



Cleve House International School & Preschool Curriculum Policy

For information and guidance and incorporating the school's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.

Status: Approved

Curriculum Policy

Policy Title	Curriculum Policy
Function	For information and guidance and incorporating the School's vision and core values. It forms part of the portfolio of policies designed to keep students safe, happy and cared for.
Status	Approved
Audience	Students, Parents/ Carers, Headteacher, Teachers, Support Staff, Independent Schools Association etc.
Ownership / Implementation	The Headteacher has overall responsibility for ensuring that this policy is implemented.
Implementation Date	September 2023
Review period	Every 3 Years
Last Reviewed	September 2023

History of Most Recent Policy Changes

Date	Page	Change	Origin of Change e.g. Change in legislation
18.10.23	7-8	ZR Added section about Safeguarding in the Curriculum	Action from the LA KBCSP Audit

Curriculum Intent & Values

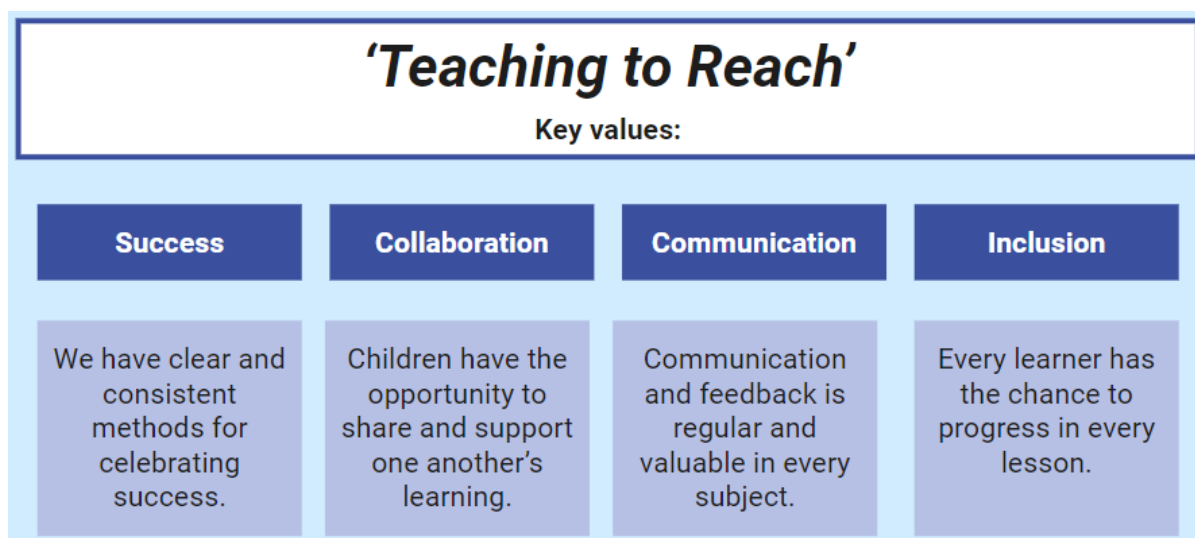
We believe in a broad and balanced curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we strive to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life. It offers a robust understanding of safeguarding through the comprehensive PSHE (including RSE) and meets the requirements of the Independent School Standards and regulations.

At Cleve House International School we want our children to journey through their school as kind, courageous and curious citizens, with their passion for learning ignited and their self-belief and well-being nurtured. Every child will be encouraged to recognise and develop their strengths and achieve success regularly, whilst also ensuring that they are resilient, well rounded people who possess the necessary attributes to cope when they face challenges. Our children will leave us prepared for a future of possibilities.

Our curriculum is designed to develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that it allows each of our learners to:

- Achieve the best possible academic standards, whatever their ability
- Develop skills and personal qualities for lifelong learning, preparing them to make an active contribution not only in their local community but to society as a whole
- Explore real world experiences, especially linked to their local community, so that they can see the relevance their learning has in the real world
- Become mentally and emotionally happy and resilient citizens, ready for the challenges of the 21st Century

Underpinning our curriculum design are our key values. These shape our curriculum, bring about the aims and values of our school, and respond to the needs of the school community. These are:



Early Years Foundation Stage Curriculum (EYFS), taught in Reception

The EYFS curriculum for children in Reception is based on the following overarching principles:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time
- we recognise the importance of learning and development and that children develop and learn at different rates.

There are seven [three prime and four specific] areas of learning and development, all of which are important and inter-connected.

The three prime areas of learning which are crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas, through which the three prime areas are strengthened and applied, are:

- Literacy involves encouraging children to link sounds and letters and to begin to read and write.
- Mathematics involves developing and improving skills in counting, understanding and using numbers, numerical patterns, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- Understanding the World involves children making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive Arts and Design involves exploring and playing with a wide range of media and materials, as well as sharing thoughts, ideas and feelings through a range of activities in art, music, movement, dance, role-play, and design and technology.

Children will be working towards the statutory Early Learning Goals in each area of learning. These cover the knowledge, skills and understanding children should have at the end of the academic year in which they turn five. Communication and Language and Personal, Social and Emotional Development run through everything

the children do. Children learn through planned, purposeful play opportunities and a balance of adult-led and child-led activities. Play is essential for children's development, building their confidence as they learn to explore, think about problems and relate to others. Ongoing assessment enables staff to understand each child's level of achievement, interests and learning styles, and plan for their next steps. Teachers ensure a fair distribution across the areas of learning in their taught lessons and continuous provision. This is dependent on the individual learner's needs, pupil and class interests.

Curriculum Design Year 1 – Year 6

The school values the concept of a broad approach to education and encourages participation in a wide range of co-curricular activities.

- The curriculum for all children is delivered largely through a topic-based approach. This includes Science, History, Geography, D.T., Art and Design, and some aspects of English, Maths, Religious Studies and PSHE/RSE. The topics are frequently reviewed.
- English and Maths are taught through the National Curriculum Mathematics and English programmes of study.
- ICT is cross-curricular, and is used in all areas of the curriculum to support learning. In addition, Computing is being taught as a discrete subject.
- French and/or Spanish is introduced to all children from EYFS. Music, Swimming and P.E. (Sport and/or Games) are regarded as strengths of the School, and a strong emphasis is placed on these subjects. With outside providers supplementing the curriculum with their specialisms.
- The outdoor curriculum is enhanced through the Outdoor Learning Programme which runs throughout the week at the school's main school and Arnos Vale Park. The children in Rec, Year 1, Year 2 & Year 3 visit weekly all year round.
- Our curriculum supports fundamental British values and the Social, Moral and Spiritual development of all learners.
- We pride ourselves on properly preparing our children for 11+ Common Entrance and Scholarship Exams. Additional work around Verbal and Non-Verbal reasoning begins in Year 4.

Organisation & Planning

Teachers are expected to provide a Curriculum Summary for their Form group indicating which topics will be taught that academic year. The Headteacher alongside the Curriculum Lead will retain this information centrally and review as required. Teachers are given the freedom to plan lessons, maintain class assessment records detailing past and intended progress for their class and demonstrate student knowledge and skill acquisition by a means in which they see fit.

The core subjects of English, Maths and Science follow distinct schemes of work in addition to their integration into topic work. Topic incorporates teaching in History, Geography, Art and Design Technology. There are weekly lessons in Religious Education (RE), Computing, Music, a Modern Language and Personal, Social and Health Education (PSHE) which incorporates Relationships and Sex Education (RSE).

PSHE includes Circle Time to promote the development of each child's emotional awareness and inter-personal understanding. The children have an opportunity for weekly Outdoor Games and Outdoor Learning. There is also weekly PE, Music Lessons, Drama lessons and Swimming sessions at a nearby pool all taught by specialist teachers.

This curriculum is supplemented with a variety of co-curricular opportunities. These can include baking, languages, physical activities, gardening and craft-based activities etc.

Subject	Proportion of the Week (approx.)
English (including Phonics, Independent or Guided Reading, Writing, Handwriting, Spelling, Story Time, News, Oracy etc)	21%
Maths	20%
Science	6.5%
Computing	4%
Topic and/or Outdoor Learning (inc Religious Studies, History & Geography)	20%
Music & Drama	5.5%
Modern Languages	2%
PE and/or Games and Swimming	14.5%
PSHE & RSE (inc Form Time, Circle Time & Assembly)	6.5%

Safeguarding in the Curriculum

Safeguarding is at the heart of everything we do here at Cleve House International School. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding.

Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact personal development, behaviour, and welfare, and equip every child with the knowledge and skills required for personal safeguarding.

Our PSHE/RSE curriculum covers all areas of Safeguarding through each of the strands to a different degree, however, some go into more detail. We are sensitive in our teaching recognising that some more sensitive subjects need to be taught at an age-appropriate level, or at a small group or 1:1 level where the need arises.

We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas, and concerns.

We give pupils' opportunities across the curriculum to explore values, personal rights, responsibilities, and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism. There are many opportunities throughout our learning in school to explore safeguarding issues.

Practical safeguarding opportunities are planned into the curriculum. For example:

- Road and rail safety (including out of school visits, bike-ability, work with police officers in the community)
- Poolside and water safety through swimming lessons
- Fire awareness (including visits from the local fire service)
- Visits to school from medical staff when needed
- Visitors from charities such as Barnados, NSPCC, the dogs trust to do focused projects
- Work with external agencies particularly around safe transition to Secondary school
- Online safety quizzes and training
- Our visits and experiences incorporate "Stranger Danger", being safe in the outdoors, what to do if? What to do if you are separated from your group (in relation to school visits.)
- Safe use of technology including password security and privacy settings

We have developed an open and safe learning environment in which pupils express their views, seek help, and help others. The promotion of equality of opportunity and diversity, for pupils and staff, helps prevent any form of direct or indirect discriminatory behaviour. Our children learn to not tolerate any prejudiced behaviour. Our behaviour policy promotes making good choices and exhibiting good learning

behaviours. Class times are a time for sharing ideas, addressing concerns, and promoting important values.

Assembly time and circle times are used to promote personal safeguarding matters and explore themes. For example, we talk about anti-bullying including cyber bullying and British values including how these values are promoted in our multi-faith society. Staff and children are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Our school reflects the diversity of pupils' experiences and provides pupils with a comprehensive understanding of people and communities beyond their immediate experience including the role of women in society and different family groups including same-sex couples.

Throughout the curriculum, there are planned opportunities to promote all forms of equality and foster understanding and respect for people of all faiths (and those with no faith), races, genders, ages, disabilities, and sexual orientations, through their words, actions and in their influence. Opportunities are created in a variety of subjects to address areas of safeguarding, for example, themes are highlighted through novels in English lessons. Time is taken at the beginning of every new school year to reaffirm school values, expectations, and rules for being part of the Cleve Family. This good start to the year, with everyone clear about their roles and responsibilities, sets the tone for the rest of the year and leads to excellent safeguarding outcomes.

Curriculum Differentiation & Inclusive Practice

The general curriculum principle of the School is that every child shall be entitled to a curriculum which is balanced and broadly based and meets individual need. Therefore we scaffold the learning for the children through a variety of different means for example, by support with staff and/or resources, by task or by outcome.

A holistic approach is taken by the class teacher to identify children who need challenge and those who need more support. A wide range of learning needs are recognised and catered for at CHIS. It is the aim of the School to provide every child with the opportunity to achieve their full potential by means of a non-discriminatory policy of inclusion (see our EDI Statement & SEND Policy), making reasonable adjustment for all pupils with specific learning needs, in a positive environment of care and respect for the individual. If a child requires additional support this will normally be provided in class in the first instance (refer to the Graduated Approach outlined in our SEND Policy).

Assessment and Reporting

The reporting of progress to parents and guardians in Years 1-6 is outlined in the Assessment & Reporting Policy.