

# COGNITA



**DOWNSEND**  
**SCHOOL**

*Inspiring Young Minds*

**LITTLE DOWNSEND**

ASHTED • LEATHERHEAD • EPSOM

## **Curriculum Policy**

### **September 2022-2025**

### 1 Introduction

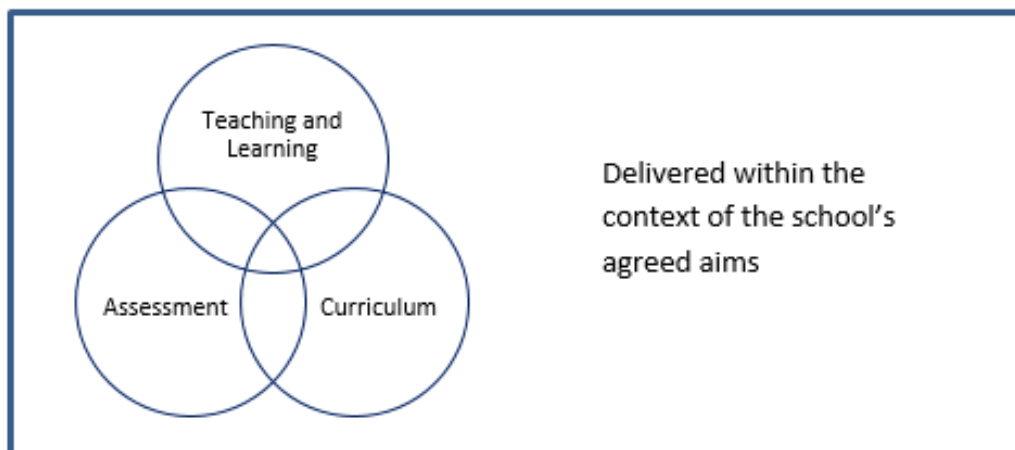
1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

- Inspiring Achievement
- Nurturing Individuality
- Creating Opportunity
- Looking Forward

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.*

*For the purposes of paragraph the matters are:*

- (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) 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);*
- (d) 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.*
  - *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;*
  - *that all pupils have the opportunity to learn and make progress and*
  - *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 Early Years Foundation Stage and National Curriculum at KS1 and is formally assessed at the end of the Early Years using the Early Learning Goals. Our pupils also take GL summative assessments at the end of Year 1 and Year 2 in English and Mathematics.
- 2.2 A baseline assessment is carried out by teachers within four weeks of a child's entry into a new year group. This is done using the curriculum guidance and based on teacher judgment as well as any formative testing completed within that time.
- 2.3 Time awarded to each subject in each year group is proportionate to the age and stage of the child. For example, in FS and RR there will be one taught phonics lesson a week encompassing Phase 1 and/or Phase 2 phonics, compared to Yr R and Yr1 who will have at least 4 lessons. In Yr 1 and Yr 2 the children will have a weekly spelling lesson and independent opportunities to practise spelling patterns and common exception words set out in the National Curriculum. Early Years classrooms are also used in a way in which subjects can be accessed at all times by pupils i.e. role play corner, book corner, Message Centre, maths station

2.4 Details of how the taught curriculum is translated into half termly units of work can be found in medium term plans which are shared with parents each half term.

2.5 Our curriculum includes those compulsory elements of the National Curriculum, such as Sex and Relationships through our PSED Jigsaw programme and Religious Studies. Children also have opportunities to learn French, Forest School, PE, Music and Dance with peripatetic staff

### **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 Special Education Needs Co-ordinator who works with parents, teachers and pupils.

3.2 Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

### **4 SMSC (Spiritual, Moral, Social and Cultural development)**

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. 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. Our approach to SMSC 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.

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 In the Early Years Foundation Stage, we cover the full Personal, Social and Emotional Development expectations through our day-to-day curriculum delivery working towards achieving (as a minimum) the Early Learning Goals in Self Confidence and Self Awareness, Making Relationships and Managing Feelings and Behaviour. In Year 1 and Year 2, there are discrete PSHEE lessons as required. School assemblies are also used to deliver elements of the PSHEE and PSED curriculum for Reception and KS1.

### 6 Co-curricular

- 6.1 A wide range of enrichment activities supplement 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 are held. These may include Road Safety Day, World Book Day, Kindness Day, National Outdoor Learning day etc
- 6.2 Pupils are taken to places of interest on a termly basis according to age and visitors are invited into school to work with the children also. Such examples include drama workshops, visits by a mobile museum, visits by doctors, dentists, firefighters etc

### 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:
- Fundraising Activities;
  - School council;
  - Eco council
  - After School activities

### 8 Responsibility

- 8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Teaching and Learning Lead. 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.

## Curriculum Policy

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<b>Ownership and consultation</b>	
Document sponsor (role)	Group Director of Education
Document author (name)	Karen Nicholson, ADE
Consultation – May 2017	Consultation with the following schools: Long Close School, Charterhouse Square School, Quinton House School, El Limonar Murcia, Cumnor Boys' School, Downsend Leatherhead Pre-Prep School, Oakleigh House School and El Limonar Villamartin. Education Team representative: John Coleman, ADE.
Updated – April 2018	James Carroll, ADE
Review – May 2022	Nicola Lambros DE

<b>Audience</b>	
Audience	All school staff

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England	Yes
Wales	Yes
Spain	Yes

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<b>Related documentation</b>	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards