



Curriculum Policy for Years 3 to 8 2024 2025

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1. Rationale

This policy sets out the main features of the School's curriculum and is available to parents, prospective parents and others through the School office and on the School's website.

Keble Prep is part of Mill Hill Education Group (the 'Group') and offers a broad, balanced curriculum in keeping with its aims as a preparatory school which aims to offer the best possible full-time education to pupils from 3 - 13. We provide excellence in education through a curriculum that develops inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking, the freedom to learn from mistakes and a Growth Mindset are all encouraged. We intend that our curriculum should instil in our pupils these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life. Our curriculum aims to prepare pupils for entry into senior school learning at 13+ as well as to prepare pupils for life in the 21st Century.

This means that broad and balanced educational opportunities are carefully planned to allow development in all major areas of learning to allow all Keble pupils to grow, achieve and succeed across the whole curriculum. Our curriculum provides a broad and balanced education which allows Keble pupils to be:

- increasingly independent, able to show initiative and organise themselves;
- willing to try new things, ambitious and able to make the most of opportunities;
- able to learn independently and with others;
- able to acquire the study skills and self-knowledge necessary to realise their learning potential, and motivated to achieve the best they can, now and in the future;
- creative, resourceful and able to solve problems.

In addition our curriculum aims to:

- uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- promotes equality and diversity;
- provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with SEND (Special Educational Needs and Disability);
- provide appropriate differentiation and support for pupils with SEND and takes into account the needs of pupils with an EHCP (Education Health and Care Plan) ;
- provide academic challenge and rigour for all abilities; including MAT pupils;
- provide a programme of Personal, Social, Health and Economic Education, including Relationships and Sex Education, which reflects the school's aims and ethos which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- provide appropriate careers guidance for pupils receiving secondary education, access to up-to-date careers guidance that is presented in an impartial manner, enables pupils to make informed choices about a range of career options and helps to encourage pupils to fulfil their potential;
- provide a programme of extra-curricular activities which offers a wide range and which is appropriate to pupils' needs.

The school gives priority to the academic subjects in timetables. Generally, academic subjects are only missed for agreed reasons at the discretion of the Deputy Head. Parents are made aware of these expectations by way of the Parents' Handbook, which is updated on an annual basis. Trips and visits are organised with care



to avoid disrupting the daily routine too often. The school will endeavour to ensure a balance between academic commitments and other activities.

All areas of the curriculum are subject to regular review following advice from ISEB and the DfE. The Head and Deputy Head liaise to ensure the curriculum is fully reflective of the school's aims and objectives.

2. Organisation of the Curriculum

The academic curriculum at Keble Prep is divided into two stages: Junior School (Years 3 – 4) and Senior School (Years 5 – 8)

Subjects

The curriculum, which broadly follows the National Curriculum, aims to provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Therefore, the curriculum covers the following subjects (please see Appendix for the specific detail of the Curriculum Plan for Years 3 to 8) :

Examined subjects:	Non-examined Subjects:
Core: English (incl. literacy, speaking & listening skills)	Art and Design Technology
Mathematics (numeracy skills)	Music
Science	Personal, Social, Health, Economic and Education (PSHEE)
Also: French	Physical Education
Geography	Games
History	Future Skills and Well-Being (Years 5 & 6)
Latin (currently an option in Yrs 7 & 8)	Drama for Y7
Religious Studies	

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The Curriculum Plan in the table below shows the number of periods per week allocated to each subject throughout the school:

Subject/Years	3	4	5	6	7	8
English	5	5	5	5	5	5
Maths	5	5	5	5	5	5
Science	1	1	3	3	3	3
French	1	1	3	2	3	3
Geography	1	1	2	2	2	2
History	1	1	2	2	2	2
Computing	2	1	2	2	2	2
Art	2	1	2	2	2	2
Music	1	1	1	1	1	1
PE & Swimming	2	3	2	2	1	1
Games	2	2	4	4	4	4
RS	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
Latin	NA	NA	NA	NA	2/1	2
VR/NVR	NA	1	1	1	NA	NA
Future Skills and Well-Being	NA	NA	1	1	NA	NA

Cross-curricular

Teaching staff are encouraged to develop cross-curricular links with other subjects, wherever possible. It is recognised that subject boundaries are convenient but do not reflect the totality of the learning experience.

All areas of the curriculum are subject to regular review following advice from ISEB and the DfE. The Head and Deputy Head liaise to ensure the curriculum is fully reflective of the school's aims and objectives.

Pupils are gradually introduced to the expectations of behaviour in a modern British society as they progress through the school. This begins with positive social and behaviour skill development to ensure that each pupil understands what it means to be 'kind' and supportive of others. The school values and aims are used to reinforce positive behaviour.



3. Personal, Social, Health and Economic Education (PSHEE) and Social Development

The School runs a PSHEE programme which is designed to complement the academic curriculum. Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) we have a programme which matches our pupils' needs and their wider community. PSHEE lessons cover the breadth of PSHEE from relationships and sex education (RSE) and health to economic wellbeing and careers.

The school follows the 'Jigsaw' PSHEE programme which has wellbeing and mindfulness at its core. In the Junior school it is delivered by the form teacher and in Year 5-8 by the senior staff. Keble Prep places great emphasis on the mental wellbeing of the pupils and further information on the school's approach to this can be found in the Mental Health and Wellbeing policy.

The aims and ethos of the school is to ensure that the pupils learn respect for others, self-discipline and values of decency, cooperation and kindness. Apart from form periods and assemblies, teachers are encouraged to promote good values within their own subject areas, as the opportunities arise. Throughout the school we aim for pupils to learn and demonstrate respect to everyone and in particular towards the protected characteristics of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity, as set out in the Equality Act 2010.

4. Careers Guidance

As part of their education at Keble, pupils from Reception onwards experience exposure to various careers which adults may pursue. The pupils in Years 7 and 8 will be given guidance by way of Form discussions, PSHEE and Spiritual, Moral and Social education, as well as from assemblies. Throughout the senior school visiting professionals will be invited to speak to the pupils about their careers. Any guidance is given in an impartial manner; it is designed to help the pupils make informed choices about their future careers and helps to encourage them to fulfil their potential.

5. Homework

Homework is an important part of the curriculum and has a role to play in the education of pupils at Keble School in that it can:

In the Junior and Senior school homework is set by subject. The pupils receive a homework timetable in September, which also outlines the daily time requirements for each year group. Sensible time limits are recommended for each subject. These increase as the pupils progress through the school. Homework is recorded on google classroom and parents and pupils can liaise with the subject teachers regarding homework on the google classroom stream. If the set homework is not completed on time parents should write an email to the member of staff explaining the reasons. Pupils should not spend a significant amount of time over the guidelines; parents can also indicate if this is the case and where necessary.

6. Provision for Pupils with Special Educational Needs and Disabilities (SEND)

The School is committed to allowing equality of access and opportunity to all pupils, regardless of their background, ability and any particular individual difficulties or disabilities which they may experience. The Learning Support Team plays a key role in this work, seeking to identify, through screening and ongoing



monitoring, the particular needs of individual pupils and putting in place strategies (and, where necessary, additional assistance) designed to help them fulfil their potential. Pupils who have a Special Educational Need or Learning Difficulty and/or Disability have a Learning Support Plan created for them and may have their curriculum modified to take account of their particular needs, as appropriate. Such decisions are made by the Deputy Head (Academic), the SENCo and the pupil's parents. Where a pupil has an Education, Health and Care Plan (EHCP), the requirements of this are closely followed in order to ensure that the School provides an effective and accessible educational experience. The progress of all pupils on the School's Learning Support Register is regularly reviewed and support is amended as appropriate.

7. English as an Additional Language (EAL)

For pupils whose first language is not English, additional support is provided, as appropriate, by the EAL Coordinator. The coordinator provides class, small group, or individual tuition, in the core areas of reading, writing, speaking and listening in order to allow non-native speakers of English to fully access the curriculum, to exploit their academic abilities and to enjoy all of the social and cultural aspects of life at the School. For further detail, see the Group's EAL Policy.

8. Provision for pupils who are demonstrate high levels of performance More Able and Talented (MAT)

We recognise the importance of ensuring all learners receive an appropriate and challenging level of education and a feeling of fulfilment and enrichment. We provide opportunities for the children to reach their full potential while fostering their abilities to influence others around them i.e. local and national events/competitions, UKMT Maths Challenges, National Poetry and writing competitions to name a few. We celebrate the talents of our pupils by realising their talents across the school curriculum i.e. Academics, Music, Sport and the arts. We raise the pupil's aspirations and achievement's by developing their ability to learn, core skills, creativity and intellectual curiosity.

This Review: Autumn 2024

Next Review: Autumn 2025

This policy has been approved by the Executive Team on 9th January 2025.