

## **CURRICULUM POLICY**

**This policy covers all pupils including the Early Years Foundation Stage (EYFS)**

### **Introduction**

Our aim is to provide an all-round engaging education in a supportive and happy environment, designed to challenge and motivate every child. It is our aim to educate 'the whole child' - academically, socially, morally and emotionally - through a broad, balanced and stimulating curriculum that enables pupils to thrive in their next school and beyond.

At St David's, the curriculum is rich, varied and accessible to all pupils. It is designed to promote independent and enquiring minds through questioning and thoughtful discussion, with an emphasis on preparation for entrance examinations at age 11. Our curriculum provision enables all pupils to have the opportunity to learn and make progress, including those with special educational needs and disabilities, those of whom English is an additional language and the most able. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation whilst also fostering a lifelong love of learning.

St David's provides part-time (Nursery) and full-time supervised education of pupils of compulsory school age until the end of Key Stage Two.

### **School Aims and Ethos**

The delivery of the curriculum reflects the school ethos and its aims which are to:

- Enable our pupils to achieve and celebrate the highest standards of academic, cultural and physical achievement of which they are capable, by providing full-time supervised education for pupils of compulsory school age. Our curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, physical and religious education.
- Enable pupils to acquire skills in speaking, listening, literacy, numeracy and digital literacy.
- Enable all pupils to have the opportunity to learn and make progress, including those pupils with an EHC plan, special educational needs or learning difficulties and the most able (see also High Achievers Policy/Special Educational Needs & Disability Policy) and take reasonable steps to provide opportunities for pupils to develop whose home language is not English (see also English as an Additional Language Policy).
- Value pupils as individuals, responding to their needs in small class groups, drawing out and developing their varied talents, interests and potential.
- Provide a friendly, family atmosphere which is conducive to learning and where courtesy, kindness, tolerance and consideration for others are fostered in all pupils.
- Provide personal, social, health and economic education, by way of a comprehensive PSHE scheme of work (Jigsaw) alongside a schedule of whole school assemblies (See PSHE and Collective Worship & Assembly policies).
- Develops their spiritual, moral, social and cultural understanding (SMSC).
- Equip our pupils (through the delivery of relationships, health and sex education) with the information, skills and values they need to be safe and healthy, and to enable them to manage their academic, personal and social lives in a positive way. (See the Relationships, Health and Sex Education Policy)

- Encourage the development of a growth mindset and other positive character traits (such as tolerance, respect and honesty) among the pupils (See PSHE policy).
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Provide adequate preparation for entrance into appropriate secondary schools.
- Provide adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life in British society, in a manner that is appropriate for pupils under the age of eleven.
- Encourage mutual trust and respect for other people, particularly those with protected characteristics.

### **The Early Years Curriculum**

At St. David's School, the Early Years curriculum is carefully designed to provide a rich, balanced and inclusive approach to learning, ensuring pupils achieve their full potential. Based on the Early Years Foundation Stage (EYFS) framework, the curriculum is planned to meet pupils' needs, interests and developmental stages across the seven areas of learning.

All seven areas of learning and development are interconnected and important. However, the curriculum places a strong emphasis on the three prime areas, which are crucial for igniting curiosity, enthusiasm for learning, building relationships and enabling pupils to thrive. These areas are:

- Communication and Language
- Physical Development
- Personal, Social, and Emotional Development

The prime areas are reinforced through the four specific areas, which are:

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

Our curriculum offers pupils meaningful first-hand experiences that encourage exploration, creativity and active learning. We aim to foster positive attitudes towards learning, confidence, communication and physical development. Practitioners develop long-term and medium-term plans based on the EYFS framework, with topics that encompass all seven areas of learning. These plans guide short-term, flexible weekly plans that are informed by observations of pupils' responses and needs.

In the Nursery, the curriculum prioritises the three prime areas as the foundation for successful learning in the specific areas. As pupils grow in confidence and ability, the balance shifts towards an equal focus across all seven areas. Throughout the Early Years, pupils engage in whole-class, small-group and individual sessions, supported by a stimulating and inclusive learning environment both indoors and outdoors.

The curriculum is delivered through a play-based approach as outlined in the EYFS framework. This involves a mix of planned, purposeful play and a balance of adult-led and child-initiated activities. Practitioners interact during play to stretch and challenge pupils further, ensuring that activities are meaningful and tailored to the ways pupils learn.

### **Observation and Assessment in the EYFS**

Observation and assessment are integral to daily practice. Staff observe and assess pupils' development and learning to inform planning using a variety of methods including written notes, effective questioning, photographs and Tapestry Online Journals. Observations contribute to regular reports shared during Parents' Evenings, as well as formal reports at the end of each term.

In the final term of Reception, parents receive a comprehensive report detailing their child's progress against the Early Learning Goals and their learning characteristics. Partnerships with parents are actively fostered to support learning both at school and home, celebrating cultural diversity and promoting inclusivity and respect for all.

This holistic, child-centred approach, combined with a stimulating environment and close collaboration with families, ensures pupils are prepared for confident and successful transitions through their educational journey at St. David's School.

### **The Primary Curriculum**

The St David's curriculum is organised so that it fulfils and further extends the requirements of the National Curriculum in all subjects.

The curriculum aims to be broad and balanced, to develop pupil confidence and self-esteem, to prepare pupils well for entry into Senior Schools at 11+ and, eventually, for the opportunities, responsibilities and experiences of adult life. Based on the National Curriculum and 11+ requirements the St David's curriculum achieves depth and breadth. It is, however, flexible to adapt to meet the ever-changing needs of our pupils.

The curriculum at St David's provides pupils with linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, physical and religious education as detailed below:

**English:** The curriculum consists of six main areas: Phonics, Reading, Writing, SPAG (spelling and grammar), Speaking & Listening and Drama. Teaching is based on the national curriculum, however we aim to ensure every pupil is stretched to achieve their full potential and therefore when appropriate pupils are taught through targets from the next year above or from the secondary school curriculum. We use a multi-media approach to teaching English; using film clips and ICT where possible as well as using a variety of resources and teaching methods to ensure all pupils are fully motivated and engaged.

- ❖ **Mathematics:** A spiral maths curriculum is used throughout Reception, Key Stage 1 and 2 to cover all the core areas of Numeracy, Shape and Space, Data Handling, Problem Solving and Mental Mathematics. Teaching goes above and beyond the National Curriculum as part of preparation for 11+ examinations. Knowledge and understanding of Mathematics is developed in a variety of ways including practical activity, exploration, investigation and discussion.
- ❖ **ICT skills and Computing** are taught from Reception through to Form 6. Pupils are equipped with the skills that they need to understand and apply the fundamental principles and concepts of computer science, including programming, logic, algorithms and data representation. Pupils are taught to become digitally literate so that they are able to express themselves and develop their ideas. Using a range of devices, such as PCs, Chromebooks and tablets, pupils are prepared for the future as active participants in a digital world
- ❖ **Science** is taught from Form 1 to Form 6. The emphasis in Key Stage 1 is based on practical work and, as the pupils progress through to Key Stage 2, the emphasis on practical work continues alongside more formal work. A key focus of the Science Curriculum is to equip pupils with the essential aspects of knowledge and the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings.
- ❖ **French** is taught by a specialist teacher from Reception to Form 6. A variety of resources are used, with a large emphasis on practical oral/aural skills, especially in the younger years. During Key Stage 2, pupils cover the Year 7 national curriculum for French, spread over the four years. This means that they practice all four disciplines of learning a foreign language: listening, speaking, reading and writing. During the Summer Term of Form 6, pupils are given a series of 'taster' lessons in Spanish, ahead of their transfer to Secondary School where they may be asked to make language choices before they begin
- ❖ **Music** is taught by a specialist to all pupils in the school. Music inspires pupils to develop a love for music and to find their individual musical talents. This develops self-confidence, creativity and sense of achievement. Pupils are encouraged to find their singing voices, they learn to play musical instruments and are be taught to listen to, appreciate and evaluate a wide range of

music genres. Musical rudiments are also taught through the medium of instrumental work and composition.

- ❖ Art and DT is taught by a specialist teacher to pupils from Form 1 to 6. The curriculum aims to give pupils access to a broad range of skills and techniques. Core skills cover: Drawing, Painting, Collage, 3D, Printing and Technology (including photography, animation, 3D printing etc). Topics are broken down into 4 sections: Exploring and Developing Ideas, Investigating and Making, Evaluating and Knowledge and Understanding. Pupils in Key Stage 2 keep track of their progress in a sketchbook.
- ❖ Geography is taught to all pupils from Form 1 to 6. Schemes of work allow pupils to understand both the physical and human elements of Geography and its importance and relevance to the world. Pupils develop an awareness and understanding of how to become better global citizens. A wide range of topics are covered including 'Modern Britain – Multicultural Me', 'Mighty Mountains' and 'Global Gardens'.
- ❖ History is taught to all pupils from Form 1 to 6. The use of artefacts provides a fascinating insight into the past and allows pupils to develop a deeper historical understanding. A wide range of topics are covered including Florence Nightingale, Egyptians and World War 2. We teach pupils to be curious about the past and to develop historical skills. There are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school. We teach pupils a sense of chronology and help them understand how events in the past have influenced our lives today.
- ❖ Religious Education is taught by a specialist teacher to all pupils from Form 1 to Form 6. More than half of our RE syllabus is based on the Christian faith but within Key Stage 2 the pupils also learn about Buddhism, Hinduism, Islam, Judaism and Sikhism. Alongside this, pupils are encouraged to explore and reflect upon human experience, and to consider their own personal beliefs and responses to questions relating to the meaning, purpose and value of life.
- ❖ PE & Games are taught by specialist teachers to all pupils. PE lessons primarily focus on developing pupils' physical traits through individual and group tasks. These topics include gymnastics, dance and ball skill lessons. Games lessons provide the platform for pupils to be actively involved in invasion games, and striking and fielding games, such as: netball, football, hockey and cricket. They are introduced to competitive play and as they develop they have the opportunity to design and lead games for their younger peers. Swimming is taught to children in Forms 3 – 6 by a specialist teacher as part of our 'Creative Curriculum' afternoon (see below). At St David's we look to motivate our pupils to engage with sport, providing opportunities to try different sports in an environment that fosters enjoyment and competition. We want to inspire a lifelong enjoyment of sport, and for our pupils to have an appreciation of maintaining a healthy active lifestyle.
- ❖ PSHE is taught by Class teachers who follow 'Jigsaw' scheme of work. Half-termly topics include: 'Being Me in my World', 'Celebrating Difference' (including anti-bullying, cyber and homophobic bullying), 'Dreams and Goals' (including aspirations and contributions to society), 'Healthy Me' (including drugs and alcohol education, lifestyle choices), 'Relationships' (including conflict resolution, bereavement and loss) and 'Changing Me' (including puberty). Relationships, Health and Sex Education is taught within the Jigsaw scheme (see RHSE policy) and the pupils are encouraged to respect other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.
- ❖ Our 'Creative Curriculum' is taught as part of the Key Stage 2 curriculum from Forms 3 - 6. These lessons help pupils develop a range of skills such as musical composition, hand crafts, research skills, puzzle-solving, debating, drama, and animation skills.

For more detailed information about what is taught in each subject area, please see our individual subject policies. For more information about the role of the subject leader please see the Staff Handbook.

At all phases the curriculum is planned in a manner that adapts teaching and learning according to the spectrum of pupil learning needs at St David's School. Teachers adapt for pupils with learning difficulties and disabilities (LDD), pupils with special educational needs and/or disabilities (SEND), pupils who have English as an additional language (EAL) and the more able pupils. (See SEND

Policy/EAL Policy/High Achievers Policy) Pupil learning and attainment is regularly assessed through both formative and summative assessments, which inform future planning.

### **Educational Visits and Extra Curricular Activities**

There are regular class visits to museums, study centres, theatres and historical/ geographical places of interest to support learning in various curriculum areas. Theatre companies and musical ensembles etc., also visit us in school. All these experiences in and out of school help enhance the curriculum and prepare pupils for senior school life, as well as preparing them for the opportunities, responsibilities and experiences of adult life. (Please see Off-site Educational Visits policy for more details.)

To enhance our curriculum provision, we also provide a range of extra-curricular activities and clubs which are optional for pupils to participate in.

### **Finance and Career Education**

The introduction of a whole school currency (Dragorys) and banking system, fosters financial understanding from a young age, with opportunities for pupils to 'earn, spend or save' in Forms 1 – 6. Pupils who have been employed for the role, following an application process that mirrors the real world, manage the School Bank and School Shop. Further jobs are advertised on the Classifieds Board and enable pupils to seek employment within the school.

Pupils in Form 6 take part in the Young Minds at Work Course which is provided by LifeLab. Pupils take on management roles within a mini-business, create a brand and develop products. The businesses present their products to a panel of judges during Perfect Pitch before selling to the wider school during the Enterprise Fair.

Micro Society takes place in Form 6 with children exploring how society works. Pupils create a fledgling society including name, flag and currency before electing leaders, a Government and running businesses within the society. Concepts such as benefits, taxes and exchange rates are examined and implemented within the society.

### **Spiritual, Moral, Social and Cultural Education**

The school endeavours to promote the spiritual, moral, social and cultural development of the pupils through the PSHE scheme, the Religious Education Policy, assemblies and form time. All subjects also contribute to the pupil's SMSC development and subject leaders carry out regular audits to ensure this. It is also considered important to encourage the pupil to express themselves creatively through Music, Drama, Art and Design. The Physical Education programme provides the pupils with opportunities for development of skills in all its aspects, as well as encouraging team spirit through full participation in House events. Ideas discussed at School Council and Eco-Rep meetings often present opportunities for the whole school to deepen and broaden its Spiritual, Moral, Social and Cultural Education.

Pupils receive preparation for the opportunities, responsibilities and experience of adult life as evidenced in the PSHE programme and in the individual subject schemes of work. In addition, the following provide experience for pupil development:

- Residential trips in Forms 4 and 6 – to encourage independence
- Responsibilities throughout the school and in each class
- Opportunities to represent the school in a variety of competitions
- Leadership positions in Form 6 such as Head Pupils and Heads of Houses (the Pupil Leadership Team)
- Dragory earning jobs for Forms 4 - 5
- School Council – two members from each class (Forms 1 – 6)
- Eco Warriors – one or two members from each class (Reception to Form 6)
- Fundraising activities for charities chosen by pupils

This policy is to be read in conjunction with the following related policies:

Assessment, Recording and Reporting  
Collective Worship and Assembly  
English as an Additional Language

High Achievers  
Off-site Educational Visits  
PSHE  
Relationships, Health and Sex Education  
Special Educational Needs and Disability  
All Early Years Policies  
All individual Subject Policies

Policy reviewed by	J Mitchell and T Raffield	November 2024
Reviewed and approved by	SLT	November 2024
Reviewed and approved by	EWC	February 2025
Reviewed and approved by	Board	March 2025
Next Review (every two years)		November 2026