



CURRICULUM POLICY

Whole School	Website
Statutory?	
Responsible:	Head
Reviewed:	October 2018
Next Review:	October 2020

Fairstead House

CURRICULUM POLICY Incorporating the Early Years Foundation Stage

INTRODUCTION

The curriculum embraces all the intended learning opportunities that a pupil has at Fairstead House and is therefore planned and reviewed regularly.

The curriculum is the central framework which supports the school in its key educational aim of enabling all pupils to become well-rounded individuals who have developed the personal qualities and achieved the academic qualifications, to build successful and fulfilling lives. To this end, pupils at Fairstead House are given the opportunity, stimulus and support to discover their full potential and to develop their gifts and talents as far as they are able to go in the context of school life.

This policy is a whole school document (which includes the Early Years Foundation Stage (EYFS)) that sets out the main features of the School's curriculum and is supported by the School's various procedures, policies, plans and schemes of work.

THE CURRICULUM

At Fairstead House, the curriculum:

- includes both the formal and informal taught curriculum within the School's timetabled programme and that which takes place outside normal lesson time, the school day or school terms (the wider learning opportunities);
- takes place within Fairstead House and beyond;
- develops according to the age of the pupil, allowing smooth progression and continuity through the Key Stages of school education and ensuring that all students will acquire speaking, listening, literacy and numeracy skills;
- promotes the love of learning at all stages;
- ensures that pupils of all ages (including those who may have an Educational Healthcare (EHC) plan or have been identified as needing extra support and are on the SEND register, are vulnerable or act as a carer) have the opportunity to learn and make progress by recognising the range of aptitudes and abilities within the school and by being sufficiently flexible to enable pupils across this range to be challenged appropriately and to progress. Any pupil who may have an EHC plan or a learning need is provided with education which, with reasonable adjustment, best meets their requirements;
- incorporates the following broad areas of education:
 - o the aesthetic, creative and physical;
 - o the human and social – including Personal Development and PSHEE;
 - o the linguistic;
 - o the mathematical;
 - o the scientific and technological
 - o the spiritual, moral, ethical and personal;
 - o the technological – including E-safety.

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- provides a programme of personal, social, health and economic education which reflects the school's aims and ethos and which promotes equality of opportunity, and the acceptance of and respect for others (paying particular regard to the protected characteristics as set out in the Equality Act 2010)¹;
- provides opportunities for pupils to develop personal resilience, courage and ambition in a manner which safeguards and promotes their well-being and mindfulness;
- provides appropriate guidance for pupils on subject choices and prepares pupils for life beyond school;
- provides an extensive programme of activities for pupils above compulsory school age, which is appropriate to those pupils' needs;
- promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs² and includes the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- safeguards pupils from exposure to extremist ideologies and other forms of abuse through a community-wide programme of safeguarding and child protection education and procedures;
- develops the skills and attitudes necessary for pupils to become effective life-long learners;
- provides a programme of activities for those pupils below compulsory school age, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- comprehensively covers the EYFS areas of learning, i.e.:
 - Personal, Social and Emotional Development;
 - Communication & Language;
 - Physical Development;
 - Literacy;
 - Mathematics;
 - Understanding the World;
 - Expressive Arts & Design.
- ensures that the four guiding principles of the EYFS Framework shape practice in the early years setting:
 - 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
 - **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.
 - Supports the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking

¹ Equality Act 2010, Chapter One, Section Four: The following characteristics are protected characteristics— age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

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critically. These 'Characteristics of Effective Learning' underpin learning and development across all areas and support the child to remain an effective and motivated learner during their early years.

FURTHER INFORMATION

Fairstead House fulfils the requirements of the National Curriculum and augments its provision within a framework that prepares pupils in Year 6 for entrance exams for the wide variety of Senior Schools available.

(Please note that the Early Years Foundation Stage follows the curriculum as set out in the Statutory Framework for the Early Years Foundation Stage.)

This document forms the overarching policy with regard to the curriculum, however, associated procedures will be in place to support the aims of this policy in the four sections of the school. For example;

- Academic timetables;
- Assessment, Reporting and Examination schedule
- Curriculum development plans;
- PSHEE programmes;
- Safeguarding and E-Safety training for pupils;

This policy should be read in conjunction with the following whole school policies

- Admissions Policy;
- English as an Additional Language
- Equal Opportunities and Diversity Policy;
- Enrichment Policy;
- SEND Policy
- Safeguarding (Including Child Protection) Policy;
- Digital Use and E-Safety Policies.
- Accessibility Policy