



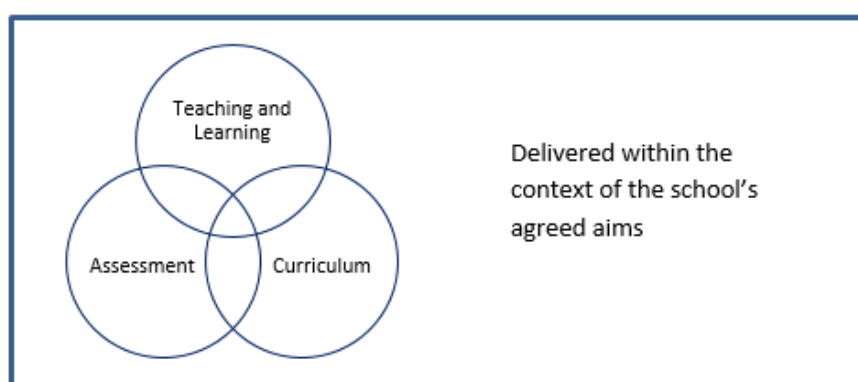
BLENHEIM
SCHOOLS

Curriculum Policy

Policy Folder: Teaching & Learning

1 Introduction

- 1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:
- To provide a first-rate independent education for boys and girls aged 2 to 16.
 - Giving every child the chance to develop their full potential in all areas;
 - Supporting them to become confident and caring individuals, who are proactive and independent;
 - Providing enriching opportunities, so they gain greater awareness of themselves, their community and the wider world.
- 1.2 This policy applies to all pupils, including those in the Early Years.
- 1.3 We see the curriculum as, 'The total learning experience for our pupils, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our pupils experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.
- 1.4 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:



- 1.5 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.
- 1.6 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 imbue in our pupils:
 - A passion for life-long learning;
 - A capacity for independent and critical thinking;
 - Self-awareness, self-regulation and resilience;
 - Self-confidence without arrogance; and
 - Genuine interests that extend beyond the confines of the classroom.
- 1.7 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.
- 1.8 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.*

The school is committed to ensuring:

- (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) where the principal language of instruction is a language other than English, that lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;

(d) 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);

(e) 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.

(f) 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

(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

(h) that all pupils have the opportunity to learn and make progress and

(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

2 Taught Curriculum

- 2.1 Our taught curriculum broadly follows and, at times, goes beyond the National Curriculum at KS1,2,3,4 and is formally assessed at the end of KS4 by GCSEs. The details of which exam boards are used at GCSE by our different subjects can be found in the Options Booklet for each year group. Our pupils take GL summative assessments at the end of years 1–6; and 7–9 in English and Mathematics.



- 2.2 Pupils entering the school in Years 2, 4, 5, 6 and 7 take the CAT4 tests in September in their year of entry; all pupils take the CAT4 baseline test at the start of Year 10. The outcomes of tests taken in the Prep School are shared with parents during parents' evening, as part of informed discussions about pupils' potential. In the Senior School the results of these tests are used to set targets which are shared with parents and pupils. They are used to make sure that the curriculum offer is individualised to need.
- 2.3 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.
- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans. The curriculum overview is shared with parents at the beginning of each term.
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

3 Special Educational Needs and Disability – SEND

- 3.1 Our curriculum is inclusive. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENDCO.
- 3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.



4 Spiritual, Moral, Social and Cultural Development of Pupils

4.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards/BSO 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.

- a) 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;
- b) 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.
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
 - (i) while they are in attendance at the school,



(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

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

4.3 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.

5 Religious Education and PSHEE

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



- 5.2 Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by our teachers, other teachers or visiting speakers. There is one lesson of taught PSHEE per week for Years 1 to 10. In Year 11 pupils will not have a weekly lesson as they will have already completed many of the main requirements, but will have specialist speakers at key points throughout the year. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education. Furthermore, the school uses the Votes for Schools resources to deliver PSHEE, British Values, Prevent and the SMSC curriculum.

6 Co-curricular

- 6.1 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 and weeks are held. These may include Book Week, Maths Week, Science Week, Anti-Bullying Week, Mental Health Awareness Week, Careers Week, Digital Safety Week and an annual Global Be Well Day.
- 6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

7 Other Opportunities

- 7.1 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:
- Careers and Post-16 options
 - Leadership Opportunities - E.g. Anti-bullying, Eco-Committee, Digital Leaders, Ambassadors



- School Council (Year 7-11)/Pupil Voice (Years 1 to 6)
- Community Service
- Duke of Edinburgh;
- Year 6 Hydesville Challenge
- Expeditions and trips;
- Fundraising Activities;
- Various Societies and Activities; and – various extracurricular clubs such as Philosophy and Life Skills in the Senior School and Children's University (Years 3 to 6)
- Sport.

8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Headteacher. However, all staff are responsible for ensuring this policy is implemented and acted on.
- 8.2 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.



Appendix 1

Curriculum Organisation and Planning

Early Years Foundation Stage (Including Reception)

There is an inter-disciplinary topic approach to curriculum planning which ensures coverage of the desirable aspects of the National Curriculum and *Early Learning Goals*. Learning through play as well as more structured activities are promoted. Assessment of children is ongoing using Outcomes Tracker and the Blenheim Schools EY Assessment Toolkit. Speech and Language development is tracked using the WellComm programme.

Key Stage 1 & Key Stage 2

Classes are arranged in mixed-ability year groups, though staff deployment takes account of individual expertise and subject strengths. Teaching is delivered across a broad curriculum that includes English, Mathematics, Science, RS, Topic, PSHE, Computing, Votes for Schools, handwriting and Reasoning (Years 2 to 5). In addition, Art, French, Music, and Physical Education are led by specialist teachers where appropriate, helping to familiarise pupils with the style of subject teaching they will experience in secondary school. Games and P.E. are typically taught in single-gender groups, with swimming as the main exception.

Planning of lessons is carried out collaboratively by year group teams, who liaise with one another to ensure consistent content and delivery. Class teachers take the lead in planning, working under the guidance of subject coordinators. The quality of teaching and learning is closely monitored, with pupil progress tracked, evaluated, and reviewed regularly. Core resources are supplemented as appropriate to ensure depth and breadth of learning.

Senior School

Specialists teach their subject(s), and the curriculum continues to be broad and balanced, contributing effectively to the pupils' intellectual, physical, moral and social attainment and development.



Key Stage 3

At Key Stage 3, the curriculum makes reference to the National Curriculum Framework but is not bound by it. Groups throughout Key Stage 3 will be mixed ability. Subjects covered include English, Maths, Science, Art, Computing, French, Geography, History, Music, PE and Games, Religious Studies, PSHE and Enrichment.

Key Stage 4

In Key Stage 4, pupils follow a common core of English, Mathematics, and Science (either separate sciences or Combined Science), then options such as modern foreign languages, humanities and practical/aesthetic subjects. Hydesville Tower School prides itself on the flexibility of choice we offer in Key Stage 4 where the needs of each pupil as an individual are of paramount importance.

We also stress the importance of quality rather than number of GCSE passes and as a result whilst the majority of pupils will study ten subjects, a number opt for a slight reduction in GCSE choices. There is a Study Skills option for pupils wishing to take a reduced GCSE timetable.

Teachers are responsible for monitoring the way their subject is taught throughout the school and they also have responsibility for monitoring the way in which resources are stored and managed.

There is an annual department audit.



Prep school Curriculum Plan 2025/2026

The table below shows the number of 55 min sessions allocated for each subject

| Prep School 2023.2024 | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|---------------------------|-----------|-----|-----|-----|-----|-----|-----|
| Subject | | | | | | | |
| Assembly | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Art/DT | 0 | 1 | 1 | 1.5 | 1.5 | 1.5 | 1.5 |
| CIA | 5 | 0 | 0 | 0 | 0 | 0 | 0 |
| Core/Reading Skills | 1 | 1 | 1 | 1.5 | 1.5 | 1.5 | 3.5 |
| Dancing | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| English | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| Enrichment | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| French | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Forest School | 2 | 0 | 0 | 0 | 0 | 0 | 0 |
| Games | 0 | 0 | 0 | 2 | 2 | 2 | 2 |
| Handwriting | 1 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| Computing | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Mathematics | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
| Music | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| PE | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Phonics | 4 | 4 | 3 | 0 | 0 | 0 | 0 |
| PSHE | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| RS | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| Science | 0 | 2 | 2 | 2 | 2 | 2 | 2 |
| Story/Circle Time | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Topic (History/Geography) | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| Votes for Schools | 0 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 | 0.5 |
| VR/NVR (reasoning) | 0 | 0 | 1 | 2 | 2 | 2 | 0 |
| Total | 30 | 30 | 30 | 30 | 30 | 30 | 30 |

Early Years and KS1 operate a staggered lunchtime system, therefore lessons before lunch and the end of the day are slightly less than 55 minutes. For Year 1, Votes for Schools lessons commence in the summer term.

Teachers use lunchtime for intervention sessions. All year groups commence at 8.45am. EYFS and Lower Prep



finish at 3.30pm. Upper Prep finish school at 3.45pm

In Reception some of the other subjects are incorporated in Child Initiated Activities (CIA).

Senior School Curriculum Plan 2025-2026

There are 6 lessons every day in the Senior School at Hydesville Tower School. Each lesson is 55 minutes in duration.

| Subject | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|---|-----------|-----------|-----------|-----------|-----------|
| English | 4 | 4 | 4 | 5 | 5 |
| Maths | 3 | 4 | 4 | 5 | 5 |
| Science | 4 | 3 | 4 | 5 | 6 |
| Geography | 2 | 2 | 2 | | |
| History | 2 | 2 | 2 | | |
| Art | 2 | 2 | 2 | | |
| ICT | 1 | 1 | | | |
| Core Computer Sc. | | | 2 | | |
| French | 2 | 2 | 2 | | |
| PE / Games | 3 | 3 | 3 | 1 | 1 |
| Music | 2 | 2 | 1 | | |
| Religious Studies | 2 | 2 | 2 | | |
| PSHE | 1 | 1 | 1 | 1 | |
| Character Development | 1 | 1 | | | |
| Enrichment | 1 | 1 | 1 | 1 | 1 |
| GCSE option 1 | | | | 3 | 3 |
| GCSE Option 2 | | | | 3 | 3 |
| GCSE Option 3 | | | | 3 | 3 |
| GCSE Option 4 | | | | 3 | 3 |
| Total lessons per week for each Year Group | 30 | 30 | 30 | 30 | 30 |



Please note that pupils are only set in Maths and Science at Key Stage 4.

GCSE options

- In Year 10, pupils can choose up to 4 GCSE Option subjects with 3 lessons each week for each GCSE Option.
- In Year 11, pupil can choose up to 4 GCSE Option subjects with 3 lessons each week for each GCSE Option.





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