

COGNITA



Charterhouse
Square School



Curriculum Policy

September 2024

1 Introduction

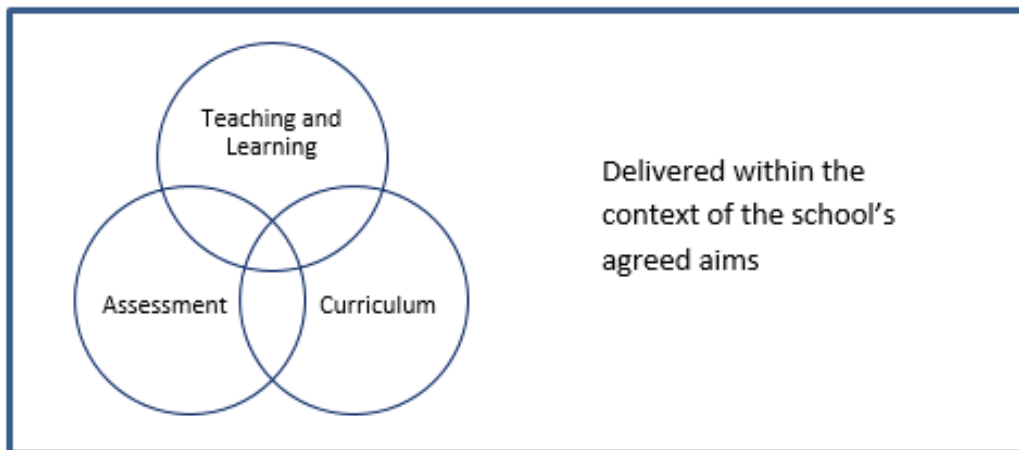
1.1 The purpose of this policy is to ensure that our curriculum supports our school ethos and fulfils our school aims, which are defined as:

To combine high academic results with superb pastoral care to give our pupils the ability and confidence to succeed.

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 National Curriculum for Early Years, KS1 and KS2. Our pupils also take GL summative assessments at the end of years 1-6 in English and Mathematics (Progress Test in English/Progress Test in Maths).
- 2.2 Pupils sit CAT4 tests in the Upper House.
- 2.3 Time awarded to each subject in each year group is visually explained in the curriculum model in appendix 1.
- 2.4 Details of how the taught curriculum is translated into subject Schemes of Work (SoW) and lesson plans can be found in our online shared drive.
- 2.5 Taken together, the taught curriculum will ensure that by the time they have completed their time with us, all pupils are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

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 well-established Learning Support department known as the 'POD' and led by the school SENDCOs.

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

4 SMSC

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 Our PSHEE course is delivered to all pupils through discrete PSHEE lessons taught by our teachers. There is one lesson of taught PSHEE a week. Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers, or the use of teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also dealt with across the curriculum (e.g. Social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house, dealing with issues such as bullying, alcohol, sexual relationships and drugs, as well as supporting careers and economic education.

6 Co-curricular

6.1 A wide range of enrichment activities supplements 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 and weeks are held. These may include World Book Day, Cool to be Kind week, International Women's Day, Anti-Bullying Week and STEM week.

6.2 Pupils are taken to places of interest on a regular basis. Visits, including residential opportunities, are organised annually, which help to develop independence, teamwork and responsibility in a different environment to that in school.

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:

- Pupil Council;
- Expeditions and trips;
- Fundraising Activities;
- Various Clubs and Activities; and
- Sport.

8 Responsibility

8.1 The person with responsibility for the overview and yearly evaluation of this policy is the Headteacher. 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.

Ownership and consultation	
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
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Audience	
Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
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Related documentation	
Related documentation	Curriculum Policy Assessment Policy Teaching and Learning Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant Independent School Standards

Appendix 1 - Curriculum Time allowance (Guidance & Subject to Change) Green Room (Nursery)

	Personal Social Emotional Development	Physical Development	Communication and Language	Literacy	Numeracy	Understanding the World	Expressive arts and design
Timing	continuous	1 hour	continuous	4 hours	3 hours	3 hours	3 hours

Red Room – Early Years

Subject →	Literacy	Numeracy	Understanding the World	Music and Drama	P.E.	Expressive Art and Design	Total no of hrs teaching per week
Term ↓							
Timings	5hrs	4hrs	3hrs	1.5 hrs	2 hrs	2 hr	17.5 hrs

N.B. There are no recommended time allowances set for the Foundation and Early Years classes.

Yellow Room – Lower House - Year 1

Subject →	Literacy	Numeracy	Science	Music & Drama	P.E.	Art and Design	Modern Language	History	Geography	ICT	PSHE	RE
Timings	6 hours	4 hours 20 mins	1 hr	1 hr 30 mins	3 hrs	50 mins	30 mins	30 min	30 mins	30 mins	1 hr 15 min	30 mins

Blue Room – Lower House - Year 2

Subject →	Literacy	Numeracy	Science	Music & Drama	P.E.	Art and Design	Modern Language	History	Geography	ICT	PSHE	RE
Timings	6 hr 20 mins	4 hr 10 mins	1 hr	1 hr 30 mins	3 hrs 30 mins	1 hr	30 mins	35 mins	35 mins	1 hr	1 hour	30 mins

Rainbow Room – Lower House – Year 3

Subject →	Literacy	Numeracy	Science	Music & Drama	P.E.	Art and Design	Modern Lang	History	Geography	ICT	PSHE	RE
Timings	5 hrs	4 hrs	1 hr	1 hr 30 mins	3 hours 30 mins (incl swimming)	1 hr	30 mins	30 mins	30 mins	30 mins	1 hr	30 mins

Balloon Room – Upper House– Year 4

Subject →	Literacy	Numeracy	Science	Music & Drama	P.E.	Art and Design	Modern Language	History	Geography	ICT	PSHE	RE
Timings	6 hrs	4 hr 15 mins	1 hr	1 hr 30 mins	4 hr 30min (+ swimming)	50 mins	30 mins	50 mins	50 mins	45 mins	1 hr 5 mins	30 mins

Kite Room – Upper House – Years 5

Subject →	Literacy	Numeracy	Science	Music & Drama	P.E.	Art and Design	Modern Language	History	Geography	ICT	PSHE	RE
Timings	5 hrs 45 mins	4 hr	1 hr 30 mins	1 hr 30 mins	3 hrs 45 mins	1 hr	30 mins	50 mins	55 mins	45 mins	1 hr 5 mins	30 mins

Star Room – Upper House – Year 6

Subject →	Literacy	Numeracy	Science	Music & Drama	P.E.	Art and Design	Modern Language	History	Geography	ICT	PSHE	RE
Timings	5 hr 40 min	5 hour 40 min	1 hr	1 hr 30mins	3 hrs 5mins	50 mins	30 mins	45 mins	45 mins	1 hr 10 mins	1 hr 10 mins	30 mins