

# PORT · REGIS

POLICY NAME	Curriculum Policy	POLICY OWNER	Barbara Lonergan Deputy Head Academic
APPROVED BY	Education Committee	DATE APPROVED	May 2026
DATE OF LAST REVIEW	May 2026	DATE OF NEXT REVIEW	May 2027

Whole school policy including EYFS.

Extracts from the School's values statement relating to the curriculum:

*Extraordinary teaching that stretches and supports every child, enabling them to discover the discipline of study and the delight of learning.*

*A passion for developing the unique academic, sporting and creative talents of every child – giving equal measure to the head, hand and heart.*

In line with these aims, our ambition is to provide a rich, relevant and dynamic curriculum which engages all pupils and ensures excellent progress. We aim:

1. To provide all pupils with the best possible opportunity to succeed academically;
2. To ensure that the school meets the requirements of the Independent Schools Standards and Regulations in all matters regarding the curriculum;
3. To ensure that the school has appropriate written documentation as supporting evidence to the fulfilment of the regulations as stated at 2 above.

## FURTHER AIMS

In accordance with section 8 of the Education Act 1996, we aim to provide a thorough, broad and balanced curriculum through which all pupils, including those pupils with an EHC plan, have the opportunity to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative areas of education. The academic handbook and departmental schemes of work explain the various ways in which we strive to achieve these aims. The curriculum is enriched through a comprehensive co-curricular programme of hobbies which take place throughout the day along with sports fixtures and trips.

We aim to ensure through our curriculum that all pupils, including those pupils with an EHC plan, acquire the necessary speaking, listening, literacy and numeracy skills appropriate for their ages and aptitudes.

We aim to be a school in which learning is a rewarding and enjoyable experience for pupils and teachers alike. Through our teaching we intend to (i) equip children with the skills, knowledge and understanding necessary to be able to realise their academic potential and (ii) prepare them for the opportunities, responsibilities and experiences which await them in senior school and adult life.

Through our Jigsaw (from Reception-Year 4) and Life Skills and RSE (Year 5-Year 8) programme and assemblies we also provide personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2020. We are committed to ensuring equality for all pupils; we aim to develop a culture of inclusion, tolerance and diversity in which pupils feel proud of their identity and are able to participate fully in the life of the school. Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

In its selection of themes for Life Skills lessons and assemblies, the school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We believe this provision constitutes effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The School maintains a separate Spiritual, Moral, Social and Cultural Policy which explains our approach in detail. Our Relationships and Sex Education (RSE) and Health Education Policy sets out how this provision is delivered throughout the school.

Various other policies support the delivery of our curriculum, including, most importantly:

- Curriculum Plan
- PSHE
- Careers
- RSE and Health Education Policy
- Teaching, Marking, Assessment and Monitoring Pupil Performance
- Disability, Inclusion, Special Education Needs, Learning Support, EAL, More Able Pupils
- Departmental handbooks and subject schemes of work

The Library seeks to provide resources to support the curricular, recreational, spiritual, moral and cultural needs of the pupils and the professional needs of the staff, and to provide a resource both for the promotion of the use of books. The Library aims to provide a well-resourced range of books available to all the children in the school. With both fiction and non-fiction titles, our aim is for the Library to encourage cross-curricular learning, independent reading and a lifelong enthusiasm for reading.

In the Pre-Prep, which educates children below compulsory school age from 2-7, the school provides a programme of activities which is appropriate to the educational needs of those pupils in relation to personal, social, emotional and physical development and communication and language skills with reference to the EYFS 2021 seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design