



# LEWESTON

## SHERBORNE

### CURRICULUM POLICY AND STATEMENT

#### 2.1 CURRICULUM POLICY AND STATEMENT

##### Policy

At Leweston, the curriculum is intended and planned to instil a love of learning and to inspire the life of the mind. The focus is to enable pupils to achieve the best possible academic success. Broadly, pupils in Years 7 to 11 are taught in the fields of linguistic, mathematical, scientific, technological, human, social, moral, spiritual, physical, aesthetic, and creative knowledge and the School, throughout its curriculum, educates for high standards of speaking, listening, literacy, and numeracy. The School includes in its core provision English, History, Geography, HEF, ICT, Maths, Science, PSHE and RE, Drama, Classical Studies or Latin, Music, Modern Foreign Languages, Art, Design Technology and PE. While traditional in the rigour and range of the subjects and teaching, in keeping with the “contemporary” aspect of the School’s Mission Statement and the School’s intention to prepare pupils for life beyond Leweston, the curriculum is considered, developed/changed to suit the academic needs of pupils in a given year on an annual basis. All departmental plans and schemes of work are designed to ensure that they take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan and they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Consideration is given to the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society. (See **Appendix A** for clarification)

##### Statement

In Years 7, 8 and 9 pupils follow courses in Art, Classical Studies/Latin, Design Technology, English, Geography, HEF, History, ICT, Maths, Music, Modern Foreign Languages, PE/Games, PSHE, RE and 3 Sciences. PSHE, vertically structured and coordinated through the School, underpins the human, social, spiritual, cultural, careers and academic aspects of the pupils’ work.

At GCSE, the curriculum allows for pupils to follow up to 10 GCSEs. Each pupil studies English Language and English Literature, Mathematics, RS, either Combined Science (2 GCSE) or Biology, Chemistry and Physics, together with one modern foreign language chosen from French or Spanish. Pupils then generally choose either History or Geography and one or two subjects from Art, Design, Music, Drama, Computer Science, Latin and Home Economics. In addition all pupils continue to receive PSHE and PE lessons. Meanwhile, as the pupils progress up the School, their awareness of, and participation in, the wider community including university, higher education and careers is encouraged by reciprocal links via

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study opportunities with outside institutions, professions, lecturers, etc. This results in the curriculum being presented and accessed by increasingly varied means.

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In the Sixth Form pupils generally study 3 subjects, although a small number opt for 4, which can be either A Levels or Cambridge Pre-U courses depending on the subjects chosen. In addition to those subjects offered at GCSE, courses are offered in Psychology, Business Studies, Economics and Further Mathematics. All pupils continue to follow a programme of PSHE, PE/Games and, in the Lower Sixth, they can opt to study for an Extended Project Qualification. There is a programme of enrichment activities in the Lower Sixth including Enterprise, Public Speaking and Debating, Creative Arts and Community Service. An extensive programme of careers guidance and support for University applications is also provided.

The individual needs of pupils, including those with PLPs, the gifted and talented, those with special physical needs and those for whom English is not the first language all inform the curriculum, timetable, schemes of work and the teaching in the School so that paths to development and success are equally accessible to all. Learning support is therefore available to pupils throughout the School. EAL lessons or Learning Support is offered to pupils who require individual teaching to achieve their potential. These lessons are optional and paid for separately. Also to enable pupils to thrive intellectually and to maintain the excitement of learning, it is the School's policy that opportunities for extension work, early exam entry work, tutorial teaching, seminars with other schools and whatever means seem appropriate for an individual are supported by the curriculum and timetable. Through these learning possibilities, as well as through the mainstream curriculum, the teaching encourages the development of pupils' self knowledge, self esteem, ability to work independently and confidence. In further encouragement of these qualities, as well as to prepare pupils for life after school, systematic and regular advice on careers and the world of work is provided at a variety of stages through the School.

These principles and curriculum details are embodied in the Schemes of Work for each subject and are reviewed and discussed with the Deputy Head Academic. Departmental Handbooks are kept by the HoD/TiC of each department. Teachers involved in new or changing courses are supported at their own request or by direction of the Deputy Head Academic, through teacher training either from outside providers or Inset.

## Summary

Essentially, the School provides a curriculum that, in keeping with the School's ethos, ensures for each of its pupils balanced, appropriate and interesting opportunities for academic study. All education at Leweston is full time and utilises the fact that many of the fundamental educational experiences provided in the School are implicit within the curriculum rather than explicit or subject specific. Importantly, each pupil's educational experience is extended by the extra curricular provision (both formal and informal) and the non-examined subjects that underpin her unique learning. Thus, advised by Catholic teaching, pupils are encouraged to distinguish right from wrong and to behave morally, altruistically, responsibly and courteously. This is as much a part of the Curriculum Policy as it is implied by the Mission Statement.

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## PREP

### PREP CURRICULUM POLICY

This policy meets the requirements of the Early Years Foundation Stage (EYFS). All members of staff have been given access to this policy as part of their induction and it has been explained to and is accessible to all parents. This is communicated to the parents during the Welcome Sessions and on our website.

#### Aims

At Leweston Prep, through our varied and stimulating curriculum, we aim to support and stretch each individual child to achieve academic excellence and exceptional progress. The school aims to provide a balanced curriculum which offers all pupils the opportunity to learn and make progress. A varied learning programme equips them with the practical and personal skills necessary to prepare them for the opportunities, responsibilities and experiences of adult life enabling them to succeed in a changing world. The curriculum is intended and planned to develop a love of learning and offer a range of appropriate challenges.

The 2014 Primary National Curriculum in England, Key Stages 1&2 Framework, where appropriate, will be delivered; however the school provides additional curriculum areas to give greater breadth to the pupils' education, an education which is informed by the spirit and ethos of Catholic teaching. The school has appropriate plans and schemes of work which support this Curriculum Policy and provides full time supervised education for pupils of compulsory school age and in the Nursery (EYFS), this giving pupils experience in linguistic, mathematical, scientific, technological, human, social, moral, spiritual, physical, aesthetic and creative educational experiences.

An effective curriculum is provided for children with specific needs, including those with IEPs, gifted and talented, those with special physical needs and those for whom English is not the first language. Schemes of work and extra-curricular activities are provided for all the pupils in our care, ensuring accessibility for all. Further information is available in our Special Educational Needs and Disabilities Policy and Gifted and Talented Policy which can be found on the school website, [www.leweston.co.uk](http://www.leweston.co.uk) or is available from the School Office.

The education offered formally within the class and informally through extra-curricular activities, seeks to ensure that each pupil has the confidence to develop their aspirations, has the highest expectations of themselves and fulfils their potential, commensurate with their ability. The subject matter is appropriate for the ages and aptitudes of the pupils and, where appropriate, for those pupils with a statement. Pupils throughout the school are encouraged to acquire skills in speaking and listening, literacy and numeracy. The School includes in its core provision English, History, Geography, ICT, Maths, Science, Religious

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Education, PSHE (Personal, Social and Health Education), Performing Arts, Music, French, Spanish, Art, Design Technology, Forest School and Physical Education. In the Nursery and Reception classes, the Early Years Foundation Stage (EYFS) curriculum is followed. This includes:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Mathematics
- Expressive Art and Design
- Understanding the World
- Literacy

The PSHE programme is designed to reflect the School's aims, mission statement and ethos. As part of the curriculum, various professionals visit the school to share their job experiences with the children, e.g. Dentist, Police and Fire Service. The school undertakes that the paths to development and success should be equally accessible to all pupils. Pupils can expect to work and learn in a safe and healthy environment.

The quality of our work in implementing the curriculum will be fostered and monitored in the following ways:

- At Departmental level by the Subject Co-ordinators
  - Constantly reviewing and evaluating the efficacy of their teaching methods.
  - By regular evaluation of the appropriateness of courses taught.
  - By the monitoring and observation of teachers' lessons by the Leaders, Head and through peer observation.
- At Senior Leadership Team level
  - By recognising the commitment and professionalism of all teaching, non-teaching and support staff through an effective appraisal and induction programme.
  - By providing support and training to help staff work most successfully to educate the children entrusted to the care of the school.
  - By the regular evaluation of the overall provision for pupils e.g. through regular pupil review.
  - By ensuring the quality of learning and teaching within every Department through effective monitoring, assessment, reporting and recording.

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## Appendix A Embedding British Values – Guidance for Staff

The Department for Education has stipulated that Schools in England must actively promote British values through the curriculum and in extracurricular activities. We also recognise our obligation under section 78 of the Education Act (2002) to promote the spiritual, moral, cultural, mental and physical development of pupils at the School and of society as well as to actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. At Leweston these values are reinforced in a pervasive manner and permeate the School community. Additionally, pupils are helped to promote tolerance and understanding in the School environment, guarding against extreme, intolerant, or radical views. Staff are also trained to identify indicators of radicalisation, adhering to the Department for Education's Prevent duty.

The School has in place a Prevent Risk Assessment that is used regularly for a variety of reasons, including for the areas of leadership, partnership, staff training, welfare, external speakers/visitors, online safety, campus security, safeguarding, communications, incident management, and staff recruitment.

The Government emphasises that schools are required to ensure that key 'British Values' are taught in all UK schools and set out its definition of British values in the 'The Prevent Duty', June 2015.

The five British Values are:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect**
- **Tolerance of those of different faiths and beliefs**

The DfE makes it explicit that British Values lie at the centre of much common practice, so this document will act as a reminder for staff to ensure that due consideration is given to exploiting opportunities for the teaching of these values.

Prevent Duty: Under section 26 of the Counter-Terrorism and Security Act 2015, we have a duty to prevent people from being drawn into terrorism (Prevent duty). Protecting children from the risk of

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radicalisation remains part of our school's wider duty to safeguard children and young people. *"Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism....Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs."* (KCSIE, July 2015). We are alert to any possible signs which contribute to vulnerability such as family, friends or online influences as well as any changes in behaviour which could indicate a child may be in need of help or protection. We carry out risk assessments of vulnerable children and young people accordingly, work in partnership with other agencies and the family, and ensure staff are suitably trained and supported. Further details of our school procedures are set out in our Safeguarding Preventing Extremism and Radicalisation policy.

### **Embedding British Values: Expectations for Staff**

#### **Democracy: making decisions together**

- Staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

#### **Rule of law: understanding rules matter**

As part of the focus on the teaching of PSHE, and in general class teaching:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

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## **Individual liberty: freedom for all**

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through constructive peer feedback, growth mind-set work and the celebration of their successes in assemblies
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about our rules for lunchtime choices.

## **Mutual respect and tolerance: treat others as you want to be treated**

- We all should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. We must model this in the way that we treat the children, and how we support them in treating each other.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staffs should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

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A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

What is not acceptable is:

- actively promoting intolerance of other faiths, cultures and races
- failure to challenge gender stereotypes and routinely segregate girls and boys
- isolating children from their wider community

failure to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

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