

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 DurstonNet, 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, forward-thinking and academic. We aim to provide a broad 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 & Listening
- English - Literary and Cultural Heritage
- Mathematics, Science and STEM
- 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
- Digital Literacy, which is incorporated across the curriculum

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.

Mathematics, Science & STEM

Mathematics & STEM 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 curriculum, including STEM, as well as developing problem solving and critical thinking skills.

STEM projects take place across the year, including in STEM week. This allows pupils to connect and apply their thinking and skills across each for subjects of science, technology, engineering and maths. Pupils work independently and collaboratively, evaluating their success as part of the process.

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 from Year 3, and co-ordinates the provision of CSc from Reception. 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. Digital literacy is incorporated in all areas of the curriculum, with plans to roll out devices for all pupils from Year 3 onwards. The provision of **Design Technology** is under development. New facilities in the future open opportunities for this, further enhancing pupil's appreciation of the digital age in which they live, and the varied chances of creativity that are opened up to them.

Humanities

Exploring **Humanities** enhances our pupil's development, helping them to understand the world in which they live and to recognise their place within it. In **History**, pupils are encouraged to trace and evaluate the contribution of those who have come before and consider their own rights and responsibilities as a citizen in the present day. In **Geography**, pupils learn about the study of places, the physical and human processes which shape them, and the people who live in them. It helps them 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 well-rounded pupils. **Music** plays a key part, through lessons taught by specialist teachers across the school, as well as participation in choirs, ensembles, orchestras, assemblies and school productions. All pupils 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. Though we do not teach **Drama** as process, LAMDA is offered as an extra-curricular activity and 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 encourage all to achieve their best and to develop a life-long enjoyment of physical activity through sport. Individual physical literacy skills are taught by Physical Education specialists in PE classes, from Pre-School 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. Pupils participate in a variety of sports across the year, with particular emphasis being placed on Football (Autumn Term), Netball/Rugby Union/Hockey (Spring Term) and Cricket/Athletics/Tennis (Summer Term). Team work, perseverance, motivation and team work are promoted, , with pupils having the opportunity to enhance these qualities through games lessons, matches and competitions, both internal (House Matches) and against other schools.

Personal, Spiritual, Moral and Economic

Within the context of the school's Ethos, the personal, spiritual, moral and economic education of the pupils is developed across the curriculum. 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**. An emphasis is placed on staying safe in the modern world, how to physical and mentally healthy, including staying safe online. The spirituality and practice of various religious traditions are explored, as are the issues and responsibilities of a citizen in a modern, pluralistic society.

Learning Skills

To complement each area of the curriculum, pupils are taught **Study Skills** and **Reasoning** in Year 3-6. We believe that through learning how to study, pupils 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. Pupils in Year 8 apply, and continue to develop, their study skills through the **ISEB Project Qualification (iPQ)**.

Early Years Foundation Stage

The Pre-School follows best practice from the Early Years Statutory Framework, where under the theme of Learning and Development there are clear areas of learning:

3 Prime Areas

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

4 Specific Areas

Literacy

- Maths
- Literacy
- Understanding the World
- Expressive Arts & Design

All areas are important in the development of a rounded approach to child development. As a quality EYFS provider, Durston House has been granted exemption from the learning and development requirements of the EYFS, allowing teachers the authority to amend teaching and learning to support the needs of pupils and their journey through independent education. This is evident in the delivery of the curriculum in Reception, which supports the transition from Pre School to Key Stage One.

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		1	1	1	1	2	2	0	0	0
English		6	6	7	8	11	11	9	9	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	1*	0	0	0	0	0	0
Mathematics		6	6	7	7	10	10	9	9	5
Music		1	1	1	2	2	2	2	2	2

Year		8	7	6	5	4	3	2	1	Rec
Music and Movement		0	0	0	0	0	0	2	2	0
Physical Education		2	2	2	2	2	2	1	1	0
PSHME		2	2	2	2	2	2	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 integrated into PSHME curriculum		0	0	0	0	0	0	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 Pre-School, the structure of the lessons follows the Early Years Statutory Framework. Using themed-based teaching, the seven areas of the curriculum are covered both through adult-led sessions, as well as child-led activities. The pupils have access to a well-planned indoor and outdoor provision where the children are provided with enriching learning opportunities to learn through play within their environment. The pupils in Pre-School are taught lesson inputs on the carpet and are also encouraged to work in small focus groups with their key workers. Working in smaller focus groups for lessons and activities enables the teaching staff to challenge the pupils appropriately at all times in an engaging, dynamic and creative way.

* 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>Updated for Co-educational School</i>	<i>September 2023</i>	<i>CS</i>	<i>Version 1</i>
--	-----------------------	-----------	------------------