



— Est. 1859 —

THE ORATORY PREP SCHOOL

— Cor Ad Cor Loquitur —

Curriculum Policy

**This policy applies all pupils in the school, including in the
EYFS**

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Contents

Curriculum Policy	3
Aims of the curriculum:	3
Objectives of the curriculum:	3
Curriculum	4
Foundation Stage (Age 2 – 5 yrs)	4
Key Stages	5
Equal Opportunities:	5
Safeguarding:	5
Pupil Progress and Assessment:	6
English as an Additional Language (EAL)	6
Further Information:	7
Appendix 1	8

Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

This policy takes account of the following statutory legislation and guidance documents:

- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE)
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Equality Act 2010 & DfE Guidance on Sex and Gender in Schools
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- DfE Position Paper: Generative AI in Education
- Education Act 2002 & Education Reform Act 1988

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject leads are committed to reviewing any updates to National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content.

The curriculum from Reception to Year 6 aims to bring together the strengths of the revised National Curriculum across the Primary Years with the entrance requirements of the selective senior schools to which our pupils apply, alongside the aims, values and ethos of the school.

We recognise that every cohort and every child is different. We therefore personalise and adapt the curriculum to meet the individual needs, interests and starting points of our pupils, ensuring that learning is relevant to the cohort and responsive to the changing world in which they live. We aim to develop secure subject knowledge alongside curiosity, critical thinking, creativity, confidence, independence and a love of learning, equipping pupils with the knowledge, skills and character they need for the next phase of their education.

As a Prep school, we begin more explicit preparation for Common Entrance in Year 6, with pupils sitting the examinations at the end of Year 8. Alongside this, we recognise that pupils follow different pathways into senior school. Those applying to selective schools through ISEB Common Pre-Tests and other Year 9 entrance assessments are provided with individualised opportunities and appropriate support to ensure they are well prepared and equipped to meet the demands of their chosen senior school, while maintaining a broad, balanced and engaging curriculum.

In Years 7 and 8, the curriculum aims to build on pupils' existing knowledge and skills while increasing academic challenge, independence and depth of thinking. Pupils develop secure subject knowledge alongside critical thinking, problem-solving, communication, study and examination skills. The curriculum encourages intellectual curiosity, resilience and responsibility for learning, while providing breadth and opportunities to pursue individual interests. This

ensures pupils are well prepared academically, personally and practically for the demands of a 13+ senior school.

The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and inline with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full-time supervised education for pupils between the ages of 4 - 13. Up to the age of five, pupils follow a curriculum that meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS) before they transition to the Key Stage 1 curriculum in Year 1. Further details can be found in the separate EYFS documentation.

Throughout the school, the curriculum provides pupils with learning opportunities for developing strong core and cognitive skills; mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as linguistic and life skills appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim for each child in our school to achieve academic excellence as a natural byproduct of a rich, engaging education, while explicitly cultivating strong character traits (Character Education), core cognitive skills, resilience, adaptability, and personal values in preparation for life in modern British society. Through our 'Life Learning' framework (incorporating PSHCEE, RSHE, digital safety, and well-being), we provide a robust foundation for personal safety, inclusion, and active citizenship.

Objectives of the Curriculum

We are committed to providing an educational environment that challenges, nurtures, excites and engages every pupil through a curriculum which:

- **Prepares pupils for the next stage of their education and their future lives**, equipping them with the knowledge, skills, confidence and character to embrace the opportunities, responsibilities and experiences that lie ahead.

- **Challenges and supports every pupil as an individual**, enabling them to discover and develop their intellectual strengths in pursuit of academic excellence, while fostering curiosity and a lifelong love of learning.
- **Develops ambitious, independent learners**, encouraging pupils to take ownership of their learning, reflect on their progress and develop the critical thinking, reasoning and problem-solving skills needed to apply their knowledge in different contexts.
- **Is purposeful, relevant and engaging**, making meaningful connections across subjects and providing opportunities for pupils to apply their learning to real-world experiences and the world beyond school.
- **Is broad, balanced and enriching**, encouraging pupils to explore and develop their interests across academic, cultural, aesthetic, creative and sporting disciplines, alongside a rich co-curricular programme.
- **Is inclusive, diverse and responsive**, recognising and valuing every pupil as an individual and reflecting the experiences, perspectives and needs of our community. It enables pupils to understand the role that British and world history has played in shaping society and to consider their own roles and responsibilities as thoughtful, empathetic and active members of society.
- **Develops the values of Curiosity, Kindness and Wisdom**, encouraging pupils to ask questions and explore the world around them; to show consideration, compassion and respect for others; and to use their knowledge and experiences wisely when making decisions and contributing to their community.
- **Is flexible, forward-thinking and responsive to change**, incorporating innovation, technology and new approaches where these enhance learning and prepare pupils to navigate an increasingly changing world.
- **Develops strong foundational skills**, ensuring that pupils acquire and apply secure skills in speaking and listening, literacy and numeracy across the curriculum.
- **Uses technology and Generative AI ethically and effectively to support learning**, developing pupils' digital literacy, AI competency and critical thinking skills while guarding against cognitive over-reliance.
- **Develops an understanding of personal safety and the safety of others**, including an age-appropriate awareness of safeguarding and the responsibilities pupils have for keeping themselves and others safe.
- **Encourages respect for others**, paying particular regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Please see the Equal Opportunities Policy.
- **Develops pupils' understanding of and respect for fundamental British values**, ensuring these are meaningfully embedded throughout the curriculum.
- **Explicitly embeds Character Education across the curriculum**, fostering resilience, integrity, self-regulation and a sense of belonging, in line with the Bellevue Strategy 2029.
- **Integrates active Pupil Voice**, through School Councils and Eco-Councils Planning, empowering pupils to take meaningful ownership of environmental sustainability and community initiatives.

Curriculum

Foundation Stage (Age 2–5)

Pupils in the EYFS follow a broad and balanced curriculum based on the statutory Early Years Foundation Stage (EYFS) Framework. The curriculum provides a strong foundation for future learning and development through the seven areas of learning and development:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS curriculum is delivered through a balance of adult led and child initiated learning, with opportunities for pupils to learn through purposeful play, exploration and first-hand experiences both indoors and outdoors. Particular emphasis is placed on developing the Characteristics of Effective Teaching and Learning: Playing and Exploring, Active Learning, and Creating and Thinking Critically.

The curriculum is responsive to the individual needs, interests and developmental stages of each child and includes opportunities to develop early literacy and numeracy alongside physical development, creativity, communication, independence and social skills. Further details can be found in the school's EYFS documentation.

Children in our Little Oaks setting and Reception class also have opportunities to access the wider school curriculum, with specialist lessons in Music, Outdoor Learning, French and PE from Pre-Reception, and Swimming from Kindy.

Key Stage 1 - 3

Pupils follow a broad, balanced and ambitious curriculum, with plentiful opportunities for active, personalised learning both independently and collaboratively. The curriculum is designed to build secure subject knowledge while developing curiosity, critical thinking, creativity, independence and a love of learning. It is adapted to meet the needs of individual pupils and cohorts and provides opportunities for pupils to apply their learning in meaningful and relevant contexts.

The curriculum includes:

- **Academic:** English, Mathematics and Science, where setting is used - further details can be found in the academic setting policy.
- Languages: **French** with the opportunities to learn Mandarin and Spanish in the extra-curricular programme
- **Wider Curriculum:** History, Geography and Religious Education, PSHE, Future Schools

(Year 5 only) Art, Music, Drama and Dance - Character Education is woven within the curriculum.

- **Physical:** Individual and Team Sports, Swimming and a wide range of sporting and co-curricular opportunities
- **Technological:** Innovation lessons are taught from Year 3 upwards with Touch Typing being delivered as an explicit lesson for Year 2 and 3. From Years 5–8, pupils also follow the Bellevue AI Curriculum, developing an understanding of ethical AI use, prompt literacy, data privacy and the critical evaluation of AI-generated outputs, alongside online safety. In addition coding club is offer in both our Pre-Prep and Prep extra-curricular program.

The curriculum is further enriched through Forest School, outdoor learning, STEM opportunities, co-curricular activities and character education. These provide pupils with opportunities to develop resilience, collaboration, problem-solving, independence and an understanding of their role within the wider world.

As pupils progress through the Prep School, the curriculum becomes increasingly personalised to their individual strengths, interests and future pathways. In Years 7 and 8, this includes preparation for Common Entrance, ISEB Common Pre-Tests, senior-school entrance assessments and scholarship opportunities, as appropriate to each pupil.

Appendix 1 Provides an exemplar of how you may wish to inform about your curriculum and approach

Equal Opportunities

The curriculum at Oratory Prep School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Sport

Sport is an important part of the curriculum and wider life of The Oratory Prep School. Pupils have opportunities to participate in a broad range of individual and team sports, developing physical competence, teamwork, resilience, confidence and a positive attitude towards physical activity. The school also provides a wide range of co-curricular sporting opportunities, enabling pupils to explore and develop their individual interests and strengths.

As pupils get older, some sports and physical activities may be taught or played in single-sex groups. Where the physical strength, stamina or physique of the average girl would place her at a disadvantage when competing against the average boy, or vice versa, the school may organise pupils into single-sex groups.

Single-sex provision may be used:

- to ensure pupils' safety, where differences in physical strength, stamina or physique could create an increased risk of injury; where safety is the determining factor, there will be no exceptions; and

- to ensure fairness in competition, where physical differences could create a significant and material advantage or disadvantage.

Where requests are made regarding pupil participation in sports or social transition, the school will act in strict accordance with statutory safeguarding duties (KCSIE), Equality Act 2010 provisions, and official DfE guidance on sex and gender in schools, placing paramount emphasis on child welfare, physical safety, fairness, and the well-being of all pupils.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversees this.

Additionally, our PSHCEE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSHE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHCEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise. The school will take into account their safeguarding obligations towards children and the importance of ensuring sport is safe and fair.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. Relationships Education (Primary) and Relationships and Sex Education (RSE, Secondary) are delivered through our flagship 'Life Learning' curriculum ('the building blocks of your child's future') in full compliance with statutory DfE RSHE guidance. In alignment with Bellevue's 'Connecting and Belonging' strategy, the school maintains proactive, transparent consultation with parents regarding lesson content and resources. Life Learning is designed to equip pupils with the knowledge to build safe, healthy, and respectful relationships, while addressing online safety, filtering and monitoring awareness, mental well-being, and personal safety in an age-appropriate manner. Health Education (HE) is not mandatory for Independent Schools but recommendations within the guidance should be used to cross check against current PSHE practice and curriculum, which is mandatory.

Pupil Progress and Assessment:**Pupil Progress and Assessment – Assessing to Deliver:**

Assessment is fundamentally used as a formative planning tool to deliver personalized learning, rather than as a passive tool for measurement. We operate on the principle of 'Assessing to Deliver': evaluating prior attainment and diagnostic tasks (e.g., prior learning checks) before delivering core content to ensure learning is correctly pitched, dynamic groupings are formed, and stretch is provided for all pupils.

- **Curricular Agility:** Teachers are granted curricular agility to move beyond rigid, out-of-the-box schemes. Staff use real-time Assessment for Learning (AfL) and Point in Time Assessment (PITA) to adapt learning journeys dynamically to cohort needs.
- **Standardised Testing & Forensic Data Analysis:** Periodic standardised testing provides objective national benchmarking. Teachers retain direct ownership of data analysis, conducting forensic interrogation of assessment trends to drive targeted classroom interventions.
- **Collaborative Moderation:** To ensure consistency and high standards across the group, teachers engage in regular cross-year and inter-school moderation, establishing a shared language of educational excellence.

Assessment and Data Protection (UK GDPR): All pupil assessment data constitutes personal data managed in accordance with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018. Assessment records are stored securely within centralised management systems. Data access is restricted to authorized educational staff. Any assessment data shared externally or with the central Bellevue Education Committee for governance and benchmarking purposes is anonymised and consolidated, adhering strictly to data minimisation principles.

Pupil progress meetings, held termly, help to determine whether pupils are making appropriate progress in relation to their individual starting points, ability and relevant national and school indicators. Where a pupil is not making adequate progress, they will be identified for closer monitoring and, where appropriate, targeted support through small-group or 1:1 intervention.

Where concerns about progress or attainment persist, the pupil may be referred to the school's SENCo for further investigation and consideration of their individual needs. Where specific needs are identified and can be met through reasonable adjustments within the school's existing provision, these will be provided without additional cost to parents.

Where it is considered appropriate for a pupil to receive specialist intervention or assessment from an external provider, parents will be consulted and, where the service falls outside the school's provision, the associated costs will be the responsibility of the parents.

In the EYFS, the school assesses pupils in accordance with the statutory Early Years Foundation Stage (EYFS) Framework, including the two-year progress check and the Early Years Foundation Stage Profile (EYFSP) at the end of Reception.

Ongoing assessment is an integral part of the EYFS curriculum. Teachers observe children as they play, explore, communicate and engage in both adult led and child initiated activities. These observations, alongside professional knowledge and assessment of children's learning, are used to identify individual strengths, interests and next steps. Teachers use this information to adapt and plan

learning experiences, provide appropriate challenge and support, and ensure that the curriculum responds to the developmental needs of each child.

Assessment is not undertaken through formal testing; rather, it is embedded naturally within children's everyday experiences. Teachers work to build a holistic picture of each child's development and use this to inform ongoing provision and planning. Parents are encouraged to contribute their knowledge and understanding of their child as part of this process with posts made on Tapestry.

The outcomes of the EYFSP are shared with parents and submitted to the relevant Local Authority as required. Parents are kept informed of their child's progress throughout the EYFS through ongoing assessment and regular communication.

English as an Additional Language (EAL):

The school maintains an EAL register, held by Mrs Leanne Spencer, which is reviewed annually. We recognise that pupils with English as an additional language have individual needs and that many may be fluent or highly proficient in English.

The needs of each cohort inform the strategies, resources and opportunities provided within the classroom. We value pupils' home languages and cultural heritage and provide opportunities for these to be shared and celebrated where appropriate including within the boarding house.

From EYFS onwards, we support pupils to develop the English language skills needed to access the curriculum, communicate confidently and achieve their potential. Teaching is adapted where appropriate to support vocabulary, comprehension, speaking, listening, reading and writing with all members of our teaching staff undergoing EAL training in January 2026.

Where additional or specialist support is required, the school will work with parents to identify appropriate provision be in 1:1 sessions, small group work or in class support to ensure they can reach their potential.

Careers Information Provision

Pupils are supported to develop an understanding of the world of work, their own interests, strengths and aspirations and the skills and qualities needed for future success. Careers related learning is embedded within the curriculum and wider school programme through:

- opportunities to learn about different careers, industries and pathways through curriculum learning, visiting speakers and enrichment activities
- opportunities to develop an understanding of their own strengths, interests, skills and aspirations
- development of transferable skills including communication, collaboration, problem-solving, resilience, independence and leadership
- guidance and support for pupils and parents in considering and selecting appropriate senior schools

Further Information: Further detailed information on the subjects taught in each year group can be found in the Parents' Handbook, which is available for download from the school website, or a copy may be requested from the school office.

(13) Appendix 1: Exemplar of Curriculum Objectives Junior Prep

We believe that the key to successful learning starts with developing strong oracy, comprehension and written expression from an early age; therefore, we want our pupils to be immersed in a curriculum that is literature rich and centred around building core transferable skills that equip them in developing key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

Our interconnected approach to the curriculum means that where subjects are naturally able to be linked by a common theme, we teach these during the same term so that pupils can see the relevance between them, whilst maintaining discrete subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian. We want our pupils to be excited about their learning from the moment they begin a new theme or topic; so each new theme will be defined by our Sparkling Start approach, which aims to pique their curiosity and desire to learn more about it, they may go on trips, have a workshop in school or a specific activity, at the end there will be a Phenomenal Finish that will be shared with parents in a variety of ways. Phenomenal finish - gives their learning meaning and they are working towards a purposeful ending.

Maths is taught as a stand alone subject, although application of skills to real life contexts will be practised by making links, where relevant, to other areas of the curriculum and our themes.

Lessons are planned to provide a breadth and balance of learning through practical, investigative and written activities. By encouraging the children to apply their learning across different contexts we are able to extend their understanding and deepen the core skills.

Junior Prep Curriculum					
Key Aspects of Learning	<u>Core Skills</u> Independence Critical thinking Logical thinking Reasoning Leadership Creativity Communication Adaptability Resilience	<u>Immersive and Experiential</u> Rich text centred Piques curiosity with a sparkling start Provides a purpose and context for learning Is relevant and significant Builds knowledge and skills to create a phenomenal finish	<u>Breadth of Curriculum</u> English language Reading Comprehension Creative Writing Writing for a purpose Maths Science Humanities The Arts Technology Language/culture PSHCE RSE	<u>Characteristics</u> Curiosity Self challenging, risk takers Reflective Collaborative Imaginative Integrity	<u>Information, Media and Technology</u> Communication (G suite and chromebooks) Computational thinking Computer science E safety
Opportunities our curriculum provides	Breadth and Balance in learning Excitement and engagement Challenge and Ownership Development of oracy, comprehension and writing skills Mastery approach in Maths Practical and physical experience Application of learning to different context				
Relationships	Self awareness; relationships to others; global relationships and cultural diversity				
Experiences outside of the classroom	Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links; Educational trips; Visiting speakers/workshops				

