CURRICULUM POLICY
including the Co-Curriculum

1. Introduction

At Holy Cross Prep School we provide a full-time supervised education for girls from the school year in which they attain their 5th birthday until the end of the school year they attain the age of 11 – from Reception to Year 6 (in accordance with Section 8 of the Education Act 1996). In addition, we provide part-time/full-time pre-school education for girls following their third birthday, including 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

- Pupils will acquire skills in speaking and listening, literacy and numeracy across the curriculum as detailed in our subject policies.
- We provide subject matter appropriate for the ages, aptitudes and needs of all pupils. Schemes of work are in place to ensure continuity and progression.
- We provide experience for pupils in: linguistic, including French; mathematical; scientific; technological, including design technology and ICT; human and social, physical, aesthetic and creative education.
- Religious Education is a core subject; pupils are taught a Catholic syllabus in accordance with the Religious Education Directory.
- Personal, social, health and economic education, which reflects our school's aims and ethos, is an integral part of our curriculum. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality 2010 Act: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Every pupil is provided with relationships education. (see no.9)
- All pupils, including those with special educational needs (SEND), an Education, Health and Care (EHC) Plan, learning difficulties and/or disabilities (LDD) or English as an additional language (EAL) will have the opportunity to learn and make progress. This is achieved through adaptive learning to meet the needs of learners.
- We provide a curriculum which develops the child personally: self-understanding; decision –making; spiritual understanding; moral understanding and responsibilities for own behaviour; social development and collaboration; contribution to others and the school and the community; respecting diversity and cultural understanding; and staying safe and keeping healthy.
- We develop pupils' attitudes towards learning: including their ability to demonstrate initiative and independence, their willingness to work collaboratively and the extent to which they take leadership in their learning.
- We develop pupils' study skills, including the ability to draw upon a suitably wide range of sources and to develop higher-order skills, including the ability to analyse, hypothesise and synthesise.
- Pupils will be well prepared for the opportunities, responsibilities and experiences of the next stage of their education and of life in British Society.

2. Broad and Balanced Curriculum

- Although our remit is to prepare our pupils thoroughly for the academic entrance examinations of their chosen senior school, we believe that we are preparing our pupils, not only for this, but also for the life that lies beyond.

- We regard these school years, from the ages of 3 to 11, as forming the base on which our pupils will build their future education.
- We therefore aim to give our pupils as broad and balanced an education as possible during their time with us.
- To this end, we place a strong emphasis on a broad curriculum, with computing, music, PE, art, drama and a modern foreign language all taught by specialist teachers throughout the school.
- The pupils' spiritual, moral, social and cultural development is also given strong emphasis and our mission statement underpins the delivery of the whole curriculum.
- It is a curriculum which upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Pupils' personal development

- Self-understanding: develop their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, including an understanding of how to improve their own learning and performance, so that they are well prepared for the next stage of their lives
- Decision-making: understand that the decisions they make are important determinants of their own success and well-being
- Spiritual understanding: develop spiritual understanding and an appreciation of non-material aspects of life, whether religious, philosophical or other
- Moral understanding and responsibility for own behaviour: distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour, including towards others
- Social development and collaboration: are socially aware and so are able to work effectively with others, including to solve problems and achieve common goals
- Contribution to others, the school and the community: fulfil responsibilities and contribute positively to the lives of others within the school, including in boarding, the local community and wider society
- Respecting diversity and cultural understanding: respect and value diversity within society, show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions
- Staying safe and keeping healthy: know how to stay safe and understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle

4. Delivery of the Curriculum

Class teachers deliver a core and foundation curriculum. Specialist teachers teach art (excluding EYFS pupils), computing, drama, French, music and PE.

Careful and flexible planning between all the staff in contact with the children, based on the children's needs and interests, ensures a wide, varied and effective curriculum is delivered. At Holy Cross, subject specialist teachers work closely with class teachers to provide cross-curricular links.

The school responds to individual pupil's needs, including SEND and EAL pupils.

5. EYFS

The Early Years Foundation Stage, which underpins the curriculum for pupils aged 2-4 and Reception classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this year, is planned in accordance with 'The Early Years Foundation Stage Statutory Framework' although as a quality EYFS provider, the school has been granted exemption from the learning and development requirements. This provides teachers with the authority to amend the teaching and learning appropriate to the needs of the child and their journey through independent education.

Class teachers deliver the core and foundation curriculum.

Specialist teaching for 2-3 year olds includes: music, drama storytelling, Forest School, movement and dance.

Specialist teaching for 3-4 year olds includes; drama, French, music and PE, Forest School, yoga and ballet.

Specialist teaching for 4-5 year olds includes; music, drama, French, PE, computing and Forest School.

Under the guiding theme of Learning and Development there are clear areas of learning:

3 Prime Areas

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

4 Specific Areas

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

All areas of learning are of equal importance and depend on each other to provide a rounded approach to child development. The support children receive as they learn is personalised to meet their individual needs and to extend their talents.

(See **Early Years Foundation Stage Policy** for further detail)**.**

6. Key Stage 1: Years 1 and 2

The curriculum in Years 1 and 2 is based on the National Curriculum and with consideration for the pupil's journey through the independent education sector. Class teachers are responsible for teaching English, maths, science, RE, PSHE Education, Relationship and Sex Education (RSE), history and geography and design technology. Subject specialist teachers teach art, computing, drama, French, music and PE.

7. Key Stage 2: Years 3 to 6

The curriculum is based on the National Curriculum and with consideration for the requirements of the Common Entrance and senior school entrance examinations at 11+. The maths curriculum is accelerated so that the year 6 curriculum is completed by the end of year 5.

Class teachers are responsible for teaching English, maths, science, RE, RSE, PSHE Education, geography, history, reasoning and design technology. Specialist teachers continue to play an important role in providing a quality education for all our pupils and teach art, computing, drama, French, music and PE.

8. PSHE (Personal, Social, Health, Economic) Education

The PSHE Education programme of study is built upon the Mission Statement and the School's Aims. Moral, spiritual, social, health and economic education will be incorporated throughout the programme.

PSHE is the responsibility of all staff who come into contact with the children. The syllabus is delivered through subject teaching, circle time, assemblies, church services, charity / community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided to cover personal safety, sex education and drugs education.

9. Relationship and Sex Education (RSE)

Every pupil is provided with relationship education, details of which can be referred to in the Relationship and Sex Education policy, also published on the school website. Parent consultation was completed prior to the curriculum content being confirmed and in addition upon review of the policy.

10. Trips and Outings

All classes go on at least one outing each term to support an area of the curriculum and full use is made of the local facilities of museums, art galleries, theatres, historical sites and sites of scientific interest. Residential trips are organised in Year 4, 5 and 6.

11. Planning and Recording

The school curriculum is recorded in long term, medium term and short term plans. SLT and subject leaders co-ordinate long term plans and agree schemes of work based on the National Curriculum. Teachers create medium term plans to manage curriculum coverage and short term plans to meet the needs of their pupils.

Record-keeping and assessment procedures are defined in the **Record Keeping** and **Assessment**, **Recording and Reporting** policies.

Reports to parents give clear accurate and useful information on their children's attainment and progress.

12. Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and

learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

(Please see our **Teaching and Learning Policy** and **individual subject policies** for more details).

13. Co-Curriculum

Aims

Holy Cross Preparatory School is committed to providing a wide range of co-curricular activities that recognise and nurture the abilities, gifts and talents of both pupils and staff, and will enable pupils to develop their social, educational and creative interests beyond the taught curriculum. This is realised through:

- A broad and varied programme, supported by staff and external providers who understand the needs of the child and which supports the social and emotional growth of pupils and secures their commitment through enjoyment and stimulating their interest.
- A carefully balanced programme, generally organised for a particular age range, which, while challenging the pupils, ensures an appropriate balance between the development of academic and practical potential.
- A commitment to enhance the professional development of the staff by supporting and encouraging specific expertise which can then be used to run activities.

14. Evaluation of the Curriculum and Co-curriculum

The quality of the curriculum is regularly monitored by the SLT and through performance management to ensure the high standards expected by the school. In addition, subject coordinators carry out a subject termly review. The Co-curriculum is monitored by the Co-curriculum leader.

This is a public policy which is published on the school website and is reviewed annually by the board of trustees.

Last reviewed: October 2026

Next review: October 2027