

# Durston House

## Curriculum Policy

### Aim of the Policy

to ensure that all pupils at Durston House receive a broad, high-quality education

### Objectives of the Policy

to provide all pupils, parents and teachers with a clear understanding of

- the principles on which the curriculum is based
  - the educational aims of the curriculum
  - the nature of the curriculum offered by the school
- to complement all relevant school policies and procedures found on the Durston House Operations Tree, including the **Pastoral Care** and **Safeguarding Policies**

### Introduction

All pupils at Durston House have equal access to a full-time, supervised education, one which is strong, forward-thinking and academic. We aim to provide a thorough and balanced curriculum through which all pupils have the opportunity to learn and make progress. The breakdown of this curriculum varies in different parts of the school, but the overall ethos of a broad, deep and rigorous educational provision for all applies across the school.

The curriculum reflects the school's Mission and Ethos, as well as the fundamental British values of respect, tolerance, liberty, personal responsibility, democracy and the rule of law. In particular, respect for other people is encouraged paying particular regard to the protected characteristics set out in the 2010 Equality Act (a). The following characteristics are protected characteristics – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sexuality. Across the curriculum, the Social, Moral, Spiritual and Cultural (SMSC) development of pupils is effected and promoted. This is achieved through the academic curriculum, the Personal, Social, Health, Moral and Economic (PSHME) and Relationships and Sex Education (RSE) curriculum, and the Complementary Curriculum.

All children (regardless of age, gender, race and aptitude, including those with an Education Health and Care Plan and those for whom English is an additional language), have an entitlement to an appropriate curriculum and the opportunity to learn and make progress. We aim to ensure through our curriculum and written Schemes of Work that all pupils (including those identified with special educational needs, an Education Health and Care Plan, or those especially able) acquire the necessary knowledge and skills appropriate for their ages and aptitudes. Please refer to the **Special Education Needs and Disability (SEND) Policy** and **Equal Opportunities Policy** for further information.

In Early Years, where the school educates pupils below compulsory school age, we provide a programme of activities, which is appropriate to the educational needs of those pupils in relation to personal, social, emotional and physical development, and communication and

language skills. Mathematics, Humanities, Science and TPR are also taught, through a cross-curricular approach, based on the Early Years Foundation Stage guidelines.

### **On Which Principles is the Curriculum Based?**

At Durston House, we believe that

- the education received by the pupils should be broad, deep and rigorous.
- the curriculum should be structured to develop the whole person.
- the curriculum should reflect the values of British life and culture.
- all pupils in a year group should have equal access to the curriculum.
- learning should be a rewarding and enjoyable experience.

### **What are the Educational Aims of the Curriculum?**

The curriculum at Durston House aims to

- provide all pupils with the opportunity to learn, make progress and develop their knowledge and understanding, learning skills and independence.
- help pupils to develop character, to be curious and to make the most of their capability.
- foster critical thinkers, who understand that application of knowledge is as valuable as its acquisition.
- prepare the pupils to make a seamless transition to the next stage of their education as well as to the opportunities, responsibilities and experiences of adult life.
- ensure that the pupils understand the language, history and cultural values by which our society has been formed.

### **What is the Nature of the Curriculum?**

The Academic and Complementary Curricula at Durston House comprise the following elements:

- English Language – Reading, Writing, Speaking
- English - Literary and Cultural Heritage
- STEM - Science, Technology, Engineering, Mathematics
- Humanities – History, Geography
- the Aesthetic and Creative – Music, Art, Drama
- the Linguistic – Latin, French
- the Physical – PE, Games, Movement through Music
- the Personal, Spiritual, Moral and Economic – TPR, PSHME (including RSE)
- Learning Skills – Study Skills, Reasoning, iPQ

### **English**

At the heart of the Durston House curriculum is the development of understanding and expression through the thought processes and skills in English. They underpin the educational

opportunities for pupils in all areas of the curriculum, vital to accessing them and making good progress.

## **STEM**

At the heart of the STEM curriculum across the school are the subjects of **Mathematics** and **Science**. These subjects are taught to all pupils at the school, as the development of the core skills and knowledge is vital in accessing other areas of the STEM curriculum, as well as helping pupils to make good academic progress across many other subjects too.

We encourage the pupils to develop the skills and knowledge that they will need to thrive in the technological world in which they are growing up. A **Computer Science** (CSc) specialist teaches CSc throughout the school. The CSc curriculum covers coding, a wide range of computer software and applications. The appropriate use of technology is encouraged across the curriculum and continues to be developed. The provision of **Design Technology** is under development. New facilities in the future open opportunities for this, further enhancing a boy's appreciation of the digital age in which he lives, and the varied chances of creativity that are opened up to him.

## **Humanities**

Exploring **Humanities** enhances a boy's development, helping him to understand the world in which he lives and to recognize his place within it. In **History**, he is encouraged to trace and evaluate the contribution of those who have come before and consider his own rights and responsibilities as a citizen in the present day. In **Geography**, a boy is concerned with the study of places, the physical and human processes which shape them, and the people who live in them. It helps him make sense of their surroundings and gain a better appreciation and understanding of the variety of physical and human conditions on the earth's surface.

## **The Aesthetic and Creative**

The Arts play a significant role in the development of the well-rounded pupil. **Music** plays a key part in the rounded education of pupils, through lessons taught by specialist Music teachers, across the school, as well as participation in choirs, ensembles, orchestras, assemblies and school productions. All boys have the opportunity to learn discrete instruments, taught by Visiting Music Teachers. We encourage pupils to develop their artistic skills, to express their ideas through their art work and to develop a sense of appreciation of all aspects of **Art**. Like Music, Art is taught across the school and from Year 4 it is taught by a specialist Art teacher, in a specialist room, equipped with up-to-date technology. Though we do not teach **Drama** as process, we encourage pupils to participate in **dramatic activities** and to develop the self-confidence that goes with performing to an audience. Pupils have opportunities to do this in form assemblies and in school productions.

## **The Linguistic**

Apart from linguistic development in English, we believe that our pupils benefit from learning other languages, enabling them to understand better other cultures and to

communicate with others more fully. We concentrate on the teaching of one classical language, **Latin**, which provides the root for many others, and one modern foreign language, **French**. Through Outings and Trips, pupils have the opportunity to learn more about these and to practise their spoken command of them.

### **The Physical**

**Physical Education** and **Games** play a key role in the overall education of the individual. At Durston House we set great store by the physical well-being of our pupils and encourage all to achieve their best in the sporting arena. Individual skills are taught by Physical Education specialists, in PE classes, from Reception through to Year 8. Also, the youngest year groups experience **Movement** through **Music**, developing transition, rhythm and balance. Games sessions for all are run by specialists and aim to develop the ability of pupils to work with others, within the boundaries of the sporting context. We believe that our pupils should learn about a range of different sports. Therefore they have the opportunity to participate in a variety, with particular emphasis being placed on Football (Autumn Term), Rugby Union/Hockey (Spring Term) and Cricket/Athletics/Tennis (Summer Term). Team work and developing an *esprit de corps* are promoted, with pupils having the opportunity to enhance these qualities through matches and competitions, both internal (House Matches) and against other schools.

### **The Personal, Spiritual, Moral and Economic**

Within the context of the school's Ethos, the personal, spiritual, moral and economic education of the boys is developed. Through all our Pastoral Care policies, the values of Durston House are made clear and their interpretation is set out. These are based on selflessness, consideration and respect for others, the foundations of a healthy and successful community. Pupils receive lessons in **Theology, Philosophy and Religion** as well as **Personal, Social, Health, Moral and Economic** education, and **Relationships and Sex Education**. The spirituality and practice of various religious traditions are explored, as are the issues and responsibilities of a citizen in a modern, pluralistic society. Beyond the classroom, in the interaction of pupils and adults, the values of Durston House are infused.

### **Learning Skills**

To complement each area of the curriculum, boys are taught **Study Skills** and **Reasoning** in Year 3-6. We believe that through learning how to study, boys will develop a wide-range of skills that can be applied to all areas of life at Durston House and beyond. These skills include managing information, thinking, problem-solving and decision-making, being creative, working with others, self-management, and examination preparation. Boys in Year 8 apply, and continue to develop, their study skills through the **ISEB Project Qualification (iPQ)**.

## The Balance of the Curriculum

A balanced curriculum is achieved through the following lesson allocations:

Year	8	7	6	5	4	3	2	1	Rec
Art	2	2	2	2	2	2	2	2	0
Computer Science	2	2	1	1	2	2	0	0	0
English	6	6	7	8	9	9	12	12	5
French	3**	4	4	4	1	1	0	0	0
Games	4	4	5	5	4	4	2	2	2
Geography	3	3	2	2	3	3	1	1	0
History	3	3	2	2	3	3	1	1	0
iPQ	1	0	0	0	0	0	0	0	0
Latin	3**	4	2*	0	0	0	0	0	0
Mathematics	6	6	7	7	8	8	11	11	5
Music	1	1	1	2	2	2	2	2	2
Music and Movement	0	0	0	0	0	0	2	2	0
Physical Education	2	2	2	2	2	2	1	1	0
PSHME	1	1	1	1	1	1	2	2	1
Reasoning	0	0	2*	1	1	1	0	0	0
Science	4	4	5	4	3	3	2	2	0
Study Skills	0	0	1	1	1	1	0	0	0
TPR	2	2	1	1	1	1	1	1	0

In Reception, in addition to the above lessons, the rest of the timetable is mainly cross-curricular learning through topics and through play, incorporating English, Maths, Science, Humanities, PSHME, PE, Computer Science and Art.

\* In preparation for Senior School Pre-Test Examinations, Year 6 is taught Reasoning in the Autumn Term only. Latin is then introduced, in exchange for Reasoning lessons, during the Spring and Summer Terms.

\*\*French and Latin in Year 8 will share one lesson on a two-weekly cycle.

**Evaluation of this Policy**

*This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.*

<i>Created</i>	<i>September 2012</i>	<i>WM</i>	<i>Version 1</i>
<i>Revised</i>	<i>February 2015</i>	<i>JS</i>	<i>Version 4</i>
<i>Revised</i>	<i>February 2015</i>	<i>WM/JS</i>	<i>Version 5</i>
<i>Revised</i>	<i>January 2016</i>	<i>WM/JS</i>	<i>Version 6</i>
<i>Revised</i>	<i>January 2018</i>	<i>JS</i>	<i>Version 7</i>
<i>Revised</i>	<i>January 2020</i>	<i>DS</i>	<i>Version 8</i>
<i>Revised</i>	<i>5 July 2021</i>	<i>DS</i>	<i>Version 9</i>
<i>Revised</i>	<i>5 January 2022</i>	<i>DS</i>	<i>Version 10</i>
<i>Approved</i>	<i>11 January 2022</i>	<i>SMT</i>	<i>Version 10</i>
<i>Next Revision</i>	<i>July 2023</i>		