

Curriculum Policy

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Scope of this Policy

At Heathcote Preparatory School, the curriculum is rich and exciting, challenging and engaging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. Curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation, which effectively prepares them for their subsequent education and the opportunities, responsibilities and experience of adult life in British society.

Heathcote Preparatory School provides full-time supervised education for pupils of compulsory school age (5 to 11 years). Additionally, the school has a facility for pupils between 2 and 5 years old where the appropriate education is provided, following the Early Years Framework.

Heathcote Preparatory School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, we provide a PSHRE programme, which reflects the school's aims and ethos and which gives pupils experience in spiritual, moral, social and cultural education. Details of this programme and how it is delivered can be found in the PSHRE policy document and schemes of work. All teaching at Heathcote precludes the promotion of partisan, political views in the teaching of any subject, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. The curriculum is consistent with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available on our website www.heathcoteschool.co.uk and on request, from the school office.

Heathcote is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Heathcote seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Procedures

Within the curriculum, each pupil is challenged to reach their full potential and the learning needs of each pupil, including those with specific gifts or talents and those with learning difficulties are considered when setting up individual timetables. The majority of pupils, over time, at Heathcote Preparatory School with English as an Additional Language can/could understand and use English well. However, should a pupil require further assistance a carefully planned intervention is put into place to ensure those pupils that understand and speak only a little English, can access the curriculum. Subject matter is appropriate for the ages and aptitudes of the pupils, including any pupils with SEND and throughout the school (for all school-age pupils) we use one-page profiles to familiarise ourselves with individual needs and opportunities for support.

The Curriculum

The curriculum at Heathcote Preparatory School provides pupils with linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects as detailed below:

English

The English long and medium-term plans for Key Stages 1 and 2 are based on the National Curriculum 2014, which is a Mastery curriculum. They include the teaching of speaking and listening skills (including drama and public speaking), reading (decoding and comprehension skills) and writing (handwriting, spelling, grammar, punctuation and composition including creative writing and poetry). All these key literacy skills are developed in a progressive way across the school with a wide variety of methods for teaching and learning. Writing moderation is undertaken with relevant staff to ensure that the progression of these skills are evident in pupils' work. A thorough grounding in phonics is provided through the Letters and Sounds and Read Write Inc schemes in Early Years. In Key Stage 2, English is taught as a specialist subject.

Mathematics

The long and medium-term plans in KS1 and KS2 are based on the Mathematics National Curriculum 2014. The plans support a mastery approach to teaching and learning which ensures depth before breadth and allows time to build on problem solving and reasoning skills. Within each year group there is a significant amount of time devoted to developing key number concepts; this aims to develop fluency and number sense, which then has a positive impact on the other aspects of Mathematics within the primary curriculum – measure, statistics and geometry. We also have embedded a focus on application of understanding to abstract problems and the development of mathematical reasoning. A thorough grounding in the fluency of times tables and mental arithmetic skills is taught and practised through weekly and termly tasks and challenges. In Key Stage 2, Mathematics is taught as a specialist subject.

Technological

Computing skills are developed throughout the school with safe practices incorporated into lessons. The E Safety Policy is shared with parents and Internet Awareness training is offered to parents and given to pupils on a regular basis.

Scientific

In Key Stage 1, the focus is on building a strong understanding of fundamental scientific concepts, supplemented with practical skills to spark curiosity and to work scientifically.

Pupils explore topics at a basic level, which provides the foundation for more complex ideas in later years. In Key Stage 2, pupils are encouraged to enhance their 'working scientifically' skills, applying their knowledge through investigations, project-based homework, and independent research, building on the conceptual foundations established in Key Stage 1.

A key focus of the Science Curriculum is to equip pupils with the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings.

Languages

French is taught from Nursery through to Year 6. Italian is also introduced in Year 6. A variety of resources are used, with a large emphasis on speaking, listening and practical activities and experience e.g. we celebrate World Language Day and hold French cafes to encourage pupils to develop oral speaking skills in a practical way. The children have used skype to communicate and share with French classes.

Aesthetic and Creative

Performing Arts – Music and Drama

Music is taught as a specialist subject from Nursery to Year 6. All pupils in Year 3 and 4 have class-based recorder lessons and all pupils in Year 5 and 6 have class-based ukulele lessons. Music taught within the classroom is enhanced by a host of music ensembles, choirs and the ukulele club. Key Stage 1 and Key Stage 2 have further opportunity to develop their musical talents in weekly singing assemblies. Drama is taught across the school from nursery as part of performing arts/across the EYFS lessons.

Art and Design

Art and Design is taught weekly to the pupils from Reception to Year 6, striving to develop the skill base and creativity, providing opportunity to experience a wide variety of genres. Art clubs at lunchtimes supplement this aspect of the creative curriculum.

Physical

PE and Sport are taught by our qualified subject specialist coach from Nursery to Year 6. The curriculum is supported by a wide range of clubs, matches, etc. catering for pupils of all abilities. The Schemes of Work incorporate opportunities to acquire knowledge and understanding of the basic principles of fitness and health, including diet, as well as developing the pupils' physical control and co-ordination, their tactical skills and imaginative responses and to help them evaluate their own performance.

Human and Social

PSHRE

Each class from Reception to Year 6 has an allocated lesson on the timetable for Personal, Social, Health, Economic and Relationships Education. Further detail is

contained within the PSHRE policy document. Additionally, links are established within the Schemes of Work to assemblies, and many other curricular areas. PSED is recognised as a prime area of learning within the EYFS Framework and all Early Years pupils at Heathcote join in with weekly circle times, assemblies and lessons, to develop skills and learning in this area.

Mental Health and Emotional Wellbeing

Mental health and wellbeing are promoted across the curriculum and throughout school life, including CRE, PSHRE, RSE lessons, and form time, where pupils are given opportunities to explore and regulate their emotions, understand and communicate their feelings, be proud of who they are, and develop strategies to stay positive and healthy. The PSHRE curriculum also helps pupils identify bullying both online and in real life, understand how to assert themselves by saying no, and reflect on their personal strengths and character. Staff act as advocates for Fundamental British Values (FBVs) and help pupils understand their rights, highlighting the importance of mental health. In science, mental wellbeing is considered alongside physical health, recognising that both are equally important: younger pupils learn about the benefits of exercise and healthy eating, while older pupils (Year 6) explore the effects of drugs, alcohol, and lifestyle choices on physical and mental health. Through these lessons and wider school activities, pupils are encouraged to develop a strong understanding of mental wellbeing, its significance, and strategies to support their own and others' health. Opportunities such as World Mental Health Day are used to open the dialogue about mental health and remind pupils how to check in with their own and others' mental health.

Humanities/Topic

Children are taught 'Topic' lessons in KS1 and Humanities lessons weekly in KS2. They learn a range of topics as part of this curriculum including various periods in history e.g. WW2, Romans, Middle Ages, Tudors and geographical understanding e.g. water cycle, mountains, rock formations. The curriculum map plans to ensure that repetition is minimal and allows children to build upon their understanding in Humanities. Children attend day trips and KS2 pupils attend residential trips that play a big part in this curriculum and allow for hands-on experience to enrich our learning for these subjects.

Citizenship and Religious Education (CRE)

CRE is delivered as a weekly lesson that encourages pupils to explore attitudes, beliefs, and cultures through a discussion-focused approach. It incorporates elements of citizenship and religious education, helping pupils understand the connections between diversity, religion, culture, and society. Pupils learn how different beliefs, both secular and religious, shape the

world we live in, and how to show tolerance, respect, and celebration of others. Studying the origins and key beliefs of different religions enables pupils to be accepting of different ways of life, while also helping them reflect on and shape their own understanding of the world. Human and Social education is embedded into the schemes of work, supporting pupils to understand how human action, both past and present, has influenced events, societies, and conditions, and to consider their own role in a diverse, interconnected world.

Early Years Provision

For pupils below compulsory school age, a programme of activities is provided with reference to the EYFS Framework and with regard to the SEND Code 2024, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. The seven areas of learning and development are: -

- o Communication and Language (prime area)
- o Physical Development (prime area)
- o Personal, Social and Emotional Development (prime area)
- o Literacy (specific area)
- o Mathematics (specific area)
- o Understanding the World (specific area)
- o Expressive Arts and Design (specific area)

For children, whose home language is not English, reasonable opportunities are provided to develop and use their home language in play and learning, supporting their language development at home.

Each area of the Early Years curriculum is implemented through planned and purposeful play and a mix of adult led and child-initiated activity.

Each child is assigned a key person to help ensure that every child's learning and care is tailored to meet their individual needs.