



ST. BEDE'S COLLEGE

CURRICULUM POLICY PREP (3–11 YEARS)

St. Bede's College is a Catholic Independent Co-educational 3 – 18 Grammar School, founded in 1876 by Cardinal Vaughan, which endeavours to transmit the message of the Gospel rooted in the teachings of Jesus Christ.

St. Bede's College welcomes Catholic and non-Catholic pupils. Every pupil should experience educational excellence and exhibit values through the unique contribution each member makes to the rich diversity of the College community.

St. Bede's dedication to the pursuit of learning and his search for knowledge of the Lord is an inspiration to us all.

1. Introduction

St Bede, our patron, dedicated his life to the pursuit of learning and to search for knowledge of the Lord.

Likewise, at the centre of the curriculum at St Bede's College Prep our commitment to the Catholic faith and a desire to help our pupils to become well-educated articulate and the compassionate young people who exemplify, through their words and actions, the principles and values of Christ's Gospel.

In the daily living out of our Catholic faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum including the EYFS curriculum.

Our pupils are greatly valued and their abilities are nurtured and developed within a supportive, happy school environment. The curriculum aims to meet the individual needs and aptitudes of all pupils by ensuring its provision is stimulating, challenging, inspiring and relevant.

We seek to promote the highest standards of academic achievement within a distinctively Catholic educational framework. All pupils should be empowered by the broad, balanced curriculum and individual talents should be recognised, encouraged and nurtured to fulfilment.



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2. CURRICULUM AIMS

The school curriculum is designed specifically to promote pupil learning and personal growth.

This policy applies to all pupils including those in the Early Years Foundation Stage (EYFS).

The staff of the school therefore aim to:

- provide **all** pupils with opportunities to learn and make good progress
- promote a positive attitude toward learning so pupils can acquire a solid basis for lifelong learning
- develop a broad curriculum with a balance between skills and knowledge
- provide a stimulating environment and adequate resources so pupils can develop their skills to their full potential
- provide for different learning styles and abilities
- provide a curriculum policy which will produce literate, numerate, creative, independent, inquisitive, enquiring and confident pupils
- teach pupils about the world in which we live and actively promote fundamental British Values.
- encourage pupils to have respect for themselves and develop pupil self-worth
- enable pupils to live, work and play co-operatively with others.

Through the curriculum, pupils will be encouraged to:

- develop spiritual and moral values, including respect for themselves and others
- understand that learning is a lifelong process
- work independently and collaboratively
- develop new interests and skills
- be inspired and motivated to learn and achieve
- do their very best and try to exceed personal expectations
- persevere with tasks and take risks in learning without fear of failure
- acquire and be confident in speaking, listening, literacy and numeracy skills
- be confident in computing skills
- develop lively, enquiring minds through questioning and investigating
- develop knowledge and understanding of the world in which we live
- receive effective preparation for the opportunities, responsibilities and experiences of life in British Society
- develop an attitude of respect and care for our environment
- understand the impact our actions may have on other people and our environment



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- appreciate and respect culture and the arts
 - reflect upon their own work, evaluate and set personal targets
 - enjoy the challenge of learning

3. CURRICULUM STAGES

Foundation Stage (Nursery and Reception, ages 3-5 years)

There are seven areas of learning and development that must shape educational programmes in Early Years Settings. All areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language (listening and Attention; Understanding; Speaking)
- Physical development (Moving and Handling; Health and Self-care)
- Personal, Social and Emotional development (Making Relationships; Self Confidence and Self-awareness; Managing Feelings and Behaviour)

The Specific Areas are:

- Literacy (Reading, Writing)
- Mathematics (Numbers; Shape, Space and Measure)
- Understanding the World (People and Communities; The World; Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials; Being Imaginative)

Practitioners working with the youngest children in our school are expected to focus strongly on the three Prime Areas, which are the basis for successful learning in the other four specific areas.

It is expected that the balance will shift towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas.

In our Early Years Department children's learning is planned to meet individual needs and stages of development.

The school curriculum at Key Stage 1 (Prep 1 and 2, ages 5-7 years) and Key Stage 2 (Prep 3 to 6, ages 7-11 years) is based on the New Primary National Curriculum (2014)



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Compulsory subjects include:

- ENGLISH
- MATHS
- SCIENCE
- RELIGIOUS EDUCATION
- COMPUTING
- HUMANITIES
- ART AND DESIGN TECHNOLOGY
- MUSIC
- PHYSICAL EDUCATION

We also teach:

- PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)
The programme reflects the school's aims and ethos and gives the pupils experience in spiritual, moral, social, economic and cultural education appropriate to the age and abilities of the pupils.
- RSE (Relationship and Sex Education) in accordance with the Government guidance to be implemented in Summer 2021
- MODERN FOREIGN LANGUAGES (SPANISH)

4. CURRICULUM SUPPORT

The teaching of the curriculum is supported by a variety of experiences, including:

- co-curricular activities and clubs
- Speech and Drama (including LAMDA examinations)
- peripatetic music lessons (including ABRSM examinations)
- visits/visitors
- residential trips
- themed curriculum days
- curriculum enrichment and extension activities
- links with the Senior College
- participation in local and national competitions

5. PLANNING AND ORGANISATION OF THE CURRICULUM



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Long term plans are set out as Curriculum Frameworks. These frameworks clearly set out the topics that are to be taught for each subject area during the course of the school year. Weekly plans include the focus, learning objectives, success criteria and suggested activities for each half-termly topic within each subject.

Short term plans are written each week in teachers' planners and may highlight resources, activities, questions, learning objectives for individual lessons.

6. THE CURRICULUM AND INCLUSION

We plan our curriculum so that it can be fully accessed by all the pupils who attend the school. In our planning, differentiation is shown to meet the needs of all of our pupils including those with special educational needs, English as an additional language and our gifted and talented pupils.

7. POLICY REVIEW

Agreed by: Chair of Governors and
Governing Body

Date: December 2020

Date of Policy: December 2020

Date of Review: December 2022