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## EXETER CATHEDRAL SCHOOL

Nursery | Pre-Prep | Prep

### Whole School Curriculum Policy (EYFS, Pre-Prep and Prep)

**Last review:** May 2023

**Next review:** May 2024

**Governor oversight:** Academic

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#### Overview

Exeter Cathedral School provides a wide-ranging and balanced curriculum where all children are educated in all aspects of learning: linguistic, mathematical, scientific, technological, human, social and physical, aesthetic and creative. The curriculum encompasses the key acquisition of skills in speaking and listening, literacy and numeracy for all children. The curriculum is tailored to suit the aptitudes of all children. Children are taught personal, social, health and education (PSHE/RSE/RE) within curriculum time. PSHE/RSE/RE is also embedded in the pastoral care of all our children through form time, assemblies, enrichment talks and trips.

#### Related Policies

The School has the following related policies:

- Assessment, Recording and Reporting
- Prep
- Learning Support
- PSHE
- RE/RSE
- Marking and Feedback
- Provision of SMSC

#### Aims

At Exeter Cathedral School we strive to help our children develop as independent learners, preparing them for the next stage of their development. Our aims can be broken down as follows:

The School will:

- provide experience in linguistic, mathematical, scientific, technological, human and social, physical aesthetic and creative education.
- ensure all children acquire speaking, listening, literacy and numeracy skills.

- create a happy and secure learning environment where all children are valued.
- enable all children to learn and develop their skills to the best of their ability and to develop their potential.
- promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- help children develop lively, enquiring minds where they question rather than merely accept.
- help children acquire knowledge and understanding which will equip them for future challenges.
- help children obtain skills that they can transfer to other subjects or situations.
- enable children to be positive citizens in society, have respect for themselves and high self-esteem and be able to live and work cooperatively with others.
- help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all.
- teach children to understand right from wrong.
- actively promote and uphold the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The curriculum will:

- engage, motivate, challenge and sustain the interest of every child whatever their ability and build their confidence and self-esteem.
- offer a broad and balanced curriculum which is tailored to the needs of the children and to their future aspirations.
- ensure that the spiritual, moral, social and cultural values are recognised, addressed and developed.
- take into account the ages aptitudes and needs of all children, including those children who have Educational Psychology Report.

The child will:

- develop an investigative spirit, be able to think independently and work creatively towards the solution of problems.
- be able to research, plan and structure his/her ideas.
- be able to apply his/her knowledge and draw conclusions.
- work with others and be respectful of their views.
- be able to present ideas orally to both their peer group and a wider audience.
- develop proficiency in all areas of the curriculum and in particular in speaking and listening, literacy and numeracy and Information and Communication Technology, to a level over and above the standard of children nationally.
- recognise that learning takes place outside the classroom as well as within.

### **Early Years Foundation Stage (EYFS) Curriculum**

The Early Years Foundation Stage is distinct in its identity. The curriculum is planned in accordance with the ‘Statutory Framework for the Early Years Foundation Stage 2021’

Under the guiding theme of Learning and Development, there are seven clear areas.

The three prime areas are:

- Communication and Language.
- Physical Development.
- Personal, Social, Health and Economic Education.

These prime areas are strengthened and applied through four specific areas:

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

### **Years 1 - 2 Curriculum (Pre-Prep)**

The curriculum is organised and planned using a thematic approach through which all subjects are taught. This approach to learning and teaching is designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in-depth, giving them the time they need to reflect, consolidate and transfer their learning. There are strong links between subjects and children are encouraged to see their work as being connected, relevant and purposeful.

The curriculum is skills-based and knowledge supported, making learning motivational and successful. It is at this stage in a child's development that he/she begins to learn how to research independently and, where appropriate, we encourage each child to do so using a range of resources. Children are taught in mixed-ability class groups throughout the Pre-Prep.

### **Years 3 - 8 Curriculum (Prep: Lower – Years 3-5; Upper – Years 6-8)**

The curriculum at Prep level builds on the foundations laid at the Pre-Prep and aims to strengthen a child's thinking skills so that he/she can develop his/her independence as a learner. Heads of Department prepare schemes of learning that plan for progression according to age and ability. The transition from Year 2 to Year 3 is carefully managed and the intimate knowledge of the curriculum on the two sites ensures that each child's needs are catered for.

In Years 3, 4 and 5 all teaching is in mixed ability groups with a designated form tutor who is responsible for the majority of taught subjects. Subject specialist teachers are responsible for Music, Art, Games, PE and French.

In the Upper Years curriculum, there is greater flexibility in the curriculum to set pupils according to their learning profile. This enables differentiated learning and teaching across the ability spectrum, with high-achieving children covering work in preparation for their Scholarship Exams and specialist intervention for children in literacy and numeracy in Years 7 and 8. This intervention is timetabled against Spanish and therefore this means that children who need additional support in literacy and numeracy do not take Spanish.

Further specialist intervention is granted for children on the Learning Support register. Staff have access to all information about a child's learning needs. There is a close partnership between the teaching staff and the learning support department, and advice strategies are shared.

All staff are expected to use Microsoft Teams as part of their roles in School. Training and support are offered throughout the academic year.

### **PSHE/RSE/RE**

PSHE/RSE/RE plays a key part in the development of the children and is taught through a cross-curricular approach, discrete lessons, social & emotional skills sessions and circle time in an age-appropriate way.

The key areas covered are:

1. understanding ourselves - personal development and relationships.
2. lifestyles – healthy living and how to keep safe.
3. citizenship – school community and wider community.

PSHE/RSE/RE in the school reflects the school's aims and ethos as well as encouraging mutual respect and tolerance for each other and for different faiths and beliefs.

### **Spiritual, Moral, Social and Cultural (SMSC) Development of Children**

The School seeks to:

- 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.

Ensure that principles are actively promoted which:

- enable children to develop their self-knowledge, self-esteem and self-confidence.
- enable children to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage children 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 children 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 children 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 Equality Act 2010.
- 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.
- champion tolerance and diversity, equality and inclusivity.

SMSC development is promoted through assemblies, the School Council and other committees, the PSHE Programme, the enrichment programme; the pastoral programme; and through the curriculum subjects.

The School has a Provision for SMSC Policy.

### **Careers and Future Choices**

The Prep School aims to prepare children to make informed choices about their future. Children have opportunities to have interview practice for their future school, and we help the child to identify their strengths and weaknesses.

A wealth of experiences of the wider world and careers on offer are gained from our enrichment programme, our ECS Futures programme and other lectures and meetings held throughout the academic year.

The Prep School runs a ‘Senior School Evening’ for Upper Years pupils, in which representatives from a wide selection of Senior Schools will give information about their schools and potential pathways.

All advice offered is impartial and up to date.

We aim to prepare children effectively for the opportunities, responsibilities and experiences in adult life in British society through developing their values, skills and behaviours. A rich programme of extra-curricular activities also develops character attributes such as resilience and determination which underpin success.

### **Equal Opportunities**

At Exeter Cathedral School we value cultural diversity and encourage respect for other people with particular reference to the Equality Act 2010. All teaching and non-teaching staff are responsible for ensuring that all children, irrespective of ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest possible progress in all areas of the curriculum while in our school. Our School is a tolerant and inclusive community, where equality and diversity are championed through the curriculum and all other areas of school life, and where Pupil Voice holds a central importance.

We aim to actively promote and uphold the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The school takes into account the age, aptitude and needs of all children.

All children have access to Learning Support and those with identified needs, including academic, motor coordination and social communication difficulties are supported in class or may be withdrawn for extra help as appropriate. Should a child join the school with an education, health and care (EHC) plan, discussion

would take place with staff, parents and appropriate support agencies to ensure access to the curriculum and activities.

### **Safeguarding**

Exeter Cathedral School is committed to safeguarding and promoting the safety and welfare of every child at the school and there is a focus on safeguarding throughout the curriculum. We aim to provide an environment in which children feel secure, their viewpoints are valued, they are encouraged to talk and are listened to. We recognise the contribution the School can make to safeguard and support the children in its care through:

- Prevention: a positive school atmosphere, careful and vigilant teaching, pastoral care, support to children, and providing good adult role models.
- Protection: following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.
- Support: to children and staff and to children who have concerns or who may have been abused.