St. Helen's College

Curriculum Policy

This is a whole-school policy which includes the Early Years Foundation Stage

The school provides full time education for children aged 2 to 11 years (Nursery to Year 6). This document lays out the aims, principles and organisation of the curriculum that is provided.

1 Aims

1.1 The aims of the curriculum are to:

- stimulate a love of learning and allow full development of every child's academic potential;
- ensure that all pupils, including those with special educational needs or disabilities, those for whom English is an additional language, and the most able, have the opportunity to learn and make progress;
- stimulate intellectual, aesthetic, physical, moral and spiritual development;
- provide suitable educational experiences in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative;
- ensure that all pupils acquire skills in speaking, listening, literacy and numeracy;
- provide knowledge, understanding and skills to equip pupils to gain entry to, and succeed in, academically selective senior schools;
- develop personal and social skills and awareness which reflect the school's aims and ethos, and which encourage respect for others, including those with protected characteristics;
- ensure that all pupils are prepared effectively for the opportunities, responsibilities, experiences and challenges of life in British society;
- encourage intellectual rigour and agility, so that pupils relish challenge, embrace change and become innovative and resilient learners;
- develop pupil awareness of global issues, their place in the world and their responsibilities as global citizens;
- nurture personal development to establish sure foundations of spiritual, moral, social and cultural understanding, values and behaviour;
- educate pupils about mental health;
- develop independent thinking, self-confidence, communication, leadership and responsibility from a very young age;
- imbue virtue, compassion, self-awareness, inclusivity and teamwork and
- educate pupils to value and develop healthy, respectful relationships

2 Principles

2.1 The curriculum is informed by the National Curriculum and EYFS documentation but is not limited by it.

2.2 Content is comprehensive and embraces as fully as possible the knowledge, skills and variety which each subject has to offer, so that pupils are enlivened and inspired by the richness of their cultural heritage and establish solid foundations upon which they can build at senior school.

2.3 The curriculum establishes and develops core educational standards and disciplines of oracy, literacy and numeracy.

2.4 Relevance and interconnectedness are important. Pupils are motivated when the learning activity is meaningful and builds on previous knowledge. Cross-curricular links, links with pupils' experiences and current affairs and with 'big issues' such as climate change and other environmental challenges are usefully employed to this end.

2.5 Breadth and balance are maintained across the full range of intellectual, aesthetic, physical, moral and spiritual activities through timetable allocations and curriculum content, and through curriculum enrichment activities such as educational visits, visitors to the school, high-quality resources and linked co-curricular opportunities.

2.6 The curriculum is challenging in such a way as to inspire pupils to aspire and achieve beyond their comfort zones. Teachers have high expectations of pupils with regard to effort, commitment and achievement.

2.7 The curriculum and the way it is delivered will be adapted to meet individual needs. This demands a sophisticated knowledge of the pupils' current knowledge, understanding and cognitive ability.

2.8 The curriculum provides opportunities for all children to benefit equally, regardless of gender identity, sexual orientation, race, colour, religion, nationality, disability or ethnic or national origins. Particular care is taken to make reasonable adjustments to accommodate the needs of children with disabilities, to provide appropriate differentiation for children with significant learning difficulties or disabilities, and, where a pupil has an Education, Health and Care (EHC) Plan, to provide education which fulfils its requirements.

2.9 The curriculum promotes fundamental British values, economic awareness and knowledge of British institutions. It provides stimuli which encourage pupils to reflect on, discuss, question and appreciate issues of justice, equality and morality; absorb values which will stimulate cooperative endeavour and service to the world community and adopt values of kindness, compassion, responsibility and respect for others.

2.10 The curriculum provides opportunities for pupils to develop thinking skills, creativity, initiative and skills in both independent and cooperative learning. Teachers encourage, draw on and follow through pupils' ideas, suggestions, contributions, research, enthusiasms, expertise and experiences.

2.11 A full programme of visits (day and residential) and a rich, varied, high quality co-curricular programme provide additional opportunities for pupils to discover and develop interests and talents, to further the knowledge, understanding and skills

learnt through curricular study, and to develop interpersonal skills, self confidence and self esteem outside of the classroom.

3 Organisation

3.1 Responsibilities

- The structure, implementation and development of the curriculum are overseen by the Head, supported by the Deputy Head Academic.
- Subject Leaders are responsible for subject documentation, administration, management, leadership and development. In the Early Years Foundation Stage (EYFS), the Foundation Stage Leader has this responsibility.
- Personal, Social and Health Education (PSHE) is taught as a subject to all pupils. It is also fostered across all subjects and through a wide range of school activities, in accordance with the school's aims and ethos.
- Class teachers are responsible for delivering the curriculum in accordance with the schemes of work written by the Subject Leaders. However, flexibility is allowed so that current events, topical issues, school initiatives and school events can be incorporated as appropriate. Parallel classes should follow the same programme.

3.2 Documentation

3.2.1 Subject folders each comprise a subject policy, a scheme of work (which includes long-term and medium-term plans), subject audits and a list of resources.

3.3 Nursery and Reception Years

3.3.1 The national EYFS curriculum is followed in the Nursery and Reception and a programme of activities is provided which is appropriate to the children's educational needs in relation to personal, social, emotional and physical development and communication and language skills. In following the principles and requirements of the EYFS curriculum, teachers ensure that children are properly encouraged and challenged to maximise the educational benefits which they receive.

3.4 Years 1 to 6

3.4.1 In Years 1 to 6 all classes follow the schemes of work which form part of the curriculum documentation provided by the Subject Leaders.

3.4.2 Some subjects are taught by subject specialists. The amount of specialist teaching increases as pupils move up through the school.

3.4.3 All subjects are taught in mixed-ability form groups.

3.5 Review

3.5.1 The Head, Deputy Head Academic and Governing Body keep abreast of the changing needs of education and determine strategic changes to the curriculum.

3.5.2 All teachers monitor the effectiveness of the curriculum and provide Subject Leaders and/or the Deputy Head Academic with regular feedback so that 'running repairs' and improvements can be made throughout the term.

3.5.3 Subject Leaders monitor and develop their subjects on an ongoing basis. They keep abreast of national and international developments in their subjects. They carry out formal subject audits at least once a year. These audits feed directly into the Subject Development Plans (SDPs). The SDPs, which are visible to all teachers and monitored by senior leaders, are updated by the Subject Leader as targets are achieved.

3.5.4 All subjects, their policies, schemes and other documentation, and their development needs, are reviewed biennially by the Senior Leadership Team (SLT).

3.5.5 The allocation of subjects to classes, and their period allowances, is reviewed annually by the SLT.

3.5.6 The curriculum policy is reviewed biennially by the SLT.

Person Responsible	SR
Date	August 2025
Review Frequency	2 years
Next review	February 2026