



Policy 2A, B, D, E - Curriculum (incorporating PSHE & Careers)
including EYFS
(Review annually from 2015)

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Barrow Hills has an individual identity that combines the traditional values of a Christian education with an evolving, modern and vibrant vision.

At Barrow Hills we are totally committed to the development of our children and to offering them the best start to their formal education, one that is rich in opportunities and experiences and sets all of our children on a journey that will enable them to access and enjoy learning for the rest of their lives, **providing full-time supervision for pupils of compulsory school age.**

At Barrow Hills we are a community with a sense of belief and a commitment to the development of every aspect of every child.

CURRICULUM

The curriculum forms the basis for the learning and experiences that the children enjoy during their time at Barrow Hills. Our curriculum goes beyond the National Curriculum and offers a rich tapestry of creative, cultural, sporting and intellectual opportunities for every child to develop their potential.

We provide an expansive and encompassing approach that ensures our children receive experiences and opportunities to develop their knowledge, skills and abilities in ways that will guarantee learning is relevant, useful and appropriate to the individual and wider society.

The School's core curriculum principles are to endeavour to:

- promote the spiritual, moral, social and cultural (SMSC), mental and physical development of children at the school;
- prepare the children for the opportunities, responsibilities and experiences of secondary education and life beyond school;
- facilitate children's acquisition of knowledge, skills and understanding across the areas of learning, which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, thinking, confident, collaborative and considerate members of the community;
- ensure a wide and varied range of curriculum areas are given due regard, including linguistic, mathematical, scientific, human and social, physical, IT/computing, aesthetic and creative arts;
- promote the Fundamental British Values of democracy, rule of law, tolerance and understanding of differences and mutual respect (staff to be aware of any extreme views shared within the school community in relation to prevent duty and thus protecting the children from radicalisation);
- cater for the needs of individual children irrespective of gender, ethnicity and social groups, including the most able and those who are experiencing learning difficulties;
- ensure that each child's education has continuity and progression;
- ensure that each child has access to up to date technology in the form of provision of devices and educational learning platforms;
- ensure that each child, in acknowledging the above, is made aware of the importance of best practice and e-safety through implementing IT oversight of the School's network systems and providing a progressive and effective age appropriate educational programme (including staff training and parental awareness);
- ensure the **EYFS curriculum** provides as wide a range of experiences as possible, offering opportunities for children to develop in all seven areas of learning.

The areas of learning are:

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

As a school, we have high expectations for the outcomes of our children. Our curriculum works as a whole to ensure that we meet these, and every subject area is valued. The key aspects below are developed and applied throughout the curriculum. Our curriculum works to ensure that children are able to:

- read fluently and for meaning in a variety of contexts;
- communicate effectively both verbally (speaking and listening) and in written form;
- apply acquired mathematical skills in context;
- work fluently with ICT and apply its use in a variety of contexts and ways;
- research effectively and analytically;
- begin to form their own views and hypotheses;
- work both collaboratively and independently, demonstrating appropriate initiative;
- take ownership of their own learning, and understand how to improve.

Subject Overviews and Medium Term Plans ensure consistency, continuity and progression. Wherever possible, purposeful links are made between topics to allow children to understand how key skills and discrete subject knowledge may be transferred from one area of study to another. Medium Term Plans indicate differentiated learning outcomes, and teaching is tailored to individual children's needs.

The curriculum also aims to develop, positively, certain aspects of children's characters which tie in with our overarching curriculum principles and help to ensure that our children are physically and mentally healthy. These include:

- being resilient;
- developing self-esteem and self-confidence;
- being aware, understanding of and respectful of others around them, including those of different faiths, cultures, backgrounds and traditions;
- having an understanding of cause and effect;
- being part of, and contributing to, a wider community;
- understanding how to stay physically and mentally healthy.

Those who find the formal curriculum difficult to access are not to be denied opportunities for

personal development and Barrow Hills prides itself on establishing practices that best enable all children the opportunity to access all areas of school life. The school actively seeks to cater for areas of learning or learners such as a child with a Specific Learning Difficulty or Disability, a child with an Educational Health Care Plan (EHCP), a child with English as an Additional Language (EAL) or a child that might be described as Gifted & Talented (G&T). In all cases we would, firstly, judge if we were able to make adequate provision.

APPENDIX 1 - Curriculum Model for Prep Department

This curriculum model is adapted each academic year to take account of changes in pupil numbers and staffing.

(Numbers are hours taught per week)

	Y3		Y4	Y5		Y6		Y7	Y8
Art	1	1	1	1	1	1	1	1	1
Drama	1	1	1	1	1	1	1	1	1
DT and Computer Science ¹	1	1	1	1	1	1	1	1	1
English	4	4	4	4	4	4	4	3	3
Form time	2	2	2	2	2	2	2	2	2
French	1	1	1	2	2	2	2	2	2
Games ²	2	2	2	2	2	2	2	2	2
Geography	1	1	1	1	1	1	1	1	1
History	1	1	1	1	1	1	1	2	1
Latin/Classical Civilisation ³				1	1	1	1	1	2
Match afternoons ⁴	2	2	2	2	2	2	2	2	2
Mathematics	5	5	5	4	4	4	4	4	4
Music	1	1	1	1	1	1	1	1	1
PE ⁵	1	1	1	1	1	1	1	1	1
PHSE	1	1	1	1	1	1	1	1	1
Activities ⁶	1	1	1	1	1	1	1	1	1
Religious Education	1	1	1	1	1	1	1	1	1
Science ⁷	2	2	2	2	2	2	2	3	3
Thinking Skills				1	1	1	1		
	28	28	28	30	30	30	30	30	30
Subject taught in two sets				Subject taught as a form group					
Subject taught in three sets				Subject taught as two mixed ability groups					

¹ In Years 3-6, DT and Computer science are timetabled as a whole year group, but split into smaller groups. These groups rotate between Resistant Materials, Food Technology and Computer Science throughout the year. In Years 7 and 8, DT lessons focus on Resistant Materials.

² Games is taught with two year groups together (3 & 4, 5 & 6, 7 & 8) with girls and boys generally being taught separately.

³ In Years 7 and 8 there is one set of children who study Latin and one set who study Classical Civilisation

⁴ Children are generally grouped as above for games, with variations for each sport.

⁵ PE is taught with two year groups together (3 & 4, 5 & 6, 7 & 8) with children put into groups based on ability.

⁶ In Years 3-6, year groups are split into smaller groups for activities and rotate on a half-termly basis. Preparation for Drama Productions also takes place during activities. In Years 7 & 8, food technology and coding are taught as part of the activities programme.

⁷ In Years 7 and 8, science is taught separately as Biology, Physics and Chemistry.

APPENDIX 2 – PSHE

The following is a statement of the aims, principles and strategies of Personal, Social and Health Education (PSHE) & Citizenship (PSHE & C) at Barrow Hills School.

Objectives of this Policy

Governors, staff, pupils and parents should understand what PSHE & Citizenship is and how it relates to the Christian ethos of the school.

What is PSHE & Citizenship?

Children and young people need support in developing emotionally and socially so they are able to use their thoughts and feelings to guide their behaviour positively and develop personal awareness, emotional resilience and social skills. This will enable them to enjoy and manage their lives, be effective learners and active citizens. High quality PSHE and Citizenship helps to improve behaviour, attainment and inclusion, and promotes health and well-being.

We encourage our pupils to make a positive contribution to the life of the school and the wider community. In doing so we develop their sense of self worth. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

PSHE and Citizenship at Barrow Hills develops:

- an understanding of what makes a good relationship with others;
- respect for others;
- preparation for the responsibilities and experiences of life beyond school;
- an increased involvement in and contribution to the life of the school and wider community;
- an understanding and respect for Fundamental British Values;
- an understanding of how to stay safe and be mentally and physically healthy

In summary, these aims ensure that our curriculum enables pupils to develop the knowledge and understanding of their own and different beliefs. Pupils will be able to understand their rights and responsibilities and develop enduring integrity and autonomy in developing respect for their environments and their communities. It promotes self-esteem and emotional development and helps children to form and maintain satisfying relationships.

Barrow Hills works to develop a whole-school ethos, environment and curriculum that enables pupils to recognise personal qualities, build on their achievements, manage their health and well-being and contribute to them aiming to fulfil their potential.

Barrow Hills believes that PSHE and Citizenship is best coordinated, planned and delivered as an integrated programme and provided across the curriculum in all subject areas, as well as in planned programmes of PSHE and Citizenship.

The Context for PSHE and Citizenship

PSHE and Citizenship at Barrow Hills sits within the context of the stated aims of our Curriculum. While the National Curriculum does not set a programme of study or standardised framework for the PSHE curriculum, overall it calls for two key aspects. These are that, overall, the curriculum should:

1. Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and;
2. Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

We believe these two principles tie directly into core ideals and aims of the delivery of PSHE and Citizenship at Barrow Hills.

A Whole School Approach

Barrow Hills adopts a whole school approach to PSHE and Citizenship. Children and young people learn from their experiences and observations as well as what is explicitly taught in the classroom.

Even the very best PSHE and Citizenship promoting emotional and social development and a positive approach to diversity and difference, will only impact upon beliefs and behaviour if school systems, structures, experiences and expectations support classroom learning. Teachers at Barrow Hills are aware of the core aims of the PSHE and Citizenship classroom curriculum and apply and support them both across the other curriculum subjects, and in their general approach to school life.

What is seen and experienced in other classes, the playground, school corridor and use of social media must be congruent with classroom learning if children and young people are to develop and grow into confident adults. Positive, respectful and nurturing relationships across the entire school community are actively fostered. Staff are given professional development, which enables them to feel confident and empowered to play their role in making school a safe and happy place for pupils.

Promotion of British Values and Prevention of Radicalisation Policy

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. Barrow Hills will actively promote the Fundamental British Values of democracy, freedom, tolerance, multiculturalism, respect for equal rights, belief in personal and social responsibility and respect for British institutions.

Barrow Hills School supports the Home Office prevent strategy to combat radicalisation and terrorism. This strategy can be defined in terms of the 4Ps: Protect, Prepare, Pursue and Prevent.

Teaching and Learning

At Barrow Hills, PSHE and Citizenship is developed by the Head of PSHE and is taught by a variety of teachers, who will establish ground rules with their pupils at the beginning of each lesson to promote discussion in a safe and respectful environment. A circle time approach is encouraged and the Head of PSHE and Citizenship offers support by providing relevant resources and schemes of work. Outside vetted speakers are also invited to deliver various workshops to supplement classroom teaching. Where appropriate, for example when teaching certain aspects of the puberty and relationships topics, boys and girls are separated for some parts of lessons.

Curriculum Structure

Barrow Hills has tailored a curriculum to meet the needs of its pupils. We have drawn together topics and resources from a variety of places. In Pre-Prep, Barrow Hills has adopted the SEAL (Social and Emotional Aspects of Learning) Program, a scheme of work to facilitate our teaching of PSHE and Citizenship. Some elements of this are carried through into the Prep School, and are supplemented further by additional topics and resources from a variety of sources.

E-safety is a topic which appears on the curriculum in every year group from Year 3 onwards, with each year's teaching building upon the previous ones (see the PSHE Scheme of work, page 10). Relationships education (for Years 1-6) and Relationships and Sex Education (Years 7 and 8) are also given particular focus in each year.

We also develop PSHE and Citizenship through activities and whole-school events, for example the school council representatives from each class meet regularly to discuss school matters. We have regular assemblies where we celebrate the successes of our pupils (both in and out of school) and topics for assemblies dovetail well with the PSHE curriculum. We offer residential visits to all our children in Years 3-8. Many of these visits focus on developing children's self-esteem and give them opportunities to develop leadership and collaboration skills.

PSHE at Barrow Hills sits alongside the Pupil Profile, through which all children at Barrow Hills are encouraged to be: curious, brave, scholarly, compassionate, generous, joyful, truthful, responsible. This promotes the ethos of the School and, in addition to our Christian values, demonstrates the high-profile nature of PSHE and Citizenship at Barrow Hills. Our Credits (part of our rewards system) are all linked to the eight areas identified in the Pupil Profile, thus promoting a daily focus for the children in their work and behaviour.

PSHE Scheme of Work						
Year Grp	Autumn		Spring		Summer	
	1st Half	2nd Half	1st Half	2nd Half	1st Half	2nd Half
Year 1	New Beginnings	Getting on and Falling Out / Say No to Bullies	Going for Goals	Good to be me	Relationships	Changes
Year 2	New Beginnings	Getting on and Falling Out / Say No to Bullies	Going for Goals	Good to be me	Relationships	Changes
Year 3	Self-esteem/Awareness New Beginnings School Rules Exploring feelings Calming Down Problem Solving	Relationships Similarities/Difference Resolving conflict Anti-bullying Listening Skills Compliments	Exploring Attitudes, Opinions and Values Achievements Class/Personal goals Personal characteristics	Good to be Me Being assertive Sharing Worries Relaxation Happiness/Guilt E-Safety	The World Around Us Change Celebrating Difference The Environment	Changes Understanding and preparing for change
Year 4	Self-Esteem/Awareness Being Unique Targets Strengths/Compliment Challenges/Goals	Relationships Friendships Conflict/ Resolution Saying sorry Sharing worries Kindness	Exploring Attitudes, Opinions and Values New Year's Resolutions Similarities/Difference Stereotyping Making mistakes	Health and Personal Safety Staying safe E-Safety Eating healthily Exercise Personal responsibility	The World Around Us Rules / Policies School Council The Environment Climate Change	Community responsibility Fundraising Advertising
Year 5	Personal Development Class charter Personal Qualities Friendships Target setting E-Safety	Citizenship Respecting others Stereotyping Teasing/Offensive Behaviour Cyber-Bullying Rights /responsibilities in the community	RSE/ Health Puberty Exercise Nutrition	Conflict resolution Family fall outs Secrets	The World Around Us Different Customs Rights /responsibilities in the community The Environment Ethical Food	Terrorism/Prevention First Aid
Year 6	Personal Development Class charter Choices Expressing Opinions Interview Practice	Citizenship Democracy/ Dictatorship Elections/Voting Pressure Groups	RSE Family/Friends Boys/Girls - Stereotyping Changes Easing Stress/Healthy Mind Feel Good, Look Good.	Personal Safety Social Bullying/ Cyber Bullying Personal Safety E-Safety	The World Around Us Environmental Responsibility Climate Change	Celebrating Variety Mental Health/ Drugs
Year 7	Personal Development Friendships Standing up for yourself Resolving Personal conflict Interview Practice E-Safety/Cyber Bullying	Citizenship Community Responsibilities - Rules/Laws Leadership Careers Advice	RSE Puberty Marriage/Civil Partnership and Family Life	Health and Personal Safety Personal Safety/E-Safety Coping with Pressure Healthy Mind Nutrition and Welfare	The World Around Us Nationalism Prevent Programme Stereotyping/Prejudice	Charities Globalisation Money Matters
Year 8	Personal Development Enterprise scheme. Future hopes. Nature of work Interview practice	Citizenship Prevent programme Rules & laws Careers Advice E-Safety/Cyber bullying	RSE Marriage, Civil Partnership and Family life Puberty and Relationships Emotional Health Celebrity and Product Power	Health and Personal Safety Nutrition and Welfare Coping with Pressure	The World Around Us Nationalism Accountability Climate Change (Extinction Rebellion)	Money Management Keeping Safe Out and About. Knowing the Law - Drugs/Alcohol

APPENDIX 3 - Careers

Introduction

One of the School's core curriculum principles is to prepare the children for life beyond school. One element of our provision that goes towards achieving this is our careers programme. This policy sets out the main aims of our careers programme and the ways in which we achieve them.

Aims

Barrow Hills aims for children to:

- Be encouraged to fulfil their potential and have high aspirations for their future careers
- Understand that there is a wide range of careers available to them
- Be able to make informed choices about a range of career options
- Understand that the choices they make in their education can influence their career options
- Begin to gain skills and develop characteristics which will help them in achieving their ambitions, such as public speaking, presentation skills, decision-making, planning, leadership, teamwork, listening and communicating.

The careers advice which the school offers will be presented in an impartial manner.

Provision

The principle of preparing children for life beyond school runs throughout the curriculum as well as in our pastoral provision. As such, our provision for careers education is not stand alone, the skills and characteristics identified above will be developed in many areas of school life and across the curriculum. This is an ongoing process throughout the school.

However, we supplement this provision with a specific focus on careers within the PSHE curriculum in Year 7 and 8. The curriculum covers interview practice as well as careers advice. The children take part in an enterprise project, where they design and market a product, and review their success.

In addition to the focus on careers within the curriculum, the School organises external, **vetted** speakers to visit Year 7 and 8 to discuss career options. The children take part in a session run by the careers advisor from our partner senior school, King Edward's Witley. We also invite members of the Barrow Hills community to speak to the children about their career. Recently this has included presentations from a solicitor, a former advisor to the Chancellor of the Exchequer, and an app designer.

All curriculum and additional sessions are delivered to the whole year group together, and all options are discussed without stereotypes related to gender. At Barrow Hills, education is for life and not just the classroom and we are committed to being leaders in Prep School education; promoting mutual respect, curiosity of mind and independence of spirit, preparing each child to move on to take their place in an ever changing world.