



CURRICULUM POLICY

Last Revised: May 2023

Policy Owner: Head of Pre-Prep and Prep

Date of next review: _____ **June 2024** _____

Signed: _____ *Ed Currie* _____ **Date:**
_____ **1.6.23** _____

Printed: _____ **Mr Ed Currie** _____

Chair of Governors

Signed: _____ *Andrew Rudkin* _____ **Date:**
_____ **1.5.23** _____

Printed: _____ **Mr Andrew Rudkin** _____

(Headmaster)

Policy Statement

This is a whole school policy and applies to all members of Lyndhurst School including Early Years (Reception – Nursery), where the Early Years Foundation Stage (EYFS) Framework is followed. We use the Development Matters (2021) as a guide for planning.

*In addition, Lyndhurst Early Years have their own policy *Enjoying and Achieving* which reflects the curriculum of the EYFS.*

Introduction

The curriculum is the interaction between the teacher and the learner and, as such transmits attitudes and values, in addition to knowledge, skills and understanding. The Directors, Governors and staff of Lyndhurst School will create high standards through high expectations, which are at the core of the attitudes and values transmitted through our curriculum delivery. The school ensures that children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

Lyndhurst School is fully committed to ensuring that the application of the Curriculum Policy is non-discriminatory, in line with the UK Equality Act (2010). Lyndhurst is also committed to instilling in its children through its curriculum the key values of the school, in particular that all children should feel valued and recognised and that the views of others should be respected. Our curriculum provision



precludes the teaching of any partisan political views in any curriculum subject or undermining of fundamental British values. Where political issues are brought to the attention of children, they are offered a balanced presentation of opposing views.

The Lyndhurst School provides full-time education for children of compulsory school age (constructed in accordance with section 8 of the Education Act 1996) and gives children experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The aim of the Lyndhurst School is to provide an excellent education to ensure the children become the best they can be and achieve excellent senior school entry results. The school will enable the children to access the six values of the School, namely:

Be Brilliant

- Everyone is brilliant at something • You work hard and are part of the school community • You always give your best • You celebrate other people's successes and achievements

Be Brave

- You are positive influencers • You ask questions • You discover new and better ways to do things • You speak up if you have an idea and voice your opinion

Be Curious

- You believe anything is possible • You love to learn • You try and explore new things • You know you will sometimes make mistakes but that you will learn from them

Be Kind

- You are kind to everyone • You care and are considerate of other people's feelings • You respect yourself, others and our environment

Be You

- You are honest • You are true to your own feelings • Everyone is different, and you know that is good

Supportive Community

We promote the development of self-discipline and responsibility, spirituality and a personal moral code, and cultivate an ethos based on respect, good manners, empathy and kindness. The children are part of the heart of a strong supportive community.

Secure and Happy Environment

All children and families are known and respected by all in the school, enabling a secure and happy school. We encourage a sense of perspective, and a firm belief that we can work in partnership with others to make a difference,

Wealth of Opportunities



We inherently believe in enriching the children's learning and broadening their interests through specialist teaching for the Creative Arts and sports along with off timetable days offering a breadth of learning.

Endeavour and Enthusiasm

We develop leadership, teamwork, resilience and life skills through a diverse range of activities where all children, regardless of their talents and attributes, are encouraged to challenge themselves, take appropriate risks and embrace their learning with enthusiasm to fulfil their potential.

Individual Success

We have a welcoming, tolerant community where each individual is valued and enjoys a deep sense of belonging throughout their Lyndhurst journey. Encouraging every child to be the best they can be, creating confident, capable, level-headed and happy young people.

Confidence and Love of Learning

We encourage the growth of intellectual curiosity, independence, creativity, innovation and habits of learning through provoking, specialised and challenging teaching.

Nurturing Mind; Body and Soul

We nurture an atmosphere of mutual respect between all members of our community, and foster self-respect and self-esteem in terms of physical health, emotional maturity and personal well-being, while establishing lasting friendships in a positive, happy environment.

Curriculum Intent

'Education is not preparation for life; education is life itself.'

The purpose of Lyndhurst School is to provide bespoke learning and giving the best possible start to the children's educational journey, supporting them in their passage to adulthood by developing character, intellect and physique within a scholarly community in which everyone is cared for and valued equally by:

- Providing a staff of varied talents and strong commitment, who will enable the children to enjoy education and see it as a life-long experience.
- Pursuing an active and open collaboration with parents.
- Encouraging the development in every child of self-discipline, responsibility, spiritual values and a personal moral code, leading to the highest possible standards of behaviour, consideration for others and pride in themselves and the school.
- Encouraging the growth of intellectual curiosity, creativity and habits of learning, including the preparation of each student for the best possible examination results, through a broadly based, coherent and balanced curriculum.
- Offering a wide range of extracurricular activities through which children can develop their social, sporting and cultural abilities.
- Promoting an understanding and awareness of life beyond Lyndhurst and a sense of service to the local and wider community.



Aims and Structure of the Lyndhurst Curriculum

The broad and balanced curriculum offered here is designed to be accessible to all children who enter the school. Lyndhurst School curriculum offers access to all the aesthetic, human and social, linguistic, mathematical, creative and literary, scientific and technological, physical and moral and spiritual 'areas of learning' throughout their compulsory school years. Each subject within these areas is designed to offer continuity and progression of each student's learning.

The school's independence enables it to offer a broadly National Curriculum provision whilst, at the same time, going beyond the National Curriculum, which we regard as valuable. Our overriding aim is to maintain a high standard of teaching and learning for all children at Lyndhurst School.

Curriculum Aims

The curriculum at Lyndhurst School has the following aims to:

- To enable children to acquire speaking, listening, literacy and numeracy skills through a broad and balanced curriculum.
- Develop a questioning, energetic, imaginative, logical and informed mind.
- Help children use language effectively and creatively.
- Provide the mathematical, scientific and technical knowledge and skills which are considered necessary in a fast-changing world.
- Ensures that all children can learn and make progress.
- Foster an appreciation of human aspirations and achievements.
- Promote an informed awareness, both of moral values and of the spiritual dimension of life.
- Provide a programme of social, health and economics education which reflects the school's aim and ethos, which encourages respect for other people, paying particular regard to the protected characteristics as set out in the 2010 act. The characteristics are identified as age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.
- Actively 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
- Encourage self-expression and to provide opportunities for active responses to aesthetic experience.
- Enable children to play a full part in the community through the acquisition of a range of social skills.
- Develop a good level of physical and manipulative competence linked with a healthy understanding of the human body.



Lyndhurst School
Curriculum Policy
Curriculum Implementation

Curriculum Overview Map, Long term Planning, Medium Term Plans and other subject specific documents indicate the topics, knowledge and skills to be taught for each subject to each year group, together with essential vocabulary. There is a main 'topic' theme per year group each term, with subjects linking to the theme where appropriate to unify cross curricular planning and for skills learned in one area to be used and developed across subjects.

Medium Term Plans provide the weekly objectives and learning outcomes, with suggested activities, resources, ICT use and differentiation.

Weekly planning for English and Mathematics is produced individually by teachers to detail the resources, activities and strategies they will use to achieve the learning objectives for a lesson.

Heads of Subjects are responsible for producing and updating the Long-Term Plans and Curriculum Overview Map, Subject Policy and Subject Evaluations for their area of expertise. They are also responsible for ensuring the subject is resourced so that it can be effectively delivered. Members of staff teaching a subject are responsible for producing the Medium-Term Plans, with the support and guidance of the head of subject, who monitors its implementation, the quality of teaching and learning and pupil progress in their subject area.

Curriculum Process includes:

- Whole School Vision & School Improvement Plan
- Evaluation, Review and Adaptation
- Curriculum Policy
- Subject Policy and Evaluations
- Long Term Plans
- Curriculum Overview Map
- Feedback and Reporting
- Standardised and Teacher Assessment and Recording

Content and Delivery

The school operates on a weekly timetable which varies according to the age group.

Year Group	Core Hours
Nursery & Pre – Reception	Morning Session 8 am – 1 pm Afternoon Session 1 pm – 6 pm
Reception	8:25 – 3:15
Pre-Prep Year One & Year Two	8:25 – 3:30
Prep Year Three, Year Four, Year Five & Year 6	8:25 – 3:55



Lyndhurst School Curriculum Policy Nursery – Reception

Children in Nursery and Pre-Reception learn through exploring their environment, both inside and outside. They have short, structured adult-initiated activities and continue to follow and explore their interests through child-initiated activities in their free play time. There are a wealth of opportunities to explore and investigate in every area of the Early Years Foundation Stage curriculum.

In addition to this, the children in Little Lyndhurst have the opportunity to take part in some specialist lessons – French, PE, Music, Yoga, LEAF (our forest school) and drama for the Pre-Reception children.

Children in Reception begin to explore the world through structured and child-initiated activities and free play, with indoor and outdoor learning experiences that form the basis for their learning to progress throughout school.

We follow the EYFS Framework (Revised EYFS Framework 2021) which comprises 7 areas of learning:

Prime

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

Specific

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

Pre-Prep and Prep School

Children are taught the following subjects, with specialist teachers for Art, Music, French, Drama and Sports:

- English
- Mathematics
- Science
- Humanities (Topic) – Geography & History
- PE, Games, Swimming
- Music
- Art
- French
- R.E.
- Personal, Social, Health, Emotional and Economic Education (PSHEE)
- RHE
- Verbal and Non- Verbal Reasoning (from Year 2)
- Drama
- Computing & IT

11+ Adaptations

In Years 5 and 6, the timetable is gradually adjusted to allow for specific preparation for the senior schools' entrance examinations, which take place from November to January of Year 6. While children continue to have access to every subject area, timed papers and interview preparation are enabled. Lyndhurst School is academically non-selective in intake and seeks to meet the needs of all its children. We believe all children in school should have equal opportunities and equal access to the curriculum. Teachers take account of their children's varied requirements and differentiate for ability when



Differentiation

Differentiation may be organised by task, outcome, resource or personal support and grouping. A variety of learning and teaching methods as well as materials are used in all subjects to suit the different needs of our children.

Disabilities

In accordance with the statutory requirements the school aims to make the curriculum accessible to all children as far as is reasonably practicable.



Lyndhurst School Curriculum Policy Learning Support

Lyndhurst School is committed to assisting all our students in accessing the curriculum, from admissions to A Level and beyond. Our SEND (includes Higher Achievers) Policy sets out the rationale and procedures via which we identify and assist those with Learning Support or Special Educational Needs, which includes those with an education, health and care plan (EHC). This is outlined in the **S.E.N.D. (includes Higher Achievers) Policy**.

English as an Additional Language

Lyndhurst School identifies and assists where necessary the small number of children for whom English is not their first language. Bespoke help will be offered if required. The School's EAL Policy provides additional detail and clarification.

Learning Strategies

Lyndhurst School recognises a range of aptitudes and different learning styles in our children, so we encourage as much variety of experience and multi-sensory learning as possible, working from meaningful practical experiences to more abstract concepts as the child progresses. Our aim is that skills introduced in one area of the curriculum are used and developed in other areas. We make full use of the local environment, invited speakers, artefacts and trips to extend learning beyond the classroom. We aim to encourage child- initiated exploration and to maintain flexibility within the curriculum to be able to respond to interests that are generated by the themes and topical events.

Enrichment, Trips and Workshops

As part of its commitment to educating the whole person, Lyndhurst encourages wider cross-curricular activities which enhance the prescribed academic curriculum. Some of these are run by specific subjects such as Poetry Week, Shakespeare Day, Money morning. Others may be supervised by teachers but have more general interests such as Healthy Me Day incorporating Physical Development and PSCHE.

Twice a year a year group visits a place of interest to enhance their learning of their topic such as Marwell Zoo in Year Two, Victorian Day in Rural Life Living Museum in Year Five and Bignor Roman Villa in Year Three.

Enrichment (Homework) & School Home Learning

The purpose of Enrichment changes and develops as a child moves through the school. Enrichment in Early Years and Pre-Prep is a combination of Reading, Phonics, Literacy and Numeracy. Enrichment tasks are set by Maths and English teachers in Prep School to consolidate and extend learning in the classroom, to develop skills and knowledge and are designed to be independently managed by the children and cultivate good study habits.

For further information refer to Lyndhurst's Enrichment (Homework) & School Home Learning Policy.

Spiritual, Moral, Social and Cultural Development and Fundamental British Values

Central to Lyndhurst is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each student, in its fullest sense. That fullest sense is one which includes the 'spiritual, moral, social and cultural development' of each of our children.

It is the task of Lyndhurst to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that children can be given maximum scope to develop their spiritual, moral, social and cultural dimensions and the promotion of fundamental British values in an environment free of political bias.

Following the Department for Education's 2014 guidance on promoting British values in schools,



Lyndhurst ensures that its duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect.

Details of the Spiritual, Moral, Social and Cultural Development can be found with the policy document.

Political Education

The promotion of partisan political views in the teaching of any subject in Lyndhurst School is forbidden by law. If political issues arise, they are discussed and presented in a balanced manner. All staff have had Prevent training and know their duty to help keep children safe from the risk of radicalisation and extremism.

Community Cohesion

Through its curriculum Lyndhurst School will contribute towards creating a society in which:

- there is a common vision and sense of belonging by all communities.
- the diversity of people's backgrounds and circumstances is appreciated and valued.
- similar life opportunities are available to all.
- strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Personal, Social, Citizen, Health, Emotional and Economic Development

A strong foundation in literacy, numeracy and reasoning is essential, but is insufficient for success at secondary school and as preparation for the experiences, responsibilities and opportunities of adult life in today's world. In addition to the ability to think critically and creatively, evaluate information, problem-solve and communicate, our children need to develop spiritually, morally, socially and culturally. They need to understand their values, have an awareness of and manage their mental health and well-being, live healthily and safely, interacting with and contributing to the community around them. Lyndhurst believes that an effective whole child approach to learning requires a healthy, settled and evolving emotional life including the development of social skills towards adults and peers. We prioritise pastoral care and wellbeing of the children, adopting a happy and relaxed atmosphere in classrooms and around the school. All subjects are taught with variety in lesson organisation to include group work and paired work, as well as whole class teaching. Teachers endeavour to model and to teach acceptable and appropriate behaviour, both inside and outside the classroom. This includes promoting and modelling respect for other people's differences, life choices and beliefs as listed in section 4 of the Equality Act 2010 and creating a culture of tolerance and diversity.

Child's Voice

Our PSCHEE programme incorporates learning and decision-making opportunities across the curriculum with contributions from specific PSCHEE lessons, projects, form time, circle time, assemblies, and involvement in school and the wider community. Children are encouraged to play active roles to help them develop confidence in presenting their views, listening, negotiating, working as teams, organising events. Examples include:

- The School Council
- Fund raising for Year 6's nominated charity
- Links with Corrina Lodge, Eco Day
- Visits to Houses of Parliament
- Money Day

There are close links with other subjects, such as R.E, English, Humanities and Science which have aspects of a moral or ethical nature and encourage debate and discussion. Child Voice opportunities are further encouraged through children surveys, Houses, Suggestion Boxes. Towards the end of Year 6, children are given the opportunity to expand their understanding of future career choices and widen their horizon and perspective on options available to them. This is done through a series of career talks



given by parents from a diverse range of backgrounds and career paths. The PSCHEE policy further explains our intent and implementation of this area.

RHE

The relationship and health curriculum taught in the Summer Term from EYFS to Year 6 is a vital and sensitively delivered part of our PSCHEE curriculum. It has been planned to ensure it meets the expectations of the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and guidance under section 80a of the Education Act 2002. Further details are set out in our RHE policy which is available to parents via the school website and upon request.

Physical and Health Development

Being fit, healthy, and active provides all kinds of social, emotional and intellectual benefits for our children. Lyndhurst seeks sensitively to cultivate each child's physical poise, skills and confidence, through a healthy diet, adequate play, a safe school environment and organised sporting activities. Physical Education is taught to all year groups and a range of extracurricular sporting activities are available. All children, regardless of their natural sporting ability can find something to enjoy and to cultivate their understanding of teamwork, supporting others and competition. Examples include ballet, Prep Cross Country House competition, Sports Afternoon and Prep School fixtures.

In addition, in Prep School children take part in different activity day or activity residential to experience a greater variety of sports. This can include Year Three – Three Peaks Challenge at Barfield, Year Four watersports experience day at Horseshoe Lake and overnight residentials for Year Five and Year Six.

Technology

The ability to effectively use ICT is an essential skill in modern society. ICT skills are taught in designated Computing & IT lessons. These can then be used as a tool in other subjects to enhance the learning experience and produce learners who are confident and capable users of ICT, aware of its advantages and limitations. iPads are available for use in the classroom.

Communication with parents

Each Year Group shares with parents on a weekly basis a summary of what the children have learnt in the main subject areas. A Curriculum evening is held at the start of each new school year, to discuss the expectations of the forthcoming year and to address queries. Lyndhurst has an open-door policy for enquiries that crop up during the year. Assessment results are shared with parents, a Mid-Year short report is provided in February and a full written report is distributed at the end of the Summer Term. Two Parents' Evenings are held throughout the year.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the relevant form teacher or subject specific teacher, then head of subject, a member of the senior leadership team.

If the issue is not resolved, parents can make a formal complaint using Lyndhurst School's Complaints Policy which is available on the school website.



**Lyndhurst School
Curriculum Policy**

Review, Evaluation and Development of Curriculum

Planning and curriculum content is reviewed to ensure that it:

- meets the needs of our children and our aims.
- provides good continuity and progression within and across year groups.
- meets curriculum requirements and offers balanced coverage of subjects.

Heads of Subjects are continually evaluating their long-term plans and updating resources to ensure that we continue to deliver a wide, up to date and creative curriculum.

The Governors Head Teacher and Senior Leadership Team are responsible for ensuring that the schools' curriculum satisfies Paragraph 2 of the Independent Schools Standards Regulations. The School's Trustees/Governors are responsible for ensuring that school staff are deployed to ensure the proper supervision of children.

The Governors, Head Teacher and Senior Leadership Team will co-monitor, co-review and co-evaluate the implementation and impact of the curriculum by a variety of manners including:

1. Book Looks
2. Discrete Lesson Observations
3. Learning Walks
4. Staff Reviews

Date of next review: July 2024

Signed: _____ **Date:** _____

Chair of Governors

Signed: _____ **Date:** _____



The principal language of instruction is English.

All children receive a broad and balanced curriculum based on the vision, aims and ethos of the school which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Linguistic Education

Children develop their communication skills and increase their command of language through listening, speaking, reading and writing. Pupils have daily^s lessons in written and spoken English at a level which is appropriate for their age and developmental stage. All children Nursery to Year 6 have MfL lessons with a specialist teacher. For further details see the **English Policy** and the **MfL Policy**.

Mathematical Education

Children have daily^s mathematics lessons during which they are taught how 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 of mathematics is developed in a variety of ways, including practical activity, exploration and discussion. For further details see the **Mathematics Policy**.

Scientific Education

Children have weekly, or twice weekly, lessons in STEM which increase their knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of enquiry, for example, observation, forming hypotheses, conducting experiments, recording their findings and drawing conclusions. For further details see the **Science Policy**.

Technological Education

The school develops the children's understanding of technology through two main streams; through Information and Computing lessons. In computing pupils use computers and other technology to find, exchange and share information. Technology allows children to design, produce and evaluate good quality products through working with tools, equipment, materials and components. For further details see the **Computing & IT Policy** and the **Art Policy, Design & Technology Policy**.

Human and Social Education

Children experience Human and Social Education through a variety of subjects; Personal, Social, Health and Economic Education (P.S.C.H.E.E.), Religious Education (R.E.) and topic-based work in the Pre-Prep and Personal, Social, Health and Economic Education (P.S.C. H.E.E.), Religious Education (R.E.), History and Geography in the Prep School. Through these subjects' children learn about people and their environment, and how human action, now and in the past, has influenced events and conditions. For further details see the **Personal, Social, Citizenship, Health and Economic Education (P.S.C.H.E.E.) Policy, Relationship & Health Education Policy, Religious Education (R.E.) Policy, History Policy and Geography Policy**.

Physical Education

Through Physical Education pupils develop their physical control and co-ordination as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Pupils also acquire knowledge and understanding about the basic principles of fitness and health. Pupils have



Lyndhurst School Curriculum Policy

weekly P.E. and games lessons, including team sports, fixtures, skills, dance and swimming.

Pupils in Year 6 attend a residential outdoor pursuits' course. The curriculum is further enhanced by an after-school programme of sporting activities. All pupils have access to informal Physical Education through the use of outdoor equipment such as the adventure playground, balls and hoops. For further information see the **Sports Policy**.

Aesthetic and Creative Education

Aesthetic and Creative Education is concerned with the process of making, composing and inventing. Pupils are helped to develop their aesthetic and creative skills through all subjects, but some make a particularly strong contribution, including art, music, dance, drama and aspects of English such as literature and creative writing. All children participate in a variety of school productions performed for parents and visitors. The curriculum is further enhanced by after-school creative activities. For further details see the **Art Policy, Design & Technology Policy, Music Policy, Physical Education (P.E.) Policy, Drama Policy** and **English Policy**.



Our Values



Be the best version of yourself!

Be Brilliant

- ★ Everyone is brilliant at something
- ★ You work hard and are part of the school community
- ★ You always give your best
- ★ You celebrate other people's successes and achievements



Be Brave

- ★ You are positive influencers and ask questions
- ★ You discover new and better ways to do things
- ★ You speak up if you have an idea and voice your opinion

Be Curious

- ★ You believe anything is possible and love to learn
- ★ You try and explore new things
- ★ You know you will sometimes make mistakes but that you will learn from them



Be Kind

- ★ You are kind to everyone
- ★ You care and are considerate of other people's feelings
- ★ You respect yourself, others and our environment

Be You

- ★ You are honest
- ★ You are true to your own feelings
- ★ Everyone is different, and you know that is good



Nurturing Mind, Body and Soul