

CURRICULUM POLICY



RUPERT HOUSE SCHOOL

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This policy applies to the entire setting, including EYFS.

| Last Review | Significant Changes |
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| April 2024 | To include new EYFS framework 2024 |
| September 2025 | Addition of STEAM, including pottery. More explicit on internet safety, RSE and protected characteristics. |
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INTRODUCTION

Where this policy refers to the school this includes the EYFS, Pre-Prep School and Prep School.

At Rupert House School we offer a full-time educational programme for pupils aged between 'rising 3' and 11 delivered by suitably qualified staff. All pupils have the opportunity to learn and make progress, including those with Special Education Needs and those for whom English is an Additional Language.

We provide full time supervised education for pupils of compulsory school age, which gives pupils experience in Linguistic, Mathematical, Scientific, Technological, Human and Social, Physical and Aesthetic and Creative Education.

The subject matter is appropriate for the ages and aptitudes of the pupils including those pupils with an Education and Health Care Plan (EHCP).

Pupils acquire skills in Speaking and Listening, Literacy and Numeracy. Personal, Social, Health and Economic Education (PSHEE) is delivered to reflect the school's aims and ethos, and encourages respect for other people, paying particular regard to those with 'protected characteristics'.

Rupert House aims to prepare pupils for the opportunities, responsibilities and experiences for their next stage of development. Appropriate guidance is given to parents and pupils with regard to secondary education. Underpinning this is the immersion of the school's values 'Our Commitment' and 'Growth Mindset' within our school culture. This complements the whole school curriculum by preparing children academically, personally, socially, culturally and spiritually, for the challenges of life as young adults in senior schools. It does so by actively developing and tracking knowledge, skills and attitudes.

All lessons are taught in English, with the exception of Modern Foreign Languages, currently French (Reception-Year 6), which is used to develop linguistic skills.

Rupert House is committed to providing as broad an educational experience as possible with the aim that, when pupils leave, they will be equipped for the next stage of their studies and for taking their place in the world as responsible and caring citizens. Pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British Society.

The children in EYFS follow a programme of activities, which is appropriate to their educational needs, and covers the areas of communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

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In general, pupils follow the National Curriculum, Common Entrance syllabus and will cover the following areas of experience:

LINGUISTIC

Lessons are taught in written and spoken English (other than in Modern Foreign Languages). We aim to develop pupils' communication skills and their command of language through listening, speaking, reading and writing.

MATHS

Pupils are encouraged to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding is developed in a variety of ways including practical activity, exploration and discussion.

SCIENTIFIC

Pupils increase their knowledge and understanding of nature, material and forces. Pupils learn skills in observing, forming hypotheses, conducting experiments and recording their findings.

TECHNOLOGICAL

At Rupert House, we give each pupil a solid Computing foundation on which to build, including keeping safe online. Pupils have the opportunity to develop their skills in Design Technology. Pupils have the chance to design, make and evaluate processes and products.

Pupils have the opportunity to develop their skills in specific Computing sessions, in other subject lessons and at home. ICT is used as a means of independent learning (e.g. conducting research and writing projects) as well as being embedded within other subject areas.

Science, Technology, Engineering, Art and Maths (STEAM) subjects are promoted through weekly lessons and in our annual STEAM week. The children have a carousel of five STEAM subjects in rotation: Cookery; Design Technology; Outdoor Education; Pottery and Think Tank.

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The Scheme of Work has been devised to include the three strands in the 2014 National Curriculum:

- Digital Literacy (including e-safety)
- Computer Science
- Information Technology

HUMAN AND SOCIAL

History, Geography and RS are taught throughout the School. In the Pre-Prep School, the subjects are delivered through a class Topic. These subjects are concerned with people and their environments and how human activity, now and in the past, has influenced events and conditions.

PHYSICAL

Physical activity plays an important part in the school curriculum and is further promoted through many extra-curricular activities. Pupils learn to develop their physical control and co-ordination, tactical skills, strength and stamina as well as an understanding of individual and team sports. Pupils also learn about how to maintain a healthy lifestyle.

AESTHETIC AND CREATIVE

Rupert House has a strong tradition in Art, Music, Drama and Dance, all of which are covered by the curriculum and feature as part of many extra-curricular activities. These areas are concerned with the processes of making, composing and performing, and promote imaginative and creative skills.

PSHEE

Personal, Social, Health and Economic Education (PSHEE) as well as Citizenship and RSHE, is, in most cases, taught by the Form Teacher in designated lesson time. The school follows the Jigsaw scheme of work which provides a whole school approach. The syllabus includes economic education at an appropriate level. The teaching of PSHEE encourages respect for other people, with particular regard to those with 'protected characteristics' (Equality Act 2010).

SPIRITUAL, MORAL, SOCIAL AND CULTURAL

- The aims and ethos of the school are also promoted through assemblies (whole school assemblies, combined schools assemblies, separate school assemblies and Form assemblies), PSHE lessons, Circle Time, Form Time, House time and throughout the curriculum.
- The School Council meets regularly and is chaired by a pupil.

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- Pupils have the opportunity to show leadership and to take responsibility through specialist roles e.g. School Councillors. In Year 6, all children hold a position of responsibility e.g. – House Captains, Head Girl, Pre-Prep Monitors etc.
- Pupils have the opportunity to become involved in the community (e.g. through music festivals, spelling and maths challenge days and environmental projects covered on fieldtrips).
- The spiritual life of the school is supported by designated RS lessons. The School celebrates major Christian religious festivals e.g. Harvest Festival, Christmas Carol and Easter services at St. Mary's and Christchurch. Occasionally we have a visiting vicar to talk to the school.
- The pupils have the opportunity to visit places of worship e.g. Synagogue, Mandir, Maidenhead Mosque, etc.
- Other religious beliefs are recognised at appropriate times of the year and cultural differences are celebrated. Pupils are encouraged to show open minds and to be tolerant and respectful of diversity.
- Children are encouraged to feel positively about Britain and Fundamental British values, such as democracy and freedom of speech.
- Children are encouraged to debate issues and explore different viewpoints.
- We promote respect for others and a culture of tolerance and welcoming diversity.

WELLBEING

Children's wellbeing is at the centre of what every teacher does at Rupert House. Discrete wellbeing lessons are taught in Years 5&6 by the Prep Pastoral Lead. Pupil wellbeing is formally gauged twice a year through our 'RHS wellbeing questionnaire', which is completed by all children from Years 2-6. The results are shared with, and followed up by, form teachers and school pastoral leads.

PROMOTING FUNDAMENTAL BRITISH VALUES AT RUPERT HOUSE SCHOOL

The DfE have reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to 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."*

At Rupert House, these values are reinforced regularly and in the following ways:

Democracy

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Each year the children decide upon their class charter and the rights associated with these. All the children contribute to the drawing up of the charter.

We have a School Council which meets every month with a member of staff to discuss issues raised in Class Council meetings. Every child on the School Council is voted in by their class.

The Rule of Law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at Rupert House.

Pupils are taught from an early age the rules of the school. Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

At Rupert House, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for children to make informed choices, through a safe environment and an empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our e-Safety and PSHE lessons.

Mutual Respect

Mutual respect is at the heart of our values. Children learn that their behaviour has an effect on their own rights and those of others. All members of the school community are encouraged to treat each other with respect.

Tolerance of those of Different Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths and religions are encouraged to share their knowledge to enhance learning within classes and the school. The children visit places of worship that are important to different faiths.

SCHOOL VALUES

In line with our school values, children are encouraged to demonstrate creativity, courage, respect and resilience when learning.

We aim to develop a love of learning. This is best achieved by children developing a clear understanding of their skills and their areas for development. By focusing

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on the core skills, children are best equipped to deal with the challenges and opportunities of senior school life and beyond.

SEND AND MORE ABLE PUPILS

All pupils have the opportunity to learn and make progress. The Learning Enhancement Department is responsible, along with all members of staff, for pupils with learning difficulties or disabilities. The policy and provision of the Learning Enhancement Department is in line with the SEND Code of Practice 2015.

Appropriate provision is put in place for pupils with an EHC Plan, in accordance with the provision specified. This will be reviewed annually. (Although it is the responsibility of the Local Authority (LA) to review the EHC Plan, the school will cooperate with the LA and will check to ensure the review takes place.)

Children with special educational needs will be given a Support and Achievement Plan, where their support and progress are recorded and monitored. Admissions policy, behaviour/discipline procedures, arrangements for events and examinations will all take account of children's particular needs.

THE EYFS

The children in the EYFS have their development guided to ensure they complete EYFS ready to benefit fully from the opportunities ahead.

The Early Learning Goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the Revised EYFS Documentation.

The early learning goals support any practitioner working with EYFS children to make holistic, best-fit judgements in readiness for Year 1.

The seven areas of learning and development are:

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|----------------|--|
| Prime Areas | Communication and Language |
| | Physical Development |
| | Personal, Social and Emotional Development |
| Specific Areas | Literacy |
| | Maths |
| | Understanding of the World |
| | Expressive Arts and Design |

At Rupert House we recognise that learning and development in the three Prime Areas underpin success in the Specific areas of learning. Consequently, our

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youngest children focus on the prime areas. By Reception we believe that the seven areas are equally important and depend on each other to support a rounded approach to child development. We aim to deliver all the areas through planned, purposeful play, with a balance of adult-led and child-initiated activities. All practitioners in the EYFS will consider the individual needs, interests and development of each child.

Children up to the age of five should all display the 'characteristics of effective teaching and learning', a key element in the EYFS. They detail ways in which children should be learning from their experiences, environment and activities. In planning and guiding what children learn practitioners will ensure the three characteristics of effective teaching and learning; playing and exploring, active learning and creating and thinking critically, are incorporated.

The characteristics of effective teaching and learning are split into three main areas and then a further three sub sections. These are 'Playing and Exploring', which shows how the child is engaging; 'Actively learning', which shows the motivation behind the child's learning, and 'Creating and Thinking Critically' demonstrating the thought processes behind learning and new achievements.

British Values in the EYFS

The Fundamental British Values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Different Faiths and Beliefs are embedded in the EYFS Curriculum and Practice.