



LAMBROOK

NURTURING
POTENTIAL
SINCE 1860

Curriculum Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

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Lambrook's Aims

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two. During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, mature, considerate and thoughtful young adults who are outward looking global citizens.

Inspiring

Inspiring pupils from Nursery through to Year 8, ensuring an outstanding level of education from our exceptional staff.

Nurturing

Nurturing all pupils through an outstanding level of pastoral care, enabling them to flourish in a happy environment

Providing

Providing pupils with an abundance of opportunities to discover, develop and showcase new talents.

Preparing

Preparing our children for the next stage of their educational journey by giving them the skills for scholarship and Common Entrance entry at leading Senior Schools.

Equipping

Equipping our children for the ever-increasing challenges of the world in which they live; giving pupils the skills and the confidence to understand technology, the environment and other cultures better, thus enabling them to make a difference in the world, both now and in the future.

CURRICULUM POLICY

The aim of this policy is to ensure that all pupils at Lambrook access a broad and well-balanced curriculum, not only through academic study, but also through games, music, drama and other extra-curricular activities and opportunities for the development of wider education.

Aims & Objectives

1. The School's aims that are relevant to the curriculum policy are as follows:
 - a. To provide the highest standard of education for each and every one of our pupils from Nursery through to Year 8;
 - b. To thoroughly prepare pupils at both Scholarship and Common Entrance level to help them gain access to a range of top independent schools in the UK;
 - c. To offer a broad spectrum of opportunities to our boys and girls, encouraging them to fulfil their potential both as individuals and as a community;
 - d. To ensure a high quality of pastoral care is available to boarders and day pupils alike and to enable them to flourish within a happy school environment;
 - e. To give each child, from Year 2 upwards, the opportunity to play sport competitively, inspired by dedicated and skilled coaches;
 - f. To prepare our pupils for the ever-increasing challenges of the outside world. We will give them the confidence to understand who they are - physically, mentally and spiritually - and how they can make a difference now and in the future;
 - g. To ensure pupils leave Lambrook as confident, engaging, mature and thoughtful young adults.

Curriculum Objectives

2. The objectives of Lambrook's curriculum are:
 - a. to create a variety of high standard learning experiences for all children to promote high standards of achievement;
 - b. to create a lively and stimulating learning environment;

- c. to enable all children to learn and develop their talents and abilities to the full;
- d. to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- e. to prepare pupils for entrance examinations for subsequent schools and to help them make the correct choice of senior school;
- f. to enable children to be creative and to develop their own independent learning, as well as developing knowledge, skills and understanding;
- g. to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- h. to enable children to develop a respect for other people, their property and the environment;
- i. to help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life.

Achieving Curriculum Objectives

3. We will achieve these curriculum objectives by:

- a. providing children with a broad, balanced curriculum which is relevant to their experience and builds on their previous knowledge in order to ensure continuity and progression, so that all pupils have the opportunity to learn and make progress. We provide full-time supervised education for pupils of compulsory school age, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- b. enabling pupils to acquire skills in speaking and listening, literacy and numeracy across the curriculum;
- c. developing children's spiritual, moral, social and cultural development through lessons, activities and the pastoral care system;
- d. providing pupils with both personal, social, health and economic education as well as Relationships and Sex Education, which both reflects the School's aims and ethos, and which will prepare the children for the opportunities, responsibilities and experiences of adult life. Please see PSHE/Wellbeing Policy for more details.

Teaching Structure

4. The teaching structure of Lambrook is as follows:

- a. Early Years Foundation Stage (EYFS). In the Nursery and Reception years, the School follows the Early Years Foundation Stage structure for the learning, development and care of pupils below the age of five. For detailed information please see the EYFS Policy. This includes:
 - a. Communication and language
 - b. Physical development
 - c. Personal, social and emotional development
 - d. Literacy
 - e. Mathematics
 - f. Understanding the world
 - g. Expressive arts and design

- b. Years 1 to 8. These pupils do not formally and are not obliged to follow the National Curriculum. In the Pre Prep, the Creative, Connected Curriculum incorporates the skills and objectives of the National curriculum. Subject coordinators plan alongside class teachers to ensure that there is full and consistent coverage across Year 1 and Year 2. In the Prep School, Heads of Department are expected to devise and implement schemes of work which ensure continuity and progression in their own individual subjects, albeit schemes which very much take account of the National Curriculum. These plans are contained within Departmental Handbooks and detail the experience the children gain in the following areas of expertise:
 - i. Linguistic
 - ii. Mathematical
 - iii. Scientific
 - iv. Technological
 - v. Human and social
 - vi. Physical
 - vii. Aesthetic and creative

- c. Subject Matter. In all year groups the subject matter taught is appropriate for the ages and aptitudes of pupils, including those with an EHCP/EHC Plan. Where a pupil has a statement of educational need, we provide an education which fulfils its requirements and the pupil's individual needs. For more information please see the SEN-LDD Policy.

- d. Extra-curricular. Trips and activities play an important part in the social development of our pupils. All children should have the opportunity to go off-site for a trip at least once a year. It is our responsibility as a preparatory school to prepare children for the opportunities, responsibilities and experiences that they will face in later life and, through all aspects of our curriculum, we endeavour to do this. For more information, please see the Extracurricular Policy.

The Curriculum

5. Throughout the School children study English, Mathematics, Science, Humanities, French, Religious Studies, Design and Technology, ICT, Art and Craft, PE and Music. Pupils in Year 5 have a Coding lesson and pupils in the lower and middle schools have Drama lessons. From Year 5 all children study Latin, and Greek is an optional subject for Potential Scholars (POTS) in Years 7 and 8. Games is a curriculum subject from Year 3 upwards.
6. Circle Time and Citizenship is taught in the Pre Prep, and PSHE (Wellbeing) is taught from Years 3 to Year 8 to promote personal, social and health education. These areas are covered by the Form Teachers (Years 3 to 6) and Tutors (Years 7 and 8) (see PSHE Policy and separate scheme of work for PSHE (Wellbeing)).
7. In preparation for Senior Schools, all pupils in Year 5 have weekly Verbal and Non-Verbal Reasoning lessons. Pupils in Year 6 have a weekly Future Schools lesson.
8. Pupils in Years 7 and 8 have a weekly General Studies lesson where they learn about current affairs and broader topics which are explored in an interactive way.

Careers education is a feature of Years 7 and 8. The Year 8 Leavers Programme includes specific career-related talks and workshops that all pupils are involved in. Pupils take part in industry related initiatives, including the Microsoft STEAM project.

Opportunities for learning and making progress

9. All pupils at Lambrook have the opportunity to learn and make progress. Children who struggle should be supported primarily within the classroom but, where there are greater concerns, the professional advice and support of the staff in the Learning Development Centre (LDC) is sought. Similarly, those who are identified, through the Pupil Progress Meetings and pupil data as having particular academic strengths are catered for and extended through the following methods:
 - a. Relevant information is shared with teaching staff to allow measures to be put in place to extend those identified as More Able.
 - b. Where opportunities arise, More Able pupils are selected to represent the school in academic competitions and off-site development activities.
 - c. The Potential Scholars group exists to promote the learning and development of those children identified as capable of sitting an academic scholarship for their future schools.

Education, Health and Care (EHC) Plans.

11. Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The school will always consult with parents before exercising this right. Please see the SEN-LDD policy for more information.

British Values and SMSC

12. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop respect towards diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability. SMSC and British Values are taught through all subjects of the curriculum and further details can be found in the Departmental Handbooks, the SMSC Policy and PSHE Policy.

Promoting British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and enrichment activities.

Value	How We Promote It
<p>Democracy</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Be responsible</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • We have an elected the School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes things like raising money for local and national charities. • The beginnings of democracy are taught through historical research of the Ancient Greek civilisation. • Democracy is also promoted through additional PSHE (Wellbeing) lessons and assemblies. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • School elections, EU Referendum, discussions of topical political issues.
<p>The rule of law</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Have courage</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as Headmaster’s Commendation awards and the Positives System. There are consequences for deviating from expected levels of personal/social responsibility. • Through our school assemblies and PSHE (Wellbeing) formal and informal curriculum, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it’s difficult. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
<p>Individual liberty</p> <p>Links to Lambrook Pupil Charter: Be respectful Have courage</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p>	<ul style="list-style-type: none"> • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our Lambrook Pupil Charter and the formal and informal curriculum (and in particular the PSHE (Wellbeing) programme), children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside specialists, as well as through the PSHE (Wellbeing) curriculum.

<p>Mutual respect</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Have integrity</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school’s values and general curriculum, and PSHE (Wellbeing) programme, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Mutual respect is also promoted through additional PSHE (Wellbeing) lessons and assemblies. •
<p>Tolerance of different faiths and beliefs</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Be responsible</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education and chapel services. Children learn about different religions, their beliefs, places of worship and festivals. The children’s work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school. • This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.