St Christopher's School and Nursery, Epsom

Curriculum Policy

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Name of staff member responsible for document: Bronia Grehan, Headteacher	
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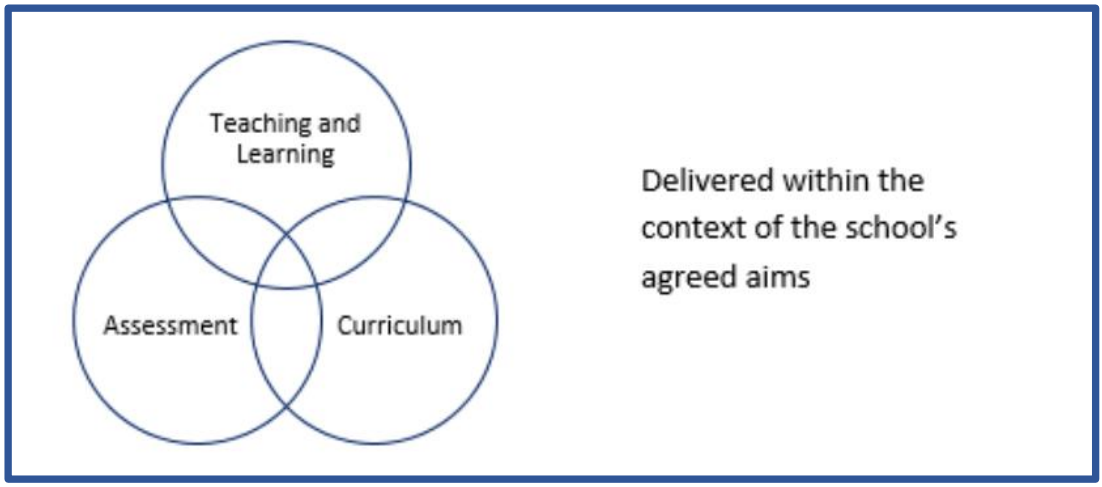
Introduction

St Christopher's aims to provide a curriculum based on our principles of excellence, empathy and endeavour that are supported by our values of respect, kindness, integrity, creativity, courage, and resilience.

A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:



We aim to provide a holistic curriculum which develops every pupil as a confident individual who loves learning. We understand that the curriculum, both within taught lessons and beyond them, and in everything we say and do, should create an environment where academic risk-taking, questioning and debating, challenging thinking and the freedom to learn from mistakes are all encouraged.

Our curriculum offers all pupils the opportunity to experience linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic, and creative aspects of education. We intend that our curriculum should develop:

- A passion for life-long learning;
- A capacity for independent and critical thinking;
- Self-awareness, self-regulation, and resilience;
- Self-confidence.
- Genuine interests that extend beyond the confines of the classroom.

British values, which are; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, are actively promoted in every aspect of school life.

Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans, and schemes of work: –

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

For the purposes of paragraph, the matters are:

(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human, and social, physical, and aesthetic and creative education;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(c) personal, social, health and economic education which: (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a);

(d) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.

a. *where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional, and physical development and communication and language skills;*
b. *that all pupils have the opportunity to learn and make progress and*
c. *effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.*

Taught Curriculum

Our taught curriculum broadly follows and, at times, goes beyond the Early Years Foundation Stage and National Curriculum at KS1. Pupils' progress is carefully tracked from Nursery through to Year 2 using a combination of teacher judgements against performance descriptors and summative assessments. Progress is formally assessed at the end of the Early Years using the Early Learning Goals. In KS1, our pupils take assessments at the end of each term, such as NFER and GL assessments.

A baseline assessment is carried out by teachers within four weeks of a child's entry into a new year group. Curriculum guidance and teacher judgment are used for the basis of this assessment.

Time awarded to each subject in each year group is proportionate to the age and stage of the child. For example, in Nursery the children will be exposed to phonics within the environment, Pre-Reception will have at least 1 phonics lesson per week, compared to YrR and Yr2 who will have at least 4 lessons. Early Years classrooms are also used in a way in which all areas of learning can be accessed at all times by pupils i.e. role play corner, book corner, creation stations.

Details of how the taught curriculum is translated into long- and medium-term plans. Timetables are circulated to parents via Seesaw/Evidence Me. Topic webs are circulated to parents termly. Parents also have the opportunity to attend two Parent Information Evenings to learn more about the curriculum for their child's year group.

Our curriculum includes those compulsory elements of the National Curriculum, such as Relationships, Sex and Health Education, through our PSED Jigsaw programme. Children also have opportunities to learn French, PE, Music, Forest School and Art with specialist staff. LAMDA classes are offered to children in Year 1 & 2 with a peripatetic teacher.

Special Educational Needs and Disability - SEND

Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a Special Education Needs Co-Ordinator who works with parents, teachers, and pupils.

Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

Social, Moral, Spiritual and Cultural (SMSC)

Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and Character Education guidance set out in 2019 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

Our approach to SMSC ensures that principles are actively promoted which:

• Enable pupils to develop their self-knowledge, self-esteem, and self-confidence;

• Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

• Encourage pupils 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 pupils 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 pupils 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 2010 Act; and

• 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.

Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

In addition, our approach to SMSC ensures that all pupils will gain an:

• Understanding of how citizens can influence decision-making through the democratic process;

• Appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;

• Understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;

• Understanding that the freedom to hold other faiths and beliefs is protected in law;

• Acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and

• Understanding of the importance of identifying and combatting discrimination.

RSHE & PSHE

Our school chooses to respond to the legal requirement in maintained schools to teach Relationships, Sex and Health Education (RSHE), and to non-statutory guidelines to cover other aspects of Personal, Social, Health and Education (PSHE). Our programme encourages respect for other people, with particular regard to the protected characteristics under the Equality Act 2010.

In the Early Years Foundation Stage, we cover the full Personal, Social and Emotional Development expectations through our day-to-day curriculum delivery working towards achieving (as a minimum) the Early Learning Goals in Self-regulation, managing self, and building relationships. In KS1, there are PSHE lessons once a week alongside discrete PSHE lessons as required. School assemblies are also used to deliver elements of the PSHE and PSED curriculum.

Co-curricular

A wide range of enrichment activities supplements the timetabled curriculum. Our pupils are encouraged to take part in an extensive range of art, drama, music, sport and other activities and clubs. Regular themed days are held. These may include but are not limited to World Book Day, Air Ambulance Day, or Wellbeing Week.

Pupils are taken to places of interest on a termly basis according to their age and visitors are invited into school to work with the children. Such examples include authors, artists, athletes, drama workshops, visits by dentists and first responders.

Other Opportunities

Our school aims to provide an education for life. Other aspects of our curriculum which enable our pupils to gain the skills, knowledge, and experience to be successful adults include:

• School Council

• Roles of Responsibility for Year 2 pupils ie: House Captain, Library Monitor, Music Monitor

• School trips

• Fundraising Activities, Charity events

• After School Clubs ie: Gymnastics, Sport, Mindfulness, Cookery, Craft, Violin, Orchestra and French

• Sports events linked with local schools

Responsibility

The people with responsibility for the overview and yearly evaluation of this policy is the Deputy Head, Laura Fisher and Assistant Headteacher, Nicky Gunn. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

• Fulfils the aims of the school;

• Embeds aspiration, attributes, and the expectation to achieve high standards and high rates of progress; and

• Provides engagement and excitement for learning.

This policy will be reviewed regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.