



CURRICULUM POLICY Incl. EYFS

Date adopted: 4th February 2025

Date for next adoption: Spring Term 2028

Reviewed by: E&S Committee

As a school, we will make reasonable adjustments to this policy, in line with the SEND Code of Practice (2014) and the Equality Act (2010), for students with SEND.

Aims and purpose:

At Talbot Heath, we aim to provide a positive and enriched learning environment for pupils aged 2 -18 and which is supported by our three values:

- **A Curious Mind:** We embrace intellectual curiosity and academic rigour and strive to be creators and innovators.
- **A Generous Heart:** We understand and contribute to our role in the local, national and global community and take pride in our commitment to serve. We act with integrity and strive to do the right thing at all times.
- **An Adventurous Spirit:** We boldly face challenges, take risks and face the future with optimism and courage.

It is our commitment to ensure that all pupils, regardless of any protected characteristic, have access to a curriculum where learning inside and outside the classroom is vibrant and challenging, and where teaching has high expectations for all pupils so good outcomes and progress are made.

At Talbot Heath, we want to establish a pattern for lifelong learning. We maintain that learning should be a fulfilling and enjoyable experience for everyone. Through our curriculum, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices.

Throughout the curriculum, at all ages, Fundamental British Values (FBV) are actively promoted within subjects, assemblies, Form Times and through extra-curricular events and activities.

The Early Years Foundation Stage (EYFS – Nursery, Pre-School & Reception):

We give our pupils every opportunity to achieve their best through the content of 'Development Matters in the Early Years' guidance, whilst still preserving the autonomy of curricular choices as befits an independent school. We aim to provide experience in the following areas: linguistic, mathematical, scientific, technological, human and social, physical, religious education and aesthetic and creative. We consider their range of life experiences, knowledge, achievements and interests when planning, providing a broad and balanced curriculum. In Pre-School and Nursery, where pupils are below the compulsory school age, a programme of activities appropriate to their educational needs in relation to personal, social and emotional development, physical development and communication and language skills is planned.

The Nursery and Reception classes follow the, 'Development Matters in the Early Years Foundation Stage' guidance and adheres to the 'Statutory Framework for the Early Years Foundation Stage'. It focuses on the seven areas of learning and development and the early

learning goals, which summarise the knowledge, skills and understanding that all young pupils should have gained by the end of the Reception year. We believe that pupils learn through play by engaging in both child-initiated activities and well-planned adult led activities. Teaching in Reception builds on the skills and experiences of the pupils in Nursery and Pre-School. We recognise that working in partnership with parents is of major value and importance in enabling us to provide a happy, caring and supportive learning environment for our pupils and their parents. We exchange information freely and this helps us to plan for the care, well-being and learning appropriate for the individual needs of each child. Parents are kept fully informed of progress in arranged Parents' Evenings and written reports twice a year and in informal talks arranged as required. Parents also have access to SeeSaw as another way of communicating between home and school.

Our outdoor learning environments are built around shared principles: learning should be challenging (cognitively and physically), open-ended, independently accessed and organised, and pupils should be offered meaningful life experiences such as Forest School. By creating an attractive, welcoming and stimulating learning environment both inside and outside we encourage a positive attitude to learning, which encourages pupils to explore, investigate and learn through first-hand experience.

Areas of Curriculum Focus

Our curriculum throughout the whole school ensure pupils gain important skills in the following key areas:

Linguistic

The area of linguistics in the National Curriculum is concerned with developing our pupils' communication skills and increasing their command of English and other languages through listening, oracy, reading and writing. At Talbot Heath, we aspire for our pupils to develop these skills through vocabulary rich curriculum areas. Our aim is to build on this each year; ensuring our pupils become articulate adults who are able to confidently advocate for themselves in all aspects of their life and to have the opportunity of working abroad.

Mathematics

At Talbot Heath we work to develop confident mathematicians who are able to appreciate the importance of maths in the real world and as an interdisciplinary element across other subjects. Our pupils are encouraged to develop the skill of understanding patterns and relationships within number and space. Our mathematical curriculum which includes Business Studies at GCSE develops the core areas of fluency, reasoning and problem-solving skills which are revisited and built upon year on year.

Scientific

Talbot Heath pupils receive a rich scientific curriculum which increases their knowledge and understanding of nature, materials and forces whilst developing the skill of working scientifically through observation, forming hypotheses, conducting experiments and recording their findings in a logical and meaningful way.

Technological

At Talbot Heath, we understand the importance of developing pupil understanding in this area and we seek to deliver a curriculum which is responsive to the ever-changing landscape. Each pupil and teacher has an iPad which can be utilised in a variety of ways within different subjects

as a powerful learning tool. Pupils also have access to IT suites across the school and have computing lessons. Our aims are to help our pupils:

- Develop, plan, collaborate and communicate ideas.
- Develop confident IT skills.
- Evaluate platforms, equipment and processes including AI.

Human and Social

Our History, Geography (Humanities in the Junior School), Forest School (Nursery to Year 6) and Outdoor Learning from Year 7, Philosophy, Psychology and RE curricula make a strong contribution to this area of understanding. Our pupils learn how people connect and interact with their environment both locally and globally. In addition, they learn how human action, now and in the past, has influenced events and conditions.

Physical

The Physical Education programme is compulsory throughout the school and develops pupils' physical control and coordination as well as their tactical skills and imaginative responses and helps them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health. A variety of activities is offered to pupils in order to ensure their physical development needs are fully met. In addition to acquiring knowledge and understanding of the basic principles of health and fitness, the physical area aims to develop the pupils' physical control and coordination as well as their tactical skills and to help them to evaluate and improve their performance. Talbot Heath also provides respective tennis and swimming academies from Year 7 with pathways for these starting in the Junior School.

Aesthetic and Creative

As a school, we understand that there are aesthetic and creative aspects to most subjects. Our respective Art, Design, Textiles, Music, Drama, Food Technology and Expressive Arts (Junior School) curricula, along with the study of literature in English, strongly contribute to the development and success of imaginative and inventive pupils who have the opportunity to express these elements in a variety of ways.

Spiritual, Moral, Social, and Cultural

At Talbot Heath School, the development of pupils extends far beyond academic excellence. The school is deeply committed to fostering a well-rounded education that nurtures not only the intellect but also the character of each student. Central to this mission is the focus on spiritual, moral, social, and cultural (SMSC) development. By instilling core values, promoting cultural awareness, and encouraging responsible citizenship, Talbot Heath empowers its pupils to become thoughtful, empathetic, and proactive members of society.

Pupils are guided in understanding the difference between right and wrong, considering the consequences of their actions, and cultivating a belief system that fosters a sense of responsibility towards others. Talbot Heath ensures that its pupils respect the protected characteristics outlined in the Equality Act 2010. These include age, disability, gender, race, religion, and sexual orientation. By teaching pupils to value diversity and foster inclusivity, the school prepares them to engage respectfully with the world around them.

Talbot Heath places a particular emphasis on teaching British values, which are integral to understanding and participating in a democratic society. The school actively promotes the following principles:

- **Democracy** – Encouraging pupils to appreciate the importance of participating in democratic processes.
- **Rule of Law** – Helping pupils understand the role of laws in maintaining order and fairness.
- **Individual Liberty** – Fostering a sense of personal freedom within the context of mutual respect.
- **Mutual Respect and Tolerance** – Encouraging an appreciation of different faiths, beliefs, and cultures.

These values are central to the school's mission, aligning with the Prevent Strategy and Independent School Standards to provide a balanced and comprehensive education.

The Personal, Social, Health, and Economic Education (PSHE) curriculum plays a crucial role in the SMSC development at Talbot Heath. This program addresses a variety of important topics, including relationships, health and well-being, resilience, body image, mental health, and self-esteem. By promoting these areas, the school ensures that pupils develop not only intellectually but also emotionally and socially. Within PSHE lessons, pupils cover 3 main topic areas; Relationships, Health and Wellbeing and living in the Wider World. PSHE is a timetabled subject from EYFS to U5 (Year 11). In our Sixth Form, this learning is reinforced further through timetabled enrichment activities.

SMSC development at Talbot Heath is not confined to the PSHE curriculum alone. Throughout their time at the school, pupils encounter these principles in various forms, including form time, citizenship lessons, assemblies, and extracurricular activities. In the Junior School, these values are woven throughout various subjects, ensuring that every aspect of the curriculum contributes to a pupil's growth.

At Talbot Heath, every child is given the tools and guidance to thrive, not just academically, but as thoughtful, empathetic, and responsible citizens of the world.

Sex and Relationship Education

In 2020, the UK government made Sex and Relationships Education (SRE) mandatory for all secondary-aged pupils, setting out specific guidelines that all schools must follow. While independent schools have the flexibility to determine how they deliver this education, they must ensure that their approach aligns with the statutory framework. At Talbot Heath, we are committed to delivering a comprehensive and respectful curriculum that both adheres to the law and meets the unique needs of our pupils.

At Talbot Heath, we ensure students receive age-appropriate lessons on topics such as consent, relationships, sexual health, and emotional wellbeing. While the requirement for Sex Education applies only to secondary-aged pupils, the teaching of Relationships Education is mandatory for all pupils, regardless of age.

As an independent school, we are obligated to follow these guidelines for the teaching of Relationships Education, but we have the freedom to determine the content and delivery of the Sex Education portion. Importantly, the statutory requirement for Health Education, which covers topics like nutrition, exercise, and mental health, does not apply to independent schools. However, we continue to ensure that our curriculum upholds the standards set in the Independent School Standards Regulations 2014, specifically for Personal, Social, Health, and Economic Education (PSHE).

At Talbot Heath, we believe that the teaching of Sex and Relationships Education should not only comply with statutory requirements but also be delivered in a way that is sensitive, inclusive, and reflective of the diverse needs of our pupils. Our approach focuses on fostering respect, promoting positive relationships, and providing accurate information that empowers our pupils to make informed decisions.

We deliver SRE through a combination of dedicated lessons, workshops, and open discussions led by qualified staff members. These sessions are designed to be engaging, age-appropriate, and inclusive of various perspectives, ensuring that all pupils feel respected and heard.

We understand that parents and carers play a crucial role in their child's education, especially when it comes to sensitive subjects like SRE. As part of the statutory guidance, parents and carers have the right to be informed about the content of our SRE curriculum. They are welcome to request details about the materials we use and the topics we cover, ensuring transparency and open communication between school and home.

Furthermore, parents have the legal right to withdraw their child from some or all of the Sex Education components of the curriculum. However, this right does not extend to the Relationships Education aspect, which all pupils are required to receive. We encourage dialogue with parents to ensure that they feel confident in how their child is being supported and educated in these important areas.

At Talbot Heath, we are committed to delivering high-quality, legally-compliant Sex and Relationships Education that is both informative and supportive of our pupils' wellbeing. By fostering open communication with parents and carers and ensuring that our curriculum is inclusive, respectful, and up-to-date, we aim to create a safe and empowering learning environment for all.

Careers Education

At Talbot Heath, we have a designated Careers Coordinator who works with pupils from Year 7 to Year 13 and relevant staff to deliver objective and impartial guidance which enables them to make informed choices regarding examination choices and their future options. In addition, a programme of activities, appropriate to the needs of the Sixth Form pupils, including careers and University Entrance guidance, apprenticeship and employment is delivered through our Extension Programme. The Gatsby benchmarks are used to audit our provision.

Pupils' Learning and Progress

Departmental and subject schemes of work are designed to create a platform so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly, in a variety of ways within curriculum areas and follow our reporting and assessment procedures. Standardised testing commences in Year 2 and data from these types of tests is used to help monitor progress, inform planning in terms of next steps and for reporting purposes.

Quality of teaching and learning

At Talbot Heath, we recognise that our staff is the school's greatest resource and as a result have well-qualified staff assigned to teaching and supporting the curriculum. It is the responsibility of all staff to plan their teaching in accordance with departmental schemes of work and whole school policies. All lessons are structured and have a clear objective that is shared with pupils. Varied approaches to teaching and learning

ensure that it is accessible to all pupils. Pupils are expected to work at a level and pace that offers challenges appropriate to their abilities. Every effort is made to engage and motivate pupils and to promote enjoyment of the learning process.

All work is assessed and pupils are given feedback in accordance with school policies on teaching, feedback, marking and assessment. Specialist subject teachers are appointed throughout the school to teach certain subjects and to different year groups throughout the school. Cross-curricular teaching is encouraged where possible to allow pupils to adapt their use of thinking skills to different learning contexts.

Effective Teaching and Learning

Teachers work to establish good working relationships with all the pupils in their classes. We treat pupils with kindness, respect and give them equal opportunity to take part in class activities.

Pupils are recognised for their achievements in a variety of ways including through the use of house points. EPraise is used as an online platform to reward pupils from Year 6.

We aim for our classrooms to be attractive learning environments. We change displays regularly to ensure that the classroom reflects the topics being taught and to celebrate achievement. We ensure that all tasks and activities are accessible and conducted in a safe learning environment - both onsite and offsite in the form of educational visits or visitors.

Teaching is regularly observed by members of the Senior Leadership Team, Heads of Department (HoDs) and Subject Coordinators.

The main responsibilities of Subject Co-ordinators and HoDs include:

- To provide a strategic lead and direction of the subject and department.
- To report back during regular meetings; focusing on areas such as the monitoring of assessment and pupil progress, planning, budgets, work scrutinies, policies, handbooks and development plans.
- To support and offer advice to colleagues on issues related to the subject.
- To liaise with the Senior Leadership Team.
- To keep up to date with and review developments in their own subject and department.
- Evaluate the way the subject is being taught in the school and plan for appropriate development.
- To observe their subject being taught in other classes and make appropriate action plans.
- To ensure that any documentation is kept up to date.

Schemes of Work

Schemes of work and guidance in Faculty and Department Handbooks and documentation seek to:

- reflect our school's aims and ethos.
- provide continuity and progression in the development of skills, knowledge and understanding.
- build on each pupil's prior learning and achievements.
- prepare pupils for appropriate public examinations and next steps after Talbot Heath.
- actively promote Fundamental British Values.
- ensure that technology is used, where appropriate, to enhance teaching and learning.
- support all areas of the curriculum outlined.

- ensure that all pupils are supported and extended appropriately.

Curriculum Plan

A current, up to date curriculum plan is available upon request from the Assistant Head (Curriculum and Progress).

Related Policies:

More Able Policy

SEND Policy

EAL Policy

Literacy/English Policy (Senior and Junior respectively)

Numeracy Policy (Senior School) and Mathematics Policy (Pre-Prep and Junior)

ICT, Mobile Equipment and eSafety

Assessment Policy

PSHE Policy

RSE Policy

SMSC Policy