage **responsibility** in every pupil so they can confidently make decisions and choices for themselves.

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Reviewed by:

Mrs McDonald - Head of Academic

Checked by: Dr Edmonds (Head)

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## Curriculum Policy

This policy applies to all pupils in the school, including in the Pre-School.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators (Heads of Departments) are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Heads of Departments take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 2-13. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

### **Aims of the curriculum:**

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHEE and e-safety (online safety) programmes.

### **Objectives of the curriculum:**

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives

- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills', and key skills, needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. In the Pre-School setting, British Values are covered in PSED where the children learn how to manage their feelings, behaviour, right from wrong and gain an awareness of people and communities. In Year 1 – Year 8, British Values are integrated into the ethos of the school with pupils engaging in how the school's Core Values of Respect, Resilience, Responsibility, Community and Excellence relate to their lives. British Values are discussed in assemblies, School Council Development Group meetings and PSHEE lessons.

### **Curriculum**

The Curriculum Diagram available to download from the school website and as a hard copy from the school Receptionists, details the curriculum offering. In addition to the EYFS curriculum in Early Years, the children participate in Forest School and specialist lessons in music, singing, art, ICT, library sessions, Physical Education, swimming, French, drama and ballet. In the Pre-Prep the specialist lessons continue with the addition of Critical Thinking, Theology, Philosophy and religion (TPR) and Pupil Voice Time. The Growth Mindset approach embedded at the school broadens the pupil's learning skills, empowers the pupils to take ownership of their learning and facilitates independence.

### **Foundation Stage (Early Years – pupils aged 2 – 5 years)**

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, singing, art, ICT, library sessions, Physical Education, swimming, French, drama and ballet.

### **Key Stages One, Two and Three**

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science.

Linguistic – French (e.g. Italian and Spanish which may be available as an after-school club)

Human and Social - history, geography, Theology, Philosophy and Religion (TPR), Topic/Humanities.

Aesthetic and creative education - art, music, singing, dance, drama.

Life Skills – Personal, Social, Health, Citizenship and Economic Education (PSHEE), Critical Thinking, Pupil Voice (PVWT).

Physical – swimming, Physical Education, individual and team sports, array of extra-curricular activities and clubs.

Technological – ICT including robotics and computer programming.

### **Equal Opportunities and Safeguarding:**

The curriculum at The Hampshire School Chelsea is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Special Education Needs (SEN) Policy and a policy for Able, Gifted and Talented pupils to ensure the needs of all learners are met.

#### **Safeguarding:**

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversees this.

Additionally, Our PSHEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise. Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal

attributes including kindness, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE, are a mandatory part of the school curriculum from September 2020 and the school is currently revising, ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). (Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019) Health Education (HE) is not mandatory for Independent Schools but recommendations within the guidance should be used to cross check against current PSHE practice and curriculum, which is mandatory.

### **Pupil Progress and Assessment:**

Pupil progress meetings, held termly, help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's Head of Inclusion for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In Pre-School, the school will assess according to the statutory Early Years Profile and the 2 Year olds progress check. Results of the Early Years Profile are provided to parents and Royal Borough of Kensington and Chelsea (RBKC) on request.

### **English as an Additional Language (EAL):**

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from Pre-School through Year 8. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

### **Careers Information Provision including Preparation for Senior School**

Events including inviting parents and other guest speakers to talk about their careers are scheduled during the academic year. The school provision includes:

- guidance for parents and pupils on the selection of senior schools
- Interview practice in school and personalised feedback.
- Mock internal examinations each term to hone examination techniques and set targets.
- Regular spelling tests.
- Timed exam practice using 11+ material in both English, maths and science in class. These assessments include regular timed writing opportunities specific to exam genre focus, with personalised feedback and targets.

- Dedicated VR and NVR practice from Year 2 with Critical Thinking lessons timetabled from Year 2.
- Regular interview practice, lateral thinking and problem solving opportunities as well as discussions about current affairs take place in class.
- Autumn term Future Schools Information Event for parents followed by the Senior Schools Fayre for parents of pupils in Years 4, 5 and 6 providing an opportunity for senior staff from independent senior schools to showcase their schools and speak to parents.
- Critical Thinking lessons covering problem-solving.
- Atom Learning Adaptive Online platform used in Critical Thinking lessons
- Careers advice and guidance with presentations from visiting speakers

**Further Information:**

Further detailed information on the subjects taught in each year group can be found on the school website and is available as a hard copy from the school Receptionists.

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