



## 3.1 Curriculum Policy (EYFS & KS1-3)

Reviewer responsible:	<b>Deputy Head (Academic)</b>	Date of last review:	<b>09/24</b>
Reviewed by:	<b>NS</b>	Date of next review:	<b>09/25</b>
Authorised by Chair:	<b>AH</b>		

## Curriculum Policy

### 1.1 Context and Intent

NHP educates its children in pursuit of two broad aims: to enable all children to make a smooth, happy transition to their senior schools and beyond this, to prepare them for a rapidly evolving world where independence and creativity are highly prized.

To these ends, the school marries components of a rigorous, 'traditional' education - building factual and strategic knowledge within specific subject domains - to a searching commitment to cutting-edge developments in education.

All our education is informed by our 'Thinking School' philosophy and tools, which our teaching staff employ selectively to enhance learning. In this way, we ensure a shared vision among teachers, children and parents.

We aim to cultivate in the children the attitudes and habits which we believe will carry them to success in later life. Thus we work to instil:

- A passion for learning both for its own sake and for its motivating and humanising values
- An ability to evaluate the world critically, not be mere passive receptors
- A social education which regards respect, tolerance and empathy as sovereign virtues, in the aim of producing responsible citizens.
- A respect for the core British values of democracy, tolerance and the delicate balance between individual responsibility and freedom
- A physical education to nurture health and an understanding of why it is so important
- An education which embraces technology, using it effectively to equip children for the modern world

In summary, the NHP curriculum is the pursuit of subject-specific knowledge and understanding, by means of clearly expressed and assessed learning objectives, our Thinking School dispositions and strategies providing the context in which learning is achieved.

### 1.2 Objectives of the NHP curriculum

- To provide a broad, stimulating education predicated on a holistic view of what is academic, recognising that children can be stimulated in numerous ways, all of which are highly prized: intellectual, artistic, aesthetic, physical and social
- To ensure that all children can make learn and make progress, consistent with our non-selective, inclusive ethos including those of high-academic ability and those with Special Educational Needs
- To ensure that all pupils with protected characteristics can access, enjoy and make

progress and that all pupils recognise and respect the characteristics of themselves and of others which, in turn, make them unique and special.

- To ensure that the subject matter of the curriculum is appropriate to the age, aptitude and maturity of the children, at any given stage in their development
- To provide appropriate support and reasonable adjustment for those children whose learning difficulties might otherwise hinder them in their ability to access the curriculum
- To stretch and challenge those pupils working ahead of age-related expectations both inside and outside of the classroom
- To encourage children to take pride in their work, joy in acquiring new knowledge and the skills to utilise it
- To promote moral, spiritual, social and cultural education as the children learn lessons in life through interaction with their teachers and peers, and critical observation of the world around them
- To promote the Thinking School ideas and thinking tools which the school champions and to help children acquire and selectively use the tools to enrich and enhance their learning
- To maximise the creativity and intellectual curiosity that all our teachers have, giving them a vehicle through which they can demonstrate both their pedagogical skill and share their own passion for learning with the children

### **1.3 Custodians of the policy**

In strategic terms, the guardian of the curriculum is the Deputy Head (Academic) supported by Heads of Department and subject co-ordinators. In practical terms, all NHP staff will play a pivotal role in realising the aims articulated above, by:

- their own receptivity to new learning, and their breadth of interests
- their eagerness to embrace changes in education which further teaching and learning, and to stretch themselves by teaching subjects which may lie outside their immediate specialism
- providing a secure environment where children feel liberated to take risks and make mistakes without reproach, these being powerful tools for learning
- recognising and rewarding children for the pride they take in doing their work, and doing it well
- planning and delivering stimulating lessons which are appropriate to the age and development of the children, and in which all children feel able to participate
- using the curriculum, and other vehicles such as assemblies, to share their own wisdom with the children and assisting the latter in becoming good and responsible citizens

- using and adapting the NHP 'thinking tools' in a way which enhances teaching, stimulates thought and encourages the children to be critical and independent

## **1.4 Communication**

Numerous opportunities will be provided for parents to keep abreast of the NHP curriculum: Drop-in mornings, Numeracy and Literacy talks, Parents' Evenings and Reports, Thinking School events, etc. However, parents' ready reference is the Year Group Handbook, distributed as their child starts each new academic year, which show them how our Curriculum Policy is implemented.

## **1.5 Supporting the policy**

This policy is supported and implemented via appropriate schemes of work and plans (the school's Learning Progression Documents and Medium Term Plans) which take into account the ages, aptitudes and needs of all pupils.

Furthermore, each Head of Department is expected to write a Curriculum Policy for their subject and regularly update it. Our schemes of work, plans and Curriculum Policies allow for pupils to acquire age- appropriate speaking, listening, literacy and numeracy skills relevant to a given subject.

Our assessment model is the close relation of the curriculum, with the children being assessed against the learning objectives laid down in our planning documents, and also by reference to the dispositions and strategies our Thinking School approach cultivates.

An integral part of that assessment and Thinking School model is clearly articulating to the children what they can do to improve their learning, so they can act upon the feedback and become self-critical and independent.

In short, we assess what we plan for.

## **2 How the NHP Curriculum prepares our children for life in the modern world**

### **2.1 NHP aims to give its children access to careers guidance which is impartial and enables them to make decisions about a broad range of career options, for example through:**

- Assemblies - friends or parents of NHP regularly appear in school-wide assemblies to talk to the children about their chosen field. The children, in turn, have the chance to ask them questions about the inspiration for their choice. We enhance this appreciation in the children of what attitudes and habits inform purposeful, happy people with our NHP Habits/NHP Values, those productive learning attitudes we aim to foster in the children
- Trips - children throughout the school learn about different professions via the extensive trips programme
- Clubs - NHP is committed to offering a broad range of clubs, many delivered by visiting professionals
- Curriculum - core subjects contribute to an understanding of future careers (for example, Year 7 and 8 learn about the stock market in maths, develop their own share portfolio and track their fluctuations). The core subjects are themselves leavened by a programme

of Music, Sport, Art and Drama, all taught by specialists in their fields

**2.2 NHP aims to provide an effective preparation of its pupils for the opportunities, responsibilities and experiences of life in British society, for example through:**

- Trips - including visits which encourage tolerance and respect for cultural and religious diversity, such as mosques, temples, churches and museums
- Curriculum - children from Reception to Year 8 are exposed to a broad curriculum, including a full Humanities programme which was recently re-designed (Years 6-8) and now offers a more diverse and global perspective, using locations as anchors. This is a work in progress to be rolled out across the whole school. The newly-upgraded PSHE curriculum also places emphasis on the rights and responsibilities of the individual and an awareness of their place in society
- Social education - the school's Behaviour Policy and Behaviour Chart, and the Leadership Programme are the rules and routines that govern NHP life, emphasise the responsibility each child has, and is expected to exercise, towards all members of the NHP community, and the consequences for conduct, good or bad.
- ICT 'responsible use' education - in a fast-evolving world, NHP takes its responsibilities under this banner seriously indeed. We have observed the corrosive effect which malicious use of technology can have on personal and social health. We have also noted the mistaken idea of power without responsibility fostered in a young mind using technology unreflectively. The school, believing that it is better to educate and encourage rather than suppress use, delivers regular seminars to the children about responsible use of social media. (see eSafeguarding Policy). Digital Literacy has recently been introduced as a discrete lesson to all pupils.

**2.3 NHP will actively promote 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 example through:**

- School ethos and routines - encouraging children to speak openly, but respectfully
- NHP's own democratic institutions - the School Council, elected by their peers and chaired by the Head Pupils, and the Pupil Leadership Team in the Lower School, give the pupil body a legitimate and respected voice in the running of the school. Children also get to vote for their preferred choice as Head of House. There is no restriction on who is able to stand.
- Social education - see under 2
- Religious Education - see under 2 (above) including school visits from representatives of the various faiths
- PSHE - see under 2
- Philosophy for Children – the success of this subject is predicated on a need to choose a

debate topic democratically and to discuss it openly and with tolerance, placing a premium on listening skills. All pupils have protected P4C time with their form teachers

- Assemblies and school visits - see under 2
- Clubs - including Debating and Current Affairs Clubs

**2.4 NHP enables pupils to distinguish right from wrong and to respect the criminal and civil law of England and Wales, in the following ways:**

- Pastoral care - in which emphasis is placed on dialogue; children understanding their rights and responsibilities; developing an ability to articulate what they have done, right or wrong, and why behaviour is so characterised; understanding that consequences follow actions. The Pastoral Care Department instigates the school's anti-bullying programme: Anti-Bullying Week, led by teachers and senior pupils, is the centrepiece of this work
- Assemblies - including a planned programme highlighting the school rules and routines, and the NHP Habits
- Thinking School - NHP's Thinking school ideals and practices encourage a deep reflection of self, socially and intellectually

**2.5 NHP aims that its pupils acquire a broad general knowledge of, and respect for, public institutions and services in Britain, in the following ways:**

- Assemblies, trips and visits – for example, police, fire, doctor visits in the Lower School, and respect for the historical and ongoing dedication of the Armed Services in yearly Remembrance Assembly and poppy appeals
- Curriculum – History, particularly, awakens a knowledge of our political (and religious) heritage, Parliament and the political process (see under 2), teaching augmented by our own mock general elections. Religious Education, with its stress on teaching other faiths, entrenches this awareness of Britain's social landscape
- Transport – the school works vigorously to ensure road safety compliance and gain accreditation for its travel plans from the local authority, working in tandem with the latter to achieve a 'greener' attitude to transport, such as 'Walk to School initiatives'.

**2.6 NHP aims to promote tolerance and harmony between different cultural traditions by enabling its pupils to acquire an appreciation of, and respect for, their own and other cultures, in the following ways:**

- School ethos – actively promotes a spirit of openness and consideration of others
- Assemblies – see under 2 (above)
- Curriculum – see under 2 (above)

**2.7 NHP aims to actively encourage among its pupils respect for other people, with particular**

**reference to protected characteristics under 2010 Equality Act, in the following ways:**

- Assemblies
- Curriculum – including a PSHE curriculum which the curriculum, supported by appropriate plans and schemes of work, provides for a personal, social and health education which encourages respect for other people (see under 2)
- School premises – the Middle and Upper School buildings have a lift installed. In 2013 the Old Building (Lower School) was also subject to intensive review when a wheelchair-bound child applied to us. Although the child opted to take a place elsewhere, the school was ready to adapt to meet his needs and would take the same steps in similar circumstances
- Provision for children with disabilities – we exercise a great deal of thought and care in making sure that children with disabilities are not compromised in their learning by their disability (see **School Accessibility Plan and Plan Policy**)
- Accommodation for children with learning difficulties – (the culture of) special needs provision runs deep at NHP. Our stated aim is never to turn away a child on grounds of learning difficulty, unless their need is so severe that we feel unable to provide the specialist help they need. Beyond this, we provide a well-trained, well-provisioned SEN department, not only to cope with needs identified by an Educational Psychologist, but concerns raised by teachers over a child’s ability to flourish in the classroom, or informed speculation from a teacher that a learning difficulty may need specialist intervention. The SEN department run ‘teacher clinics’ to promote knowledge among teachers about how to best provide accommodation in a classroom setting (see **Special Educational Needs Policy**)
- Democratic institutions – see under 3. No child is barred from the democratic process on grounds of race, colour, disability, or religion
- Sport – the school is dedicated to providing equal opportunities for boys and girls in all its provision, including sport
- Charity drives – each year, the school is committed to sponsoring a charity or charities of the children’s choice. Events take place through the school year to raise funds, a dedicated charity prefect and staff charity coordinator marshalling our work

**2.8 NHP aims to encourage in its pupils a respect for democracy and support for participation in the democratic process, including respect for the way law is made and applied in England, in the following ways:**

- School ethos – see under 6 (above) including its pastoral care under 4 (above)
- The school’s democratic institutions and processes – see under 3 and 7 (above)
- Curriculum – see for example, History under 2 (above) and Philosophy for Children under 3 (above)