



## **Curriculum Policy**

**This is a whole school policy including Early Years Foundation Stage (EYFS). It is written with due regard to the Education (Independent School Standards) Regulations (2014), the Equality Act (2010) and the SEND Code (2014, amended 2015).**

The policy takes into account the ages, aptitudes and needs of all pupils including those with an existing Statement of Educational Needs or an Educational, Health and Care (EHC) plan. The curriculum at Rookwood School promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The curriculum aims to effectively prepare the pupils of Rookwood School for the opportunities, responsibilities and experiences of adult life in British society.

### **EYFS (Nursery and Reception Class)**

The Early Years follow the statutory framework for the EYFS. It takes into account the curriculum guidance which covers the three prime areas which are:

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

And the four specific areas of:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In the Nursery, in addition to ensuring that all children access the statutory Early Years framework, we provide opportunities for children to participate in Music, Sport, Dance and French with specialist teachers. In Reception these are included as part of the curriculum.

Provision in the EYFS has due regard to the SEND Code in relation to funded provision.

### **Whole School (Years 1 to 11)**

Although the curriculum is broadly in line with the National Curriculum, as an independent school, Rookwood Schools also offers additional opportunities in order to enhance the overall learning experience. The small size of the classes and the availability of Learning Support Assistants mean that the needs of individual pupils are well-catered for. More Able, Gifted and Talented pupils are encouraged and supported with additional activities, allowing them to learn to a greater depth or a faster pace, compared to their peers. Additional support, particularly in numeracy and literacy is provided for

individual pupils with specific learning needs. Pupils with an EHC plan receive the appropriate support. Pupils with English as Additional Language (EAL) receive additional support from an EAL specialist. Where appropriate, following consultation with parents, some pupils may study a reduced curriculum in order to provide additional time for learning support. The school has a Head of Learning Support who works closely with staff, offering advice and guidance so that colleagues may best meet the needs of the pupils.

## Lower School (Years 1 to 6)

The curriculum:

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X
Science	X	X	X	X	X	X
Humanities (Geography/History)	X	X	X	X	X	X
Religious Studies (RS)	X	X	X	X	X	X
PSHEE	X	X	X	X	X	X
PE	X	X	X	X	X	X
Music	X	X	X	X	X	X
Art	X	X	X	X	X	X
ICT	X	X	X	X	X	X
Design Technology			X	X	X	X
Food Technology					X	
French	X	X	X	X	X	X
German					X	X
P4C			X	X	X	X

Acronyms: PSHEE (Personal, Social, Health and Economic Education), PE (Physical Education), ICT (Information Communication Technology), P4C (Philosophy for Children)

The pupils' personal development is encouraged in many different ways. The school ethos is one of good behaviour, courtesy and consideration for others and this is addressed through timetabled lessons (in particular, PSHEE, RS and P4C), through assemblies, during Form Time with tutors, and in the positive relationships between staff and pupils. Pupils take on positions of responsibility as Form Captains, Junior House Captains, Junior Sports Captains and Librarians. House and Form Captains make up the Lower School Council. There are a number of off-site visits and, from Year 3, residential visits, which encourage independence and pupils are encouraged to join in activities involving the community outside school. Each year Lower School pupils support several charities and every class will lead a whole school assembly during the course of a year. Furthermore, pupils are taught about the safe use of the Internet within ICT, PSHEE and through targeted assemblies.

## Senior School (Years 7 to 11)

In Years 7, 8 and 9, pupils follow a common curriculum comprising English, Mathematics, Science, History, Geography, RS, French, German, Technology (Design, Food and Textiles), ICT, Art, Drama, Music, PE and PSHEE.

Year 10 and 11 pupils follow a curriculum resulting in nine GCSEs. All pupils study the core GCSEs of English, English Literature, Mathematics and Combined Science (worth two GCSEs). Pupils then choose four options from a range of subjects (History, Geography, RS, French, German, Design Technology, Food Technology, Art, Drama, Music, PE, ICT IGCSE, Business Studies IGCSE and Triple Science – extending the Combined Science course to three separate GCSEs). Additionally, pupils may choose to study Further Mathematics as an extracurricular tenth GCSE.

In Years 10 and 11, PSHEE is provided within half day sessions distributed across the year and is organised and led by the PSHEE coordinator. Where appropriate, external speakers provide further specialist teaching and guidance which complement the work of our PSHEE teachers.

Careers guidance is provided both by members of the teaching staff, the school's careers advisor and in conjunction with a local school's careers fair. Year 9 pupils take part in a 'work taster day' and Year 10 pupils have the opportunity to undertake a week's work experience. Pupils preparing for college entry are offered mock interviews by a local employer and the opportunity to apply for, and be interviewed for, positions of responsibility within the school. The Head of the Senior School reviews the careers guidance offered across the Senior School to ensure that it is accurate, up-to-date and presented in an impartial manner that enables pupils to make informed choices about a broad range of career options and helps encourage them to fulfil their potential.

Each form prepares assemblies during the course of the year. Pupils are taught about the safe use of the Internet within ICT lessons, PSHEE and through targeted assemblies which raise the awareness of risks and reinforce good practice. Pupils are encouraged to be aware of the needs of others and regularly contribute to fundraising for a number of charities supported by the school. Personal skills are developed by the opportunity to take on positions of responsibility throughout the Senior School, but especially in Year 11, and by participation in activities outside school such as the Duke of Edinburgh's Award Scheme.

The curriculum encourages respect for other people, paying particular attention to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). All pupils are encouraged and expected to be helpful towards and to set an example to the younger members of the community.

Policy Owner: Headmaster

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