Curriculum Policy

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1 Related Information

1.1 Availability of Statutory Policies

All statutory policies are available on the School's website.

1.2 Statutory Guidance

This statutory policy has been reviewed in accordance with the following guidance:

2(1) The standard in this paragraph is met if— 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and 2(1)(b) the written policy, plans and schemes of work– 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and 2(1)(b)(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. (2)(2) For the purposes of paragraph (2)(1)(a), the matters are— 2(2)(d) personal, social, health and economic education which– 2(2)(d)(i) reflects the school's aim and ethos; and 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a) 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that– 2(2)(e)(i) is presented in an impartial manner; 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and 2(2)(e)(iii) helps to encourage them to fulfil their potential; 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society

1.3 Supporting Documents

The following related information is referred to in this policy:

Able, Gifted and Talented Policy
Careers Education and Information Guidance Policy
Equality Act 2010
Fundamental British Values and Curriculum - Senior School
Fundamental British Values and Curriculum – Prep and Pre-Prep School
Individual Needs Policy
Provision of English as an Additional Language Policy
PSHE Policy (and associated Handbook and Schemes of Work)
Relationship and Sex Education Policy

1.4 Terminology

Head, where not explicitly defined, means the Headmaster of Haberdashers' Boys' School.

Parents includes one or both parents, a legal guardian, or education guardian.

School means Haberdashers' Boys' School which is operated by the Haberdashers' Aske's Elstree Schools Limited, the Schools Trustee of Haberdashers' Aske's Charity.

Student or **Students** means any student or students in the School at any age.

2 Design of the School Curriculum

The Curriculum at the School, and the Schemes of Work which derive from it, take into account the ages, aptitudes and needs of all Students, including those Students with an EHC plan and 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.

The Curriculum at the School, and the Schemes of Work which derive from it, give Students until the end of Key Stage 4, experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Furthermore, the curriculum designed by the School ensures that all Students acquire speaking, listening, literacy and numeracy skills.

The Curriculum, Schemes of Work, and lessons at the School 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 by:

- Enabling Students to develop their self-knowledge, self-esteem and self-confidence
- Enabling Students to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging Students 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 local area and to society more widely
- Enabling Students to acquire a broad general knowledge of and respect for public institutions and services in England
- Developing further tolerance and harmony between different cultural traditions by enabling Students to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging 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.

3 Sixth Form

3.1 Curriculum for Year 12 and Year 13

Students usually must have gained at least a grade 7 at GCSE in the subject or a related subject, in order to study the subject at A Level.

Students usually choose three advanced level subjects to study in the Sixth Form. Further Maths is studied as a 4th A-level and some students opt to study 4 A-levels. Each subject is normally allocated 9 lessons per fortnight in L6 and 10 periods in U6.

A minimum of 5 Students at A level is usually required for a course to be offered. Any subject which does not attract 5 L6 Students may be withdrawn.

In addition, as part of the Habs Diploma, L6 Students have one period per week for elective courses, and from January one period a week of subject enhancement. Both L6 and U6 students have separate 40 min r periods each fortnight dedicated to PSHE and to our Visiting Speaker Programme. L6 Students also complete their Extended Research Project, while U6 Students undertake Electives for the Autumn Term only.

As with all year groups, Students are freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games.

On entering the Sixth Form, Students are invited to select their own combination of advanced level subjects rather than being required to accept one of a set of compulsory groupings. The timetable thus has to accommodate as many permutations as possible from the subjects available, though not all combinations can always be met.

All subjects actively develop speaking, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

All Students have at least one A-Level lesson co-taught in a mixed group with students at either Senior School.

Typical subjects on offer include: Art, Biology, Chemistry, Computer Science, Design Engineering, Economics, English Literature, English Language, French, Further Mathematics, Geography, German, Greek (Ancient), History, Latin, Mathematics, Music, Philosophy, Physics, Politics, Russian, Spanish, Sports Science, Theatre Studies, Theology.

3.2 Curriculum Plan for Year 12 and Year 13 – per fortnight

See Appendix A – KS5 – Sixth Form (Year 12 and Year 13) Curriculum Plan for 2025-26.

L6

3-4 A-Levels	9 periods each subject
Enhancement	2 periods (January Onwards)
Elective courses	2 Periods
Visiting Speaker Programme	2 half periods
PSHE	2 half periods
Games	2 afternoons off curriculum (4 Periods)
SCS/OL/CCF/ Academic Societies	2 Periods
Private Study	3 - 12 periods (depending on A-Level choices)
EPQ/ERP	2 Periods

U6

3-4 A - Levels	10 periods each subject
Enhancement	2 periods (1 term only)
Elective courses	2 periods
Visiting Speaker Programme	2 half periods
PSHE	2 half periods
Games	2 afternoon off curriculum
SCS/OL/CCF	optional
Private Study	Up to 10 periods (depending on A-Level choices)

4 Year 10 and Year 11

4.1 Curriculum for Year 10 and 11

All Students study English (leading to GCSEs in both English Language and English Literature), Mathematics, at least two sciences, one humanity, and one modern language. This core curriculum provides both breadth and balance for every Student.

Two further subjects may be added to this core leading to ten GCSEs in total. The full range of subjects is shown below:

- English, English Literature
- Mathematics
- Biology, Chemistry, Physics
- Geography, History, Theology & Philosophy
- French, German, Latin, Latin with Classical Greek, Spanish, Russian
- Art (Fine Art or Graphic Communication), Design Technology, Graphics, Drama, Computer Science, ICT, Music, Sports Science.

All subjects are only usually offered providing a minimum of 10 Students choose to take the subject. If numbers wishing to study each subject are less, then the School may not run the course.

All subjects actively develop speaking, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

The fifty teaching periods in the week are completed by, PE, Games and either CCF, Outdoor Leadership or School Community Service. In addition, students have eight 30 min tutor periods a fortnight in which school assemblies take place, alongside pastoral support and two 40 min PSHE lessons. Students in Year 10 also study Grounds of Knowledge, and critical thinking programme focused around epistemology in the 21st century.

4.2 Curriculum Plan for Year 10 and 11

See Appendix B – KS4 – Year 10 and Year 11 - Curriculum Plan for 2025-26.

5 Year 9

5.1 Curriculum for Year 9

The subjects studied remain largely the same as in Year 7 and Year 8, though the number of periods differs slightly.

On entry to Year 9, Students choose three subjects from Art, , Design Technology (Resistant Materials and Graphics), Drama, Computing, Latin and Music.

Students continue with the study of the two Modern Foreign Languages that they chose at the end of Year 7. For 13+ joining Students they must choose two Modern Languages from: French, German, Spanish, Beginners' Spanish (If numbers permit). Students also have one 40 minute period a week of PSHE, as well eight 30 minute tutor periods a fortnight in which school assemblies take place, alongside pastoral support

As with Year 7 and Year 8, the year group is freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games.

All subjects actively develop speaking, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, fundamental British Values.

5.2 Curriculum Plan for Year 9

See Appendix C – KS3 – Year 7, Year 8 and Year 9 - Curriculum Plan for 2025-26.

6 Year 7 and Year 8

6.1 Curriculum for Year 7 and Year 8

The main subjects are English, History, Geography, Mathematics, Physics, Chemistry, Biology, Latin, Music, Theology and Philosophy (Religious Studies), Art, Computing, Design Technology, Drama, PSHE, Physical Education and Games.

Students study on a carousel, French, German and Spanish before choosing two of these for Year 8.

Students are taught in un-streamed groups of approximately twenty-three for almost all the week. In Year 8, Students are broadly streamed based on ability in Mathematics and Modern Foreign Languages.

Each year group is freed from the curriculum for one complete afternoon a week to develop co-curricular pursuits during Games (with main sports being football, hockey and cricket).

Students also have one 40 minute period a week of PSHE, as well eight 30 minute tutor periods a fortnight in which school assemblies take place, alongside pastoral support

All subjects actively develop speaking, listening and numeracy skills. In addition, subjects do not undermine, and where possible actively promote, Fundamental British Values.

6.2 Curriculum Plan for Year 7 and 8

See Appendix C – KS3 – Year 7, Year 8 and Year 9 - Curriculum Plan for 2025-26.

7 Pre-Preparatory and Preparatory School Curriculum

The School aims to be the leading academic independent preparatory and pre-preparatory day school for boys, offering a world-class education rooted in character-forming values and guaranteeing, in an inspired learning environment, the highest possible academic and personal achievement for young men set to be global leaders in their chosen field. Haberdashers Boys' Preparatory and Pre-Preparatory School commit to create and implement a curriculum that:

- Ensures independent, bright young students fulfil their maximum academic and personal potential
- Creates individual learning opportunities that guarantees each Student makes maximum progress
- Embeds and actively promotes the School's character-forming values
- Motivates Students to take responsibility for their learning

- Makes the best possible use of the opportunities provided by a first-class learning environment and campus to transform teaching and learning
- Ensures Students gain both a local and global vision and perspective
- Encompasses the breadth of experience that ensures holistic development
- Imbeds SMSC education throughout the School
- Ensures outstanding pedagogy and classroom practice are the basis for every lesson.

7.1 Design of the School's Prep and Pre-Prep Schools' Curriculum

The Curriculum at the School's Prep and Pre-Prep Schools, and the Schemes of Learning which derive from it, take into account the ages, aptitudes and needs of all Students, including those Students with an EHC plan and 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.

The Curriculum at the School's Prep and Pre-Prep Schools, and the Schemes of Learning which derive from it, give Students until the end of Key Stage 2, experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Furthermore, the curriculum designed by the School's Prep and Pre-Prep Schools ensures that all Students acquire speaking, listening, literacy and numeracy skills.

The Curriculum, Schemes of Learning, and lessons at the School's Prep and Pre-Prep Schools actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs by:

- Enabling Students to develop their self-knowledge, self-esteem and self-confidence
- Enabling Students to distinguish right from wrong and to respect the civil and criminal law of England
- Encouraging Students 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 local area and to society more widely
- Enabling Students to acquire a broad general knowledge of and respect for public institutions and services in England
- Developing further tolerance and harmony between different cultural traditions by enabling Students to acquire an appreciation of and respect for their own and other cultures
- Encouraging respect for other people
- Encouraging 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.

Prep School Teaching Structure (minutes per week)

Year	3	4	5	6
English	270	270	240	240
Maths	270	270	270	240
Science	120	120	120	120
History	60	60	60	60
Geography	60	60	60	60
T&P	30	60	60	30
Computing	30	30	30	30
PSHE	60	60	60	60
Languages	60	60	60	60

Music/Performing Arts	60	60	30	150
Music Instrumental	45			
Individual Project Qualification (IPQ)			60	
Games	120	120	120	120
PE	30	30	30	30
Swimming	60	60	60	60
Art	60	60	60	60
DT	60	60	60	60
Assemblies	90	90	90	90
Library	30	30	30	30
Singing	30	30	30	30

Each subject co-ordinator or head of subject uses their own subject handbook to plan the overview for each year group. A long-term plan is made available to all staff. From the termly plans, detailed schemes of learning are produced to give a weekly breakdown of how the topics will be taught and what resources are available. These plans are actively monitored and updated in year group and subject specific meetings. Both long term planning and Schemes of Learning for all year groups are available in the central resource area.

7.2 Year 5 and Year 6

All core subjects are taught by subject specialists, some of whom are also Form Teachers. Different teachers, who have a particular interest in a specific subject, may also teach foundation subjects.

Cross-curricular activities are encouraged throughout the School with subjects combining to create exciting experiences for the Students.

7.3 Year 3 and Year 4

All core subjects are taught by the Form Teacher. Whilst the School does not have formal literacy or numeracy hours, Mathematics and English are often timetabled in double lessons (of 60 minutes) which, as far as possible, take place in the morning.

Art, Music, Sport and DT are taken by subject specialists, who deliver these subjects throughout the School. In addition, Music for all classes takes place in a purpose-built facility on the Senior School campus. We believe lessons should be not only challenging, but fun, purposeful and exciting.

In both phases the focus is to stimulate:

- **Ambition**: we have high expectations of our students and ourselves, as teachers and as a school.
- **Curiosity**: students should be inspired to have an enquiring mind, a joy for learning, underpinned by rigorous skills in analysis, creative problem solving, excellent communication skills – written and oral. For us as teachers, it means our own love of subject, curious disposition, dedication to our own learning and professional growth.
- **Courage**: embrace opportunity and challenge, step outside your comfort zone, take risks, when you fall you pick yourself up, belief in effort and hard work.
- **Community**: we have small year groups, so each student feels that people know them well, as an individual; students need to feel safe to take risks and embrace challenge; we believe

in service (close and historical links with Haberdashers'), being generous of one's time and effort. For us, it means being a community of learners and close and open collaboration and communication with parents (e.g., Tooled Up).

7.4 Reception, Year 1 and Year 2

Pre-Prep School Teaching Structure (minutes per week)

Year	Reception	1	2
English	150	240	240330
Phonics	150	150	120
Maths	150	240	240
Science		60	60
Humanities		60	60
Understanding the World	120		
T&P		30	30
Computing	30	60	60
PSHE	60	60	45
Languages	30	30	30
Music	30	60	60
Singing		30	30
Games	30	30	60
PE	30	30	30
Swimming		60	60
Art		30	60
DT		30	60
Forest School	30	30	60
Assemblies	90	90	90
Library	30	30	30

All core subjects are taught by the Form Teacher. As well as whole class teaching, the Pre-Prep work individually and in small groups to develop all the necessary skills and knowledge required for a smooth and natural progression into the Preparatory School at the age of seven. The Key Stage 1 Curriculum includes the core subjects of English, Mathematics and Science as well as weekly lessons in PSHE, Geography, History, Art, Music, Drama, Theology and Philosophy, Computing, Physical Education, Swimming and Games. Progression is developed through practical tasks and written work appropriate to the topic.

Year 1 and Year 2 Students also enjoy an outdoor education provided by the School's Forest School teacher. They spend their time learning about the outdoors and acquiring skills linked with Forest School and the rest of the curriculum.

8 EYFS

The EYFS curriculum consists of three prime areas of learning and four specific areas of learning from the EYFS Statutory Framework.

Prime areas of Learning:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

Specific areas of learning:

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design.

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult focused and child-initiated activities. In each area, there are Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS (end of the reception year).

Children are taught how to use all resources safely through focused activities. The adult's role within continuous provision areas encourages our children to interact with resources and the environment with care and respect and with regard for health and safety. We offer a range of resources both natural and man-made. We have a range of multi-sensory, multi-cultural and non-stereotypical resources which are reviewed and replenished regularly. See EYFS Curriculum Plan.

9 Prep and Pre-Prep School Co-Curricular Provision

Our co-curricular provision is designed to give Students the opportunity to try something new or develop their skills in an activity or subject area in which they have an existing interest. There are a wide range of co-curricular activities, which add significant value to the overall learning experience. Activities may be tailored to specific year groups or might be open to anyone in the School e.g., the orchestra. We believe that these activities help Students develop a sense of team spirit, an interest in new experiences and skills that will benefit them throughout their lives.

Sports play a major role in the Curriculum. There are regular fixtures in Rugby, Football and Cricket which are taught in the Autumn, Spring and Summer Terms respectively. Occasional fixtures are arranged in Swimming, Hockey and Basketball. The Preparatory School participates in a Summer Athletics League and has a keenly supported Cross Country Running Club.

We run a co-curricular timetable with over 60 different clubs delivered by external providers and staff. Each member of staff runs one club per week and the timetable is sent to the boys on OneNote and they make their choices through SOCS, affording independence and freedom of choice. The majority of clubs take place at lunchtime with a few before and after school.

As part of the School's ongoing commitment to whole student development several residential trips take place. These trips connect learning to personal experiences and memories. Residentials include

Aylmerton (Norfolk), Oakwood (Lyndhurst) and Portland (Somerset), with an increasing length of stay as Students progress through the Prep School.

10 Transfer of Students between Schools and Year Groups

Transfer from the Pre-Prep to the Prep School is assured. This transfer is facilitated by a Year 3 information evening for Parents prior to their child's entry and an introductory day for Year 3. On this day, new Year 3 Students are paired up with one of the Year 6 Students who give them a tour of the School and they meet their new Form Teacher. Pre-Prep Students are also taught by some Prep School staff and have Games, Swimming, Library sessions and Computing based at the Prep School.

Transfer from the Prep School to the Senior School is gained through sustained progress throughout the Prep School. Again, this transfer is facilitated by an information morning for Parents and tours of the Senior School for Students early on in Year 6. Also, use is made of a variety of teachers from the Senior School.

At the end of each academic year time is set aside for the transfer of Students. Form teachers are given time to pass on records and discuss with next year's teachers the Students that they will be teaching. Also, Students meet their next year's form teacher and visit their new classroom before the end of the summer term. In addition, each year group have a curriculum evening before the end of the first half of the Autumn Term.

11 Provision for Individual Needs

All Students are screened in a number of ways on entry to the School. Every Student completes a MidYIS baseline test, the results of which are used to identify patterns and anomalies within a Student's profile. In the Senior, Prep and Pre-Prep every Student completes the LUCID screening for dyslexia and InCAS testing is used throughout.

Teaching staff, pastoral staff, and Parents are encouraged to discuss concerns and developing issues as they arise with the Head of Academic Support (SENCO). On occasions when learning difficulties are raised, further screening is conducted by the Individual Needs Department (Academic Support).

Please see further details of screening and access arrangements for SEN Students in the School's policy on individual needs.

Each Academic Department has a delegated member of staff responsible for Academic Support. In some instances, this will be the Head of Department. These members of staff meet termly, chaired by the Head of Academic Support. This designated member of staff is able to provide guidance to departmental staff as to the best ways to support Students with individual learning needs. Most academic departments run 'workshops' or help centres of some description which are designed to provide every Student with additional support outside of the classroom.

Please see further details of support for Students with SEN in the School's policy on individual needs.

12 English as an Additional Language

In order to cope with the high academic and social demands of the School, Students must be fluent English speakers. Exceptionally, literacy support is available to Students with English as an additional language, and where the increasing demands of the curriculum offer linguistic challenges. At varying levels, Students who do not have English as their first language are offered support outside of timetabled lessons.

If concerns are raised by a subject teacher regarding a Student's level of understanding in oral or written English, a referral can be made to the Individual Needs department. The Head of Academic Support will, initially, liaise with the Student's English teacher in advising on support strategies. These can then be communicated to other subject teachers. Departments can offer tailored subject specific support through the Academic Departmental Learning Support Co-ordinator and/or departmental clinics.

Progress will be monitored via the School's progress and reporting systems. In exceptional circumstances, the School may recommend that some Students, whose first language at home is not English, seek private individual tuition in English as an additional language.

13 Prep and Pre-Prep School Identification and Assessment

In Reception, Students are assessed across a range of skills using CEM BASE incorporating Literacy, Numeracy, and Personal and Social development. Any Student who falls below the chronological age is monitored by the EYFS team and offered intervention from the Individual Needs department.

Students in Year 2 are assessed for reading using the Holborn Reading scores. Students who fall below chronological expectations are offered access to the Reading Eggs programme in conjunction with additional support and a differentiated reading scheme where appropriate.

Phonic screening using the diagnostic assessment Essential Letters and sounds. Any phonological difficulties are initially addressed through in class support strategies. Where progress is not observed in response to intervention a referral is made to Individual Needs.

In Year 3 all Students undergo:

- An ICT dyslexia screening test (Lucid RAPID) specific to that age group. Any Students presenting with a moderate/high risk result will be monitored and offered intervention, and parents will be informed of this. These Students will be re-screened in Year 4

Students in Years 1-6 are assessed across a range of skills termly by completing QUEST tests. Students who score low in spelling and numeracy skill sets will be monitored and offered intervention either by attendance at a support group or through access to an online intervention programme. Further evidence is collated from teachers, and parents are consulted regarding further action.

Students with learning difficulties may also be identified by concerns raised by the staff, or Parents; by results from formative and summative assessments. If Students present with difficulties which hinder learning:

- Referral in the first instance should be made to the form tutor
- Form tutors should raise the concern with phase leader to initiate in class support strategies.
- Form tutors should complete an Individual Needs Referral form

- Form tutors then collate any necessary and relevant evidence
- IN co-ordinator to be informed and given paperwork
- The IN teacher will observe and informally assess
- Consultation between Parents, Form tutor, AS co-coordinator and IN teacher to discuss further action (e.g. formal assessments, external agency/AS teacher support).

14 PSHE and Careers

14.1 KS5 (Sixth Form) PSHE and Careers

PSHE education continues in the Sixth Form during a fortnightly timetabled lesson, taught by the Form Tutor. Core themes studied in KS4 are further developed, with particular emphasis on personal health, diversity awareness, fundamental British values and decision-making skills. The curriculum also focuses on the skills that Students will require for successful onward progression to their chosen destination, as well as the life skills and knowledge that will be needed to live independently upon leaving School. External speakers and section assemblies support delivery of the broader syllabus and more sensitive topics like RSE (Relationship and Sex Education). We use 'Your Journey of Life' lessons and a range of resources to support the tutors and their tutees in lesson time. More details are included in department handbooks and schemes of work.

Support for Students and Parents regarding destinations is given in the form of several Parents' evenings and information events. These involve external speakers giving guidance for key courses and the process for accessing university places, as well as support for students applying for apprenticeships. A team of specialist subject advisers supports applicants, which provides the Students with an enhanced level of knowledge and support when applying to university. Students applying for apprenticeship programmes participate in a tailored programme to support them with competitive application processes.

14.2 KS3 & 4 (Year 7 – 11) PSHE and Careers

The school now works with Jigsaw, the online provider of lesson and resources for many schools. A table of syllabus and lessons strands is attached. This enables a spiral curriculum to cover KS3 and KS4, taking PSHE education forward in a unified direction. This covers core themes within the PSHE curriculum, as well as Fundamental British Values and a cultural component, which aims to enhance Students understanding of local and global culture. We work to fulfil the statutory government regulations for RSE through the Jigsaw syllabus and our external speakers in support of tutors, e.g. Brook delivering consent and contraception workshops to Y9 in age-appropriate, small group format. More details are included in department handbooks and schemes of work

A range of Careers-related activities encompassing transferable skills, budgeting, pathways, competencies and professional skills; is delivered by Form tutors from Year 7-11, using materials developed by the Careers Department. The Year 11 Options process is supported by all Students completing the Unifrog psychometric tests at the start of Year 11; the results of which will feed into their thoughts around choosing relevant subjects for the Sixth Form.

14.3 Prep School and Pre-Prep School PSHE

In the Prep and Pre-Prep School Students have one 45 min session per week. We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic

approach. This is called Jigsaw and runs from Year 1 to Year 6. In addition, PSHE topics are covered within other subject areas by specialist staff. A considerable amount of the PSHE is delivered in other subjects across the curriculum, these include Science, Geography, ICT and Theology and Philosophy lessons. There are additional whole-School events such as School Council, assemblies and charity events, which contribute to the PSHE curriculum. Year 3 to Year 6 Students all attend residential courses with a personal-development focus.

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, School and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

PSHE Education is taught within a safe and supportive learning environment, where Students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Appendix A

KS5 – Sixth Form (Year 12 and Year 13) Curriculum Plan for 2024-25 in Curriculum Hours

Subject	L6	U6
Block A	9	10
Block B	9	10
Block C	9	10
Block D	9	10
Private study	3	0
Games – co-curricular afternoon	4	4
Enhancement	1.66	1.66
Electives	2	2
Extended Research Project	0.66	0
PSHE	0.66	1
Visiting Speaker Programme	1	1
CCF/SCS/OL	2	2
Tutor Time	4	4
TOTAL	**55**	**55**

Setting Policy in KS5 Sixth Form

i) Setting is possible in the L6 and U6 classes.
ii) It is predominantly performed in Maths and Sciences.
iii) Students are set within each option block and only if there are a number of sets within a block.
iv) Where there is only one set within the block this is mixed ability.
v) Some Heads of Department prefer mixed ability sets. Therefore, the set number does not necessarily indicate a more able class.
vi) An attempt is made to retain sets between the L6 and U6, however, if numbers change, some sets may be unviable and may close and therefore the sets are altered in other subjects.

Principles - Setting is predominantly based upon ability. However, there will always be an element of mixed ability within each class. Setting is often used to make the top sets larger and allow smaller classes in the bottom sets if possible. A maximum of 16 per class, means that sets may be very similar in size.

Appendix B(i) KS4 – Year 11

Curriculum Plan for 2025 – 2026 In Curriculum Hours – for current Year 11 students

Subject	Year 10 (2024-5)	Year 11 (2025-6)
English	6	6
Maths	6	6
Block A	5	4
Block B	5	4
Block C	5	5
Block D	4	5
Block E	4	5
Block F	4	5
Block G	4	5
PE/Swimming	1	0
Games – co-curricular afternoon	4	4
PSHE	0.66	0.66
CCF/SCS/Outdoor Education	2	2
Tutor Time	4	4
TOTAL	**55**	**55**

Setting Policy in KS4

i. Year 10 - There is Whole Year setting in Maths. Many of these sets are parallel sets and therefore are of equal ability. The Students normally will remain in the sets they were in in Year 9, although refined by the results of the Year 9 end of year examination.
ii. Year 10 - There is partial setting in English. The blocks are dependent upon their Mathematics sets. The English sets are then loosely set on ability within these blocks.
iii. Year 10 - There is some setting within the Option Blocks. Modern Languages set according to ability, with the top set in Year 11 completing the Accelerated (IOL) course. Within each block there is setting within Science where sets will permit.
iv. Year 10 - Humanities and creatives are taught as mixed ability classes.
v. Year 11 - All sets, where possible, continue from Year 10 into Year 11, with the exception of Maths and Science.

Principles - Setting is predominantly based upon ability. However, there will always be an element of mixed ability within each class. Setting is often used to make the top sets larger and allow smaller classes in the bottom sets if possible.

There is a strong emphasis on Students being able to move regularly and freely between sets based on performance throughout the year and at the end of year. This is in line with the principles of developing a Growth Mind-set.

Appendix B(ii) KS4 – Year 10

Curriculum Plan for 2025 – 2026 In Curriculum Hours – for current Year 10 students

Subject	Year 10 (2025-26)	Year 11 (2026-27)
English	8	8
Maths	6	6
Block A	4	4
Block B	4	4
Block C	4	4
Block D	4	4
Block E	4	4
Block F	4	4
Block G	4	4
PE/Swimming	1	1
Grounds of Knowledge	1	1
Games – co-curricular afternoon	4	4
PSHE	0.66	0.66
CCF/SCS/Outdoor Education	2	2
Tutor Time	4	4
TOTAL	**55**	**55**

Setting Policy in KS4

i. Year 10 - There is Whole Year setting in Maths. Many of these sets are parallel sets and therefore are of equal ability. The Students normally will remain in the sets they were in in Year 9, although refined by the results of the Year 9 end of year examination.
ii. Year 10 - There is partial setting in English. The blocks are dependent upon their Mathematics sets. The English sets are then loosely set on ability within these blocks.
iii. Year 10 - There is some setting within the Option Blocks. Modern Languages set according to ability, with the top set in Year 11 completing the Accelerated (IOL) course. Within each block there is setting within Science where sets will permit.
iv. Year 10 - Humanities and creatives are taught as mixed ability classes.
v. Year 11 - All sets, where possible, continue from Year 10 into Year 11, with the exception of Maths and Science.

Principles - Setting is predominantly based upon ability. However, there will always be an element of mixed ability within each class. Setting is often used to make the top sets larger and allow smaller classes in the bottom sets if possible.

There is a strong emphasis on Students being able to move regularly and freely between sets based on performance throughout the year and at the end of year. This is in line with the principles of developing a Growth Mind-set.

Appendix C – KS3 Years 7, 8, 9

Curriculum Plan for 2024-25 in Curriculum Hours

Subject	Year 7	Year 8	Year 9
English	5	5	6
Maths	5	5	5
Language 1	0	3	3
Language 2	0	3	3
MFL carousel	4	0	0
Latin	2	3	0
Geography	3	2	3
History	3	2	3
Theology and Philosophy	3	2	3
Biology	3	3	3
Chemistry	3	3	3
Physics	3	3	3
Computing	2	2	0
Technology	2	2	0
Art	2	2	0
Music	2	2	0
Drama	2	2	0
PSHE	0.66	0.66	0.66
Option 1*	0	0	3
Option 2*	0	0	3
Option 3*	0	0	3
PE and Swimming	2	2	2
Games – co-curricular afternoon	4	4	4
Tutor Time	4	4	4
Total	55	55	55

*** Year 9 Options:**

- Latin
- Computer Science
- Drama
- Music
- Art
- Design and Technology

Setting Policy in KS3

i. Year 7 - There is no setting/streaming. Students are taught in their mixed form groups.
ii. Year 8 - There is Whole Year setting in Maths. Many of these sets are parallel sets and therefore are of equal ability.
iii. Year 8 - There is partial setting in Modern Languages. Once the Students have chosen their two languages there is setting based on ability within each block and within each subject.
iv. Year 9 - There is Whole Year setting in Maths. Many of these sets are parallel sets and therefore are of equal ability. The Students normally will remain in the sets they were in in Year 8.
v. Year 9 - Modern Language sets based on ability.
vi. Year 9 - There are full mixed ability classes in English and Humanities.

vii. Year 9 - There is Whole Year setting in Science based on ability.
viii. Year 9 - Creatives are taught as mixed ability classes. When Students have IT within these blocks they are set according to ability within the block.

Principles - Setting is predominantly based upon ability. However, there will always be an element of mixed ability within each class. Setting is often used to make the top sets larger and allow smaller classes in the bottom sets if possible.

There is a strong emphasis on Students being able to move regularly and freely between sets based on performance throughout the year and at the end of year. This is in line with the principles of developing a Growth Mind-set.