Curriculum Policy

Last Review: Michaelmas 2023
Next Review: Michaelmas 2024

This policy is a whole-school policy. It is relevant to all academic staff and should be read in conjunction with the following:

- ·   Marking and Feedback Policy
- ·   Reporting Policy
- ·   Educational Provision for SEND
- ·   Educational Provision for EAL
- ·   More Able and Exceptionally Able Pupils Policy
- ·   EYFS – SEND
- ·   Standardised Assessment and Data Tracking Policy
- ·   Prep (Homework) Policy
- ·   EYFS Policy

1 Contents:

2 Introduction

In line with the aims of the School, the academic curriculum at Repton Prep aims to inspire pupils to a lifelong love of learning. It strives to equip each child with the skill and confidence to be an independent thinker, able to tackle a task either as an individual or as part of a team.

Repton Prep has a lively, vibrant learning environment, where the outcomes and progress of children are at the heart of teaching and learning. It has a warm, open and stimulating atmosphere with lessons taught in and outside of the classroom. The Pre-Prep runs from Rising 3s (Nursery a non- registered setting) to Year 2, and Prep from Years 3-8.

Throughout the whole school, children benefit from lessons taught by specialist teachers. This begins in the Pre-Prep with French, Drama, Music, Sport and Swimming (year group dependent). The level of specialist teaching increases as a child moves through the school until they are taught entirely by specialist teachers in Years 5 to 8.

The Curriculum that is followed shapes the teaching and learning that takes place to allow the aims of the school to be fulfilled. It is recognised that all members of the school community have an essential role to play in its success. It continuously builds on prior learning and progresses pupils towards becoming independent and active learners; whilst developing the 'Learning Powers' of motivation, resilience, persistence, curiosity, flexibility and risk-taking. All is based on, and promotes, fundamental British Values including democracy, the rule of law, individual liberty and mutual respect, as well as tolerance of those with different faiths and beliefs.

3 Aims

The aim of the Curriculum Policy is to outline the curriculum provision within the school.

Pupils at Repton Prep follow a rich, broad and stimulating curriculum and are encouraged to work hard and enjoy their achievements from the start. The academic curriculum aims to provide pupils with the skills and experiences that will form the foundation for their future learning and therefore helps each child to achieve their full potential. We aim to inspire pupils to gain a lifelong love of learning and to equip them with the skill and confidence to be an independent thinker and be able to tackle a task either as an individual or as part of a team. We aim for our children to have an awareness of British Values and to develop into happy, confident learners, who thrive on the challenges presented.

The academic curriculum is supported, extended and enriched by our extra-curricular activity programme which includes activities that are physical, creative and that make use of our school environment.

Within Pre-Prep, Early Years Foundation Stage provision is delivered to Nursery and Reception children between the ages of Rising 3s and 5 years. We recognise that a well-planned and well- delivered Early Years Foundation Stage Curriculum is a cornerstone for all future learning.

The aim of the Early Years Foundation stage is to provide a well-planned and resourced curriculum within the Early Years Foundation Stage Framework and the Early Learning Goals.

We aim to help the children progress in their learning and development using differentiation to ensure every pupil develops their skills and talents to their full potential. We encourage good behaviour and manners and aim to enhance the family atmosphere within Pre-Prep and reinforce the whole school's sense of community, creating a happy learning environment.

4 Implementation

The curriculum for each child at Repton Prep will:

1. Provide full-time supervised education for pupils of compulsory school age which is in excess of the minimum requirement of 25 hours per week, and which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. This is achieved through a broad, balanced curriculum structure, timetabling of the school day and through the effective deployment of specialist teaching staff.

2. Provide subject matter appropriate for the ages and aptitudes of pupils. This is supervised and regularly reviewed by Heads of Department, the Deputy Head Pre-Prep and the Deputy Head Academic.

3. Allow pupils to acquire skills in speaking and listening, literacy and numeracy. This is the responsibility of all teaching staff and is overseen and monitored by the literacy and numeracy coordinators.

4. Aim to provide 'reasonable adjustment' where a pupil has an EHCP or other identified SEND need. Responsibility for this lies with all teaching staff, as well as with the Learning Enhancement department.

5. Allow all pupils to have the opportunity to learn and make progress according to their ability, including boys and girls, those who more able or exceptionally able, pupils with SEND and those for whom English is an additional language (EAL). Responsibility for this lies with all teaching staff, including Learning Enhancement and EAL teachers, and is monitored via assessment, reporting and tracking of pupil progress.

6. Provide teaching that does not discriminate against pupils contrary to the Equality Act.

7. Provide personal, social, and health education (PSHE) which reflects the school's aims and ethos. This is achieved through regular timetabled lessons for PSHE, and circle time in EYFS, which follow a clearly written scheme of work, coordinated by the Head of PSHE.

8. Provide religious education and promote spiritual, moral, social and cultural (SMSC) development. These are provided for within our curriculum structure and through our programme of assemblies. They are overseen by the Head, the Head of Religious Studies and the Deputy Head Pastoral & Boarding. All academic staff have responsibility for the development of SMSC and the promotion of the fundamental

British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

9. Enable the individuality of each child to flourish. This is one of the main strengths of our school. Pupils are nurtured and encouraged to find their own strengths and areas for development. They are encouraged to take risks within the safety of the school environment. The variety of activities on offer to our pupils allows for each individual to flourish.

10. Provide appropriate careers guidance, particularly for those pupils in Years 7 and 8. Pupils are made aware of different careers through visiting speakers, through trips and activities, through the PSHE programme and through the post-examination programme in Year 8.

11. Provide a full and varied programme of activities. Within the curriculum this is successfully coordinated by Heads of Department, Activities Coordinator and Deputy Heads. In addition, there are a wide variety of activities on offer to our pupils as a part of the extra-curricular activities programme.

12. Provide opportunities for children to be independent thinkers and learners. Responsibility for this lies with all teaching staff who should enable the development of these, and other skills as pupils move through the school.

13. Prepare pupils for the opportunities, responsibilities and experiences of life in British society.

14. Be interesting, challenging, relevant and fun!

5 Scope and Responsibilities

5.1 Review

The timetable and curriculum are reviewed annually by the Deputy Head Academic in conjunction with the School Development Plan and annual evaluation process. It is also reviewed through the work of the Heads of Department (HODs) and the Through School SMT.

The development of the curriculum is also informed by the monitoring of departmental reviews, appraisals and other paperwork accumulated through the course of an academic year. Annual subject reviews, departmental development plans and lesson observations all work to guide development and future curriculum planning.

5.2 Organisation and Planning

5.2.1   The overall curriculum model from Y1 to Y8 is covered in our Curriculum Stacks section which gives the number of periods allocated to each subject in each week, broken down by year group.

5.2.2   The annual subject review process and development planning links budget requests so that any development of a subject can be planned for and funded appropriately.

5.2.3   Each subject produces long and medium-term plans in a scheme of work that covers all years that the subject is taught. The format of these varies by subject and need but is always explained in the subject Handbook that is reviewed annually.

5.2.4   The annual cycle of review, development and implementation for a Head of Department (HOD)is:

Mich 1	• Budgets confirmed • Handbooks amended up to date and sent to all departmental staff • Development Plans up to date and shared with departmental staff • *[check appraisal schedule for department staff for planning]*
Mich 2	• Reviewing development plans and updating • *[Starting appraisal observations and process]*
Lent 1	• *DHA to contact all HODs with timescales for appraisal meetings and observations* • 1-2-1 meetings to review development plans and start considering targets for next AY • Appraisal observations continue • Sign off of appraisals start
Lent 2	• Sign off of appraisals completed • *Update development plans as needed*
Sum 1	• Annual review and budget request completed by May half term
Sum 2	• Whole school focus shared for next AY Budget spends approved 'in principle'

6 EYFS (Non-Registered Setting)

Nursery and Reception children follow the Early Years Foundation Stage Curriculum. Details of this are found in the separate EYFS Policy.

7 Through-School Curriculum

The curriculum is built in such a way that the lesson time afforded to each area of study increases/decreases with age throughout the school. Within each subject, a scheme of work from 3-18 (built in conjunction with Repton senior school) is in place that ensures a continuity across different phases of the school and a sensible progression of skills.

Departments provide the following documentation alongside their curriculum:

• A handbook detailing the approach to the subject across the school and key information for staff

- A scheme of work and progression ladders (as needed by subject) alongside long term and medium-term plans.

- A development plan to show what areas are being developed with timescales for curriculum

- An entry into the master through-school curriculum plan

- A curriculum booklet for parents explaining units taught in each year group

8 Curriculum Stacks

Each year the curriculum stacks are updated to show the relative amount of curriculum afforded to each subject in each year group.

There is a general broadening of the curriculum in Years 7 and 8 with a greater focus on languages learning ahead of GCSE option choices. In the younger years, we ensure that pupils have a minimum of 5 hours a week of Maths and English study.

Curriculum stacks for AY2023-24:

Year 8	Year 7	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
Maths	Maths	Maths	Maths	Maths	Maths	Maths	Maths
English	English	Maths	Maths	Maths	Maths	Maths	Maths
English	English	Maths	Maths	Maths	Maths	Maths	Maths
English	English	Maths	Maths	Maths	Maths	Maths	Maths
English	English	English	English	Maths	Maths	Maths	Maths
English	English	English	English	Maths	Maths	Maths	Maths
English	English	English	English	English	English	English	English
English	English	English	English	English	English	English	English
English	English	English	English	English	English	English	English
English	English	English	English	English	English	English	English
English	English	English	English	English	English	English	English
English	English	English	English	English	English	English	English
English	English	English	English	English	English	English	English
Drama	Drama	English	English	English	English	English	English
Drama	Drama	English	English	English	English	English	English
Drama	Drama	English	English	English	English	English	English
Science	Science	English	English	English	English	English	English
Science	Science	English	English	English	English	English	English
Science	Science	English	English	English	English	English	English
Science	Science	Drama	Drama	English	English	English	English
Science	Science	Drama	Drama	English	English	English	English
Science	Science	Drama	Drama	English	English	English	English
Science	Science	Science	Science	English	English	Drama	Drama
Science	Science	Science	Science	English	English	Science	Drama
Science	Science	Science	Science	Drama	English	Science	Science
Science	Science	Science	Science	Drama	Drama	Science	Science
Science	Science	Science	Science	Science	Science	Science	Science
Science	Science	Science	Science	Science	Science	French	French
Science	Science	Science	Science	Science	Science	French	French
French / LE	French / LE	Science	Science	Science	Science	French	French
French / LE	French / LE	Science	Science	Science	French	Computing	Computing
French / LE	French / LE	Science	Science	French	French	Computing	Computing
French / LE	French / LE	Science	Science	French	French	Computing	Computing
French / LE	French / LE	Science	Science	French	French	Computing	Computing
French / LE	French / LE	Science	Science	French	Computing	Hist/Geog	Hist/Geog
Spanish / LE	Spanish / LE	French / LE	French / LE	Computing	Computing	Hist/Geog	Hist/Geog
Spanish / LE	Spanish / LE	French / LE	French / LE	Computing	Computing	Hist/Geog	Hist/Geog
Spanish / LE	Spanish / LE	French / LE	French / LE	Computing	Geography	Hist/Geog	Hist/Geog
Spanish / LE	Spanish / LE	French / LE	French / LE	Geography	Geography	RS	RS
Classics	Classics	French / LE	French / LE	Geography	Geography	RS	RS
Classics	Classics	French / LE	French / LE	Geography	Geography	Games	Games
Classics	Classics	Classics	French / LE	Geography	History	Games	Games
Classics	Classics	Classics	French / LE	Geography	History	PE/Forest Schools	PE/Forest Schools
Computing	Computing	Classics	French / LE	History	History	PE/Forest Schools	PE/Forest Schools
Computing	Computing	Computing	Computing	History	History	PE/Forest Schools	PE/Forest Schools
Computing	Computing	Computing	Computing	History	RS	Swimming	Swimming
Geography	Geography	Computing	Computing	History	RS	Swimming	Swimming
Geography	Geography	Geography	Geography	RS	RS	Swimming	Swimming
Geography	Geography	Geography	Geography	RS	RS	Art/DT	Art/DT
Geography	Geography	Geography	Geography	RS	Games	Art/DT	Art/DT
History	History	Geography	Geography	Games	Games	Art/DT	Art/DT
History	History	History	History	Games	Games	Music	Music
History	History	History	History	Games	Games	Music	Music
History	History	History	History	Games	Games	Choir	Choir
RS	RS	History	History	Games	Games	PSHCE	PSHCE
RS	RS	RS	RS	Games	Games	PSHCE	PSHCE
RS	RS	RS	RS	Games	Games	PSHCE	PSHCE
RS	RS	RS	RS	PE/ Swimming	PE/ Swimming	Form	Form
Weds Fixtures	Weds Fixtures	Weds Fixtures	Weds Fixtures	PE/ Swimming	PE/ Swimming	Form	Form
Weds Fixtures	Weds Fixtures	Weds Fixtures	Weds Fixtures	PE/ Swimming	PE/ Swimming	Form	Form
Weds Fixtures	Weds Fixtures	Weds Fixtures	Weds Fixtures	DT	DT	Form	Form
Weds Fixtures	Weds Fixtures	Weds Fixtures	Weds Fixtures	DT	DT	Form	Form
Weds Fixtures	Weds Fixtures	Weds Fixtures	Weds Fixtures	DT	DT	Assembly	Assembly
Weds Fixtures	Weds Fixtures	Weds Fixtures	Weds Fixtures	Art	Art	Assembly	Assembly
Games	Games	Games	Games	Art	Art	Assembly	Assembly
Games	Games	Games	Games	Music	Music	Story/Dereg	Story/Dereg
Games	Games	Games	Games	Music	Music	Story/Dereg	Story/Dereg
Games	Games	PE/ Swimming	PE/ Swimming	Choir	Choir	Story/Dereg	Story/Dereg
Games / PE	Games / PE	PE/ Swimming	PE/ Swimming	PSHE	PSHE	Story/Dereg	Story/Dereg
PE/ Swimming	PE/ Swimming	PE/ Swimming	PE/ Swimming	PSHE	PSHE	Story/Dereg	Golden Time
PE/ Swimming	PE/ Swimming	PE/ Swimming	PE/ Swimming	PSHE	PSHE	Golden Time	Phonics/Break
PE/ Swimming	PE/ Swimming	Art	Art	Form	Form	Phonics/Break	Phonics/Break
Art/DT	Art/DT	Art	Art	Form	Form	Phonics/Break	Phonics/Break
Art/DT	Art/DT	DT	DT	Form	Form	Phonics/Break	Phonics/Break
Art/DT	Art/DT	DT	DT	Form	Form	Phonics/Break	Phonics/Break
Art/DT	Art/DT	DT	DT	Form	Assembly	Phonics/Break	
Music	Music	Music	Music	Assembly	Assembly		
Music	Music	Music	Music	Assembly	Golden Time		
PSHE	PSHE	PSHE	PSHE	Golden Time			
PSHE	PSHE	PSHE	PSHE				
PSHE	PSHE	PSHE	PSHE				
Form	Form	Form	Form				
Form	Form	Form	Form				
Form	Form	Form	Form				
Assembly	Assembly	Assembly	Assembly				
Assembly	Assembly	Assembly	Assembly				
Wellbeing	Wellbeing	Wellbeing	Wellbeing				
Wellbeing	Wellbeing	Wellbeing	Wellbeing				

9 Learning Experiences of pupils at Repton Prep

9.1 Linguistic:

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. Pupils have lessons in written and spoken English language as a core subject to Year 8 and develop linguistic skills through their other studies. Most pupils also study other languages. French is taught from Year 1 on the curriculum and Spanish/Classics from Year 7. In addition, German is taught as an after-school activity.

9.2 Mathematical:

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics are developed in a variety of ways, including practical activity, exploration and discussion. Pupils have lessons in Mathematics as a core subject to Year 8 and also within other subjects such as the sciences, DT, and Computing.

9.3 Scientific:

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Pupils have lessons in science (taught as discrete units of Biology, Chemistry and Physics from Year 5) as a core subject to Year 8.

9.4 Technological:

This includes the use of information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Pupils are taught technological skills through the Computing curriculum which is compulsory to Year 8 as well as other areas such as DT.

Pupils have D&T, Computing and other STEM subjects on the curriculum each week. In addition, pupils from Year 7 are offered the chance to be part of the Greenpower racing team and learn about the engineering of a race car. In the younger years this is developed through an F1 racing programme.

9.5 Human and social:

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. This is taught through timetabled compulsory History, Geography and RS (or TPR in Years 7 and 8) and the School's PSHE programme.

9.6 Physical:

This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health though some timetabled Physical Education and related subjects, the PSHE programme and

the School's sports programme, as well as interventions such as the physical literacy programme.

9.7 Aesthetic and creative:

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses. This is taught by compulsory lessons to Year 8 in Art, DT, Drama, Music and extra-curricular options in many other areas.

9.8 Speaking, listening, literacy and numeracy:

This area overlaps with the pupils' linguistic and mathematical education but specifically has a focus on developing oracy skills alongside reading and listening skills in English, and via other programmes such as LAMDA and music elssons. Numeracy focuses on developing the ability to use mathematics in daily life rather than more advanced skills like algebra. Numeracy is the ability to understand, reason with, and to apply simple numerical concepts.

10 Spiritual, Moral, Social and Cultural development of pupils across the curriculum (from DfE guidance 2014 on Fundamental British Values)

10.1   Fundamental British Values Overview/Summary

- We preclude the promotion of partisan political views in the teaching of any subject in school.

- Pupils are taught about a range of different faiths in RS and TPR and pupils are exposed to a wide range of different beliefs and political structures.

- Pupils are introduced in the older years to different types of political regimes and have opportunities to debate and discuss current affairs in form time, PSHE, TPR/History and through activities such as debating club, model united nations and the scholars programme.

- There is an 'open door' policy in the school and regular systems of lesson observation.

- Schemes of work are reviewed annually by HODs and discussed with the Deputy Head Academic.

- DEIB has been audited across the curriculum to ensure that all subjects consider a wide range of experiences in their curricula.

- Departmental Handbooks set out the ethos and scope of each subject and are reviewed by the Deputy Head Academic annually.

- Staff should not give any partisan or biased views when political themes or current affair issues are discussed.

- Visiting speakers must sign a visiting speaker policy that sets out their responsibilities with regards to this area.

- We celebrate a number of different national and faith-based festivals and ensure that the nationalities of our international boarders are celebrated. This includes Lunar New Year, Diwali and Maslenitsa with the boarding team and catering team putting on special evenings or lunches to celebrate certain festivals.

- All pupils in Prep attend the same assemblies each week that celebrate our pastoral and academic weekly themes

- A charity is chosen via the house system each year to be our official school charity for the year. Pupils are additionally able to raise money for causes they are passionate about and other annual charity drives take place, e.g. Harvest festival, or the Christmas box appeal.

- Our leadership elections annually expose pupils to a democratic system with pupils able to give speeches and become elected as representatives of their year, house, food, eco and sports committees, or a member of the R-Team as appropriate.

- Fundamental British Values are explicitly taught through the PSHE schemes.

10.2   Enable students to develop their self-knowledge, self-esteem and self-confidence

- Achievements are celebrated through Assemblies with pupils given certificates for examinations or rewards badges each week, alongside a Sports Report of notable sporting successes each week.

- The Heads Award, awarded termly, celebrates pupils that consistently show excellence in many areas of school life and is a coveted award.

- Activities showcases give all pupils the opportunity to show what they have been working on in their extra-curricular time.

- Pupils are encouraged to give assemblies on topics of interest to them. Recent examples include a Year 7 pupil assembly on Welding and a Year 8 pupil assembly on Kenya.

- Pupils have the opportunity to perform in a number of annual concerts and performances both in school and externally. All ensembles rehearse weekly and perform in our Speech Day concert as well as dedicated performances through the year. In addition, our young musician of the year and house showcase competitions gives all pupils the chance to perform and achieve.

- There are a number of drama performances annually, including the Year 3 and 4 Christmas Show, the Year 5 and 6 Showcase and the Year 7 and 8 main production, as well as many opportunities in the Pre-Prep.

- LAMDA lessons in school support the development of public speaking and performance confidence in many pupils and is very well subscribed.

- Our termly Dinner and Debate evenings are a popular event and pupils develop their public speaking and reasoning skills.

- There is a wide range of 1-2-1 music lessons each week and pupils are able to learn any instrument of their choice in school.

- There are a large number of activities each week for both juniors and seniors that involve dance, drama, music.

- Pupils that need additional support in the curriculum are offered free support sessions via our 8am bootcamps in Maths, English, touch typing and handwriting.

- Activities change termly allowing pupils to take advantage of as many extra-curricular experiences as they want to each year.

- Via our PSHE curriculum, pupils learn about being healthy, wellbeing and relationships.

- Form times are used to discuss weekly themes and give a pastoral focus, ensuring that pupils are confident to go to any staff member with any issues.

- Prep diaries provide ongoing dialogue over progress, organisation and visual reminder of all rewards achieved in school so that pupils have ownership of this.

- Progress Reporting system from Year 5 allows pupils to monitor their own targets and work towards goals for development in each subject, alongside their Form Tutor.

- Body image and body positivity explicitly taught via PSHE curriculum.

- Pastoral meetings weekly to ensure that information is passed between key staff, e.g. Deputy Head Pastoral & Boarding, School Counsellor, Learning Enhancement team and Pastoral leads (Heads of Year and DSLs)

- Learning Powers used for an academic and pastoral focus

- Many leadership and responsibility opportunities available from pupil librarian, recycling monitors and eco committee, sports council, school council, R-Team, Heads of house etc..

- House competitions and other forms of competition occur throughout the year in a wide variety of disciplines to give every pupil an opportunity to shine in an area of strength: All major sports including swimming, tennis, academic pursuits such as science, maths, general knowledge, house music, sports day, tug o war etc..

- R-Team play time buddies are there to support pupils

- A wide range of locations for free time allow for personal choice and self-development – the woods, library, front green play area and top field for sports are all available and open each break time.

- Outward bound teambuilding at the start of every academic year.

10.3   Enable students to distinguish right from wrong and to respect the civil and criminal law of England

- Behaviour policy in place with a clear progression of sanctions

- All pupils have copies of this system in their prep diaries and on the walls of classroom to know what behaviours warrant which sanctions and what will happen if a sanction is escalated.

- Repton Prep Code CARE is known and understood by all pupils as a way of life in the school:

  - *C – Common Sense, use it*
  - *A – Aim high*
  - *R – Respect*
  - *E – Enjoy and appreciate!*

- Rewards are given both pastorally and academically for achievements and kindness and recording in prep diaries.

- Rewards count towards house points and house excellents cup that is awarded termly to give pupils a wider goal in achieving together.

- Democracy is a weekly theme each year and discussed via assemblies and leadership opportunities.

- The rule of law discussed explicitly in PSHE lessons.

- Neurodiversity week is celebrated and additionally via PSHE curriculum pupils are taught to understand and celebrate difference and uniqueness.

- There is an anti-bullying culture and pupils are expected to act as upstanders not bystanders where they see incidents of unkindness. Anti-bullying week marked every year with focused assemblies and activities.

- In Year 7 ethics is taught in the curriculum for pupils to learn how to make moral decisions and the factors which affect these. Activities such as debating club also promote this via moral dilemmas.

10.4 Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely

- Teachers have high expectations of pupil behaviour.

- There is a focus on self-organisations and responsibility for belongings with a separate sanction system for pupils that consistently lose belongings.

- The sanction of Written Reflection means that pupils are made to reflect on their behaviour where they get something wrong and write about how they have broken the CARE code and how they will correct their behaviour in future.

- The school gives to charity each year via a variety of events. This includes the main school charity that is chosen annually as well as other one-off collections/drives.

- Concerts are held in the community and for special events, e.g. Remembrance day at the National Memorial Arboretum, Services at St Saviour's Church, Lunchtime concerts at St Wystan's, etc.

- Pupils donate food items as part of Harvest for people in need in the local community.

- Assemblies regularly discuss issues and guest speakers come to introduce pupils to a local/national/international issues.

- The Eco-Committee is committed to improving sustainability and recycling across the school, working towards different awards.

- PSHE strand for Living in the Wider World.

- Much is taught about community via the Geography, History and RS curricula

- Pupils have the opportunity to support pupils lower down the school e.g. as reading buddies or playtime buddies

- PSHE includes units on disability awareness, human rights.

10.5 Enable students to acquire a broad general knowledge of and respect for public institutions and services in England

- Year 8 trip to parliament and annual weekly focus on democracy with accompanying assembly and leadership elections.

- Remembrance day celebrated each year as well as other national events and holidays e.g. most recently the King's Coronation.

- General knowledge quiz used in form times each week and house general knowledge quiz annually to celebrate those that take an interest in general knowledge.

- The Week magazine available in the library and pupils are encouraged to keep up with current affairs.

- Newsround often shown and discussed in form times or PSHE lessons, also BBC News headlines on electronic display boards around the school site.

- Model United Nations activity helps pupils to understand different cultures and backgrounds.

- Geography and History curriculum include lots of opportunities for developing general knowledge.

- Debating club encourages pupils to research different topics that they may not know a lot about.

10.6 Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures

- RS/TPR curriculum teaches about world faiths.

- Pupils learn about other countries in Geography/History topics, e.g. Samurai Japan unit in History (Y6).

- Where different units occur in the curriculum or on a particular cultural celebration day work in school is complemented with themed food at lunch time or dinner time.

- Assemblies celebrate different traditions and cultures and pupils are encouraged to be inquisitive about culture.

- Visits to faith centres in the local area in Years 3 and 4.

- Hymns sung in each assembly to promote British culture.

- Links with sister schools in other countries, e.g. visits from Repton Al Bharsha

- Many foreign trips offered, e.g. French trip, Ski Trip, Music trip, Sports Tours and Classics trip.

10.7   Encourage respect for other people

- Neurodiversity celebrated in school – Learning Enhancement display showing famous people alongside details of neurodiversity.

- Neurodiversity week celebrated each year along with assemblies.

- Pupils live and work with many pupils from different cultures and they are encouraged to be inquisitive about those cultures.

- Pupils from other countries deliver assemblies to the school about their home towns.

- Charities often supporting disability awareness.

- PSHE curriculum includes discussions about discrimination and protected characteristics.

10.8   Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

- Our leadership opportunities are elected as per a democratic process and the process of democracy and meanings of a democratic society are introduced explicitly at this point each year.

- Weekly focus of democracy at the start of a year and accompanying assembly.

- Democracy is explicitly taught in PSHE and from a historical perspective in the Classics and History curriculum.

- Many opportunities for pupil voice in the school: school council, food committee, sports committee, Eco Committee and head of house and members to school council, heads of house and food committee are democratically elected by pupils and represent the views of pupils at meetings held half termly.

11 Review

The 'Curriculum Policy' is the responsibility of the SMT and will be reviewed according to the school's policy review cycle.