



Milbourne Lodge School
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Curriculum Policy

September 2022 onwards

1 Introduction

1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

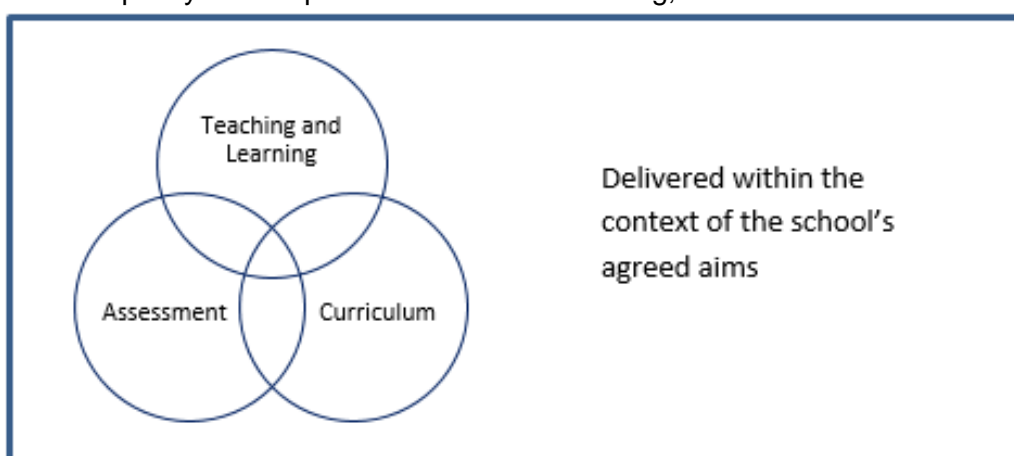
- To promote quality, excellence and the highest standards of education for all pupils in order to ensure they reach their full potential and receive the highest standards of teaching and learning.
- To create a positive and caring atmosphere and environment in which pupils are encouraged and enabled to develop their skills, talents and interests to the full; intellectually, physically and spiritually, regardless of social circumstances, age or religion.
- To provide a safe and caring community in which all individuals are valued and respected and to strive for the highest standards in pastoral care.
- To engender a spirit of learning so that pupils regard education as a lifelong process.
- To offer a range of extra-curricular opportunities and activities to broaden their experiences and to help develop character and personality.
- To instil in pupils the values of respect for each other, responsibility for their own actions and self-discipline.
- To help pupils adapt to meet the changing needs of society with courtesy, co-operation, commitment, tolerance and compassion.
- To place importance on the traditional values of politeness, good manners and sportsmanship. Core values include respect, honesty and kindness and pupils are encouraged to treat others as they would like to be treated themselves.
- To celebrate the achievements of individuals in all areas of school and community life.
- To provide equal access to all for equal opportunities.

1.2 This policy applies to all pupils, including those in the Early Years.

1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

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- 1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:
- 1.5 We aim to provide a holistic curriculum which develops every pupil as a confident individual who loves learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.
- 1.6 Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of education. We intend that our curriculum should imbue in our pupils:
- A passion for life-long learning;
 - A capacity for independent and critical thinking;



- Self-awareness, self-regulation and resilience;
 - Self-confidence without arrogance; and
 - Genuine interests that extend beyond the confines of the classroom.
- 1.7 British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.
- 1.8 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:–

- (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and*
- (ii) 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.*

For the purposes of paragraph the matters are:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;*
- (b) that pupils acquire speaking, listening, literacy and numeracy skills;*
- (c) personal, social, health and economic education which:*
- (i) reflects the school's aim and ethos; and*

- (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);
- (d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
- (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.
- where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - that all pupils have the opportunity to learn and make progress and
 - effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

2 Taught Curriculum

2.1 Our taught curriculum broadly follows and, for the majority of pupils, goes beyond the National Curriculum and is formally assessed at the end of Year 8 by ISEB Common Entrance, ISEB Common Academic Scholarship or school specific Academic Scholarships. Our pupils also take GL summative assessments at the end of years Reception - 7 in English and Mathematics.

2.2 The focus of the academic curriculum is the core subjects of English, Maths and Science.

Throughout the year Reception will enjoy a wide and varied curriculum which follows the Early Years Foundation Stage. The curriculum is planned around this framework which strives to help children achieve specific learning goals in order to lay secure foundations for future learning. There are seven areas of learning and development. The three prime areas which are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, are:

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

There are four further specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Together these seven areas support a rounded approach to child development. The educational programme delivered will provide opportunities for pupils to make progress in these areas through planned, purposeful play and learning, with a balance of adult-led and child initiated-activities.

2.3 In addition the following subjects are taught:

- Years 1 – 3:
History, Geography, RS, Classics (year 3 only), PSHE, French (except year 1), Art/DT, IT, Music, Games.
- Years 4-5:
History, Geography, RS, PSHE, Classics/Latin, French, Pre-Test Skills, Art/DT, IT, Music, Games.

- Year 6:
History, Geography, RS & Philosophy, PSHE, Latin, French, Greek/Spanish (Summer Term only), Pre-Test Skills (Autumn/Spring Terms only), Art/DT, IT, Music, Games,
- Year 7-8:
History, Geography, RS & Philosophy, PSHE, Latin, Greek/Spanish, French, Art/DT, IT, Performing Arts, Games.

2.4 The curriculum is translated into subject Schemes of Work (SoW) which are overseen by Heads of Department

2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3 Special Educational Needs and Disability - SEND

3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a Learning Support department, led by the SENCO.

3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

4 SMSC

4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day to day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. Our approach to SMSC ensures that principles are actively promoted which:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
- Encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

4.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

4.3 In addition, our approach to SMSC ensures that all pupils will gain an:

- Understanding of how citizens can influence decision-making through the democratic process;
- Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;

- Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- Understanding that the freedom to hold other faiths and beliefs is protected in law;
- Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- Understanding of the importance of identifying and combatting discrimination.

5 Religious Education and PSHEE

- 5.1 Our school chooses to respond to the legal requirement in maintained schools to teach Religious Education and Relationships and Sex Education (RSE), and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Economic Education (PSHEE). Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010
- 5.2 We refer to PSHEE in school as PSHE. Our PSHE course is delivered to all pupils through discrete PSHE lessons taught by our form tutors. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

6 Co-curricular

- 6.1 A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge and experience to be successful adults include:
- Prefects & Head of School responsibilities;
 - School Councils;
 - Expeditions and trips;
 - Fundraising Activities;
 - Various Activities; and
 - Sport.

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head. However, all staff are responsible for ensuring this policy is implemented and acted on.

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- 8.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:
- Fulfils the aims of the school;
 - Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
 - Provides engagement and excitement for learning.

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE
Consultation – May 2017	Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE.
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Audience	
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Spain	Yes

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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards