Bowbrook School

# CURRICULUM POLICY
# (Including EYFS)

**Approved by the Head Teacher:** October 2026

**Active from**: October 2026

**Next review date**: October 2027

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# INTRODUCTION

In line with our school ethos, at Bowbrook we strive to provide high quality learning experiences that are both challenging and rewarding so that students of all abilities are given the opportunity to achieve their best academic and personal potential through smaller class sizes and good knowledge of our students, not simply in terms of data figures or diagnoses, but personalities and individuality. Our aim is that our children have the opportunity to experience and achieve success by realising their talents and fulfilling potential from our youngest pupils in Nursery to the oldest taking GCSE's.

We recognise that the National Curriculum provides a framework for a consistent whole school approach to learning and we aim to ensure that this consistency is reflected in both our policies and our practice. The National Curriculum provides a framework from EYFS to KS4.

We work hard to provide a safe, secure and stimulating environment in order to develop those spiritual, moral, cultural and social values that are so important to our children's future adult life. High self-esteem, mutual respect, understanding, compassion, tolerance and good manners are just some examples of such values. In a rapidly changing society, we feel that many traditional values are timeless and worthy of applying to future generations.

We recognise that education does not stand still and we need to take account of new educational developments in order to provide the best and most up to date resources for our children's learning.

Bowbrook House School will provide additional support for those pupils who are identified as requiring assistance in the curriculum. Support may be for academic, pastoral, behavioural, linguistic, or medical needs and is mainly provided by form tutors (pastoral) and the relevant SENDCo (academic) for students identified as SEND, EAL OR with an EHC plan. A SEND register and monitoring register is made available to all staff as well as IEPs, which are used to identify the needs of these pupils and are used by teachers to ensure that they make progress commensurate with their needs and abilities. Details of support lessons are recorded and documented by the SENDCo. More information and detail about differentiation and how the curriculum is adapted can be found in the SEND policy.

In the middle and senior school, subject leaders are responsible for planning, implementation and assessment within subject areas and create or implement schemes of work appropriate to the needs of the subject and our students; these are available within departments or subject areas. The Deputy Head 'Academic' is the member of SLT who leads the curriculum team. Middle leaders are the Heads of the English, Maths, Science and prep departments. Regular meetings and training is held for the purpose of collaboration, support and dissemination of information due to a number of departments being staffed by a single person.

In the prep school, including EYFS, the 'Head of Prep' has overall responsibility for the Prep School Curriculum including of schemes of work, their implementation and assessment. This is supported by the class teachers.

Subject Development Plans are completed and reviewed on an annual basis.

### In general, staff at Bowbrook House School will aim to:

- provide a broad, balanced, relevant and differentiated curriculum.
- create entitlement for all pupils and create equality of opportunity.
- promote partnership between pupil, parent/guardian, teacher and community.
- ensure continuity and progression within the school and between phases of education.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- build confidence and self-esteem and prepare pupils for the next steps in their lives.
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience.

## In particular, we believe the curriculum should aim to:

- help the pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- help pupils acquire understanding, knowledge and skills relevant to adult life and employment in a fast-changing world.
- help pupils to acquire and develop speaking, listening, literacy and numeracy skills effectively
- help pupils to develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
- help pupils understand the world in which they live and in the interdependence of individuals, groups and nations.
- help pupils to appreciate human achievements and aspirations.
- Never undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## The school ensures that the curriculum provides experience in the following areas:

- ***Aesthetic and Creative*** – *the process of making, composing and inventing through (not exclusively)* ***Music, Art and Design:***
  - to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present;
  - to appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music;

- ***Linguistic*** – *the four dimensions of language – listening, speaking, reading and writing through (not exclusively)* ***Literacy, English, History, R.S:***

  - read fluently, with understanding and feeling. To be able to appreciate a variety of written material written in different ways for different purposes.
  - write legibly with a satisfactory standard of spelling syntax punctuation and usage.
  - communicate clearly and confidently in speech and in writing.
  - listen attentively and with understanding.

- ***Physical*** – *physical control, co-ordination, tactical skills, imaginative responses and evaluative capabilities through (not exclusively)* ***music and movement, outdoor learning, P.E, drama, swimming lessons:***
  - to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;

- ***Scientific*** – *observation, enquiry, technology, environment through (not exclusively)* ***Science and maths.***
  - to master basic scientific ideas and methods

- to investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work;

- ***Human and Social*** – *people and their environment including human action both now and in the past through (not exclusively)* ***History, geography, R.S., PSHE***
  - to know about geographical, historical and social aspects of his wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for him as an individual within society, to be aware of Christian beliefs and their importance in shaping our current society;
  - be able to acquire information from a variety of sources

- ***Mathematical*** – *Calculations, patterns in numbers or space and to develop the capacity to think logically through (not exclusively)* ***Maths and science.***
  - understand mathematical language and concepts and be able to apply then to everyday situations.
  - to observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;

- ***Technological*** – *both in terms of ICT and design/production of products through (not exclusively)* ***Computer Science, Art and Design.***
  - apply computational skills with speed and accuracy.
  - to be aware of the effects, and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling;

The school seeks to meet the needs of all its children. We provide a positive caring environment in which the children are made to feel good about themselves and then to grow in confidence.

This is reflected in our **PSHE** - Up to J6 - and **PSHCCE – M7 to S11** (personal, social, health, careers, citizenship and economic education) programmes.

Bowbrook House Prep School uses an online resource from Twinkl. This includes units of study that deliver all the learning objectives outlined in the PSHE Association Programme of Study.

Each unit covers the three core strands:

- **Relationships**
- **Health and Wellbeing**
- **Living in the Wider World**

The Middle and Senior programme includes the overarching concepts of three core themes: Health and Wellbeing, Relationships and Living in the Wider World. In addition to these core themes, it also covers: Economic wellbeing, careers and enterprise education as well as education for Personal safety, including assessing and managing risk (including the digital world).

## 1. RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) & HEALTH EDUCATION

Our scheme of work for PSHE and Citizenship meets the requirements of the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers, Published July 2025.

**Careers** education forms part of all secondary aged children's education where a range of opportunities and experiences are created to ensure impartial information is used to allow pupils to make informed choices and encourage them to fulfill potential.

We provide all of our secondary aged pupils with effective careers guidance. In KS3 & 4, we use an online careers platform called 'Career pilot', this is used to support achievement of all eight of the Gatsby Benchmarks and is designed to be flexible and to connect 11–18-year-olds with their future career potential. It combines the most comprehensive source of information with a personalised experience and career planning tools, helping students to make more informed decisions about future study and career options, and at the same time allowing them some independence and autonomy to explore careers. This platform is supplemented with other resources, activities and outside speakers where possible, to enable all students to have information and experiences they need to help them make important choices regarding their career pathways.

Further information on the PSHE curriculum in the middle and senior school, including careers provision is available.

Both our PSHCCE delivery and in the wider curriculum we work in line with the Equality and Human Rights Commission's protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation and gender reassignment to ensure that all are afforded equal opportunity in all areas of school life and are aware of the rights and responsibilities of others.

The school will also incorporate additional elements into the curriculum at all ages to create diversity and balance and recognise that we need to take account of new educational developments and the changing needs of our pupils, to provide the best and most up to date resources for their learning.

## 2. THE EARLY YEARS FOUNDATION STAGE

We offer our Early Years children a wide breadth of opportunities; expansive grounds, trips, cookery, an outside learning curriculum and specialist teaching in music, music and movement and PE. All of the seven EYFS areas of learning and development are to be given equal importance and are planned around four main themes:

### Main Themes:

**A Unique Child** - Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
**Positive relationships** - Children learn to be strong and independent from a base of loving and secure and positive relationships with parents and/or a key person
**Enabling Environments** - The environment plays a key role in supporting and extending children's development and learning. Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

**Learning and Development** - Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected

These four guiding principles should shape practice in early years settings.

The seven areas of Learning are split into prime and specific areas:

### The Three Prime Areas

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

### The Four Specific Areas

- Mathematics
- Literacy
- Understanding of the World
- Expressive Arts and Design

At the end of the Reception year the children are assessed in these areas using the following sub areas:

- Personal, Social and Emotional Development – self-regulation, managing self and building relationships
- Communication and Language - listening, attention and understanding and speaking
- Physical Development - gross motor skills and fine motor skills
- Mathematics – number and numerical patterns
- Literacy – comprehension, word reading and writing
- Understanding of the World - past and present, people, culture, communities and the Natural World
- Expressive Arts and Design – creating with materials and being imaginative and expressive

Further details can be found in The Early Years and Foundation Stage handbook

All phases and subjects develop and have recorded schemes of work with department areas and planning ensures equality of provision and opportunity as outline above, including those with an EHC plan. Lesson allocation and subject weighting is evident in time tabling for each phase which is readily available as well as outlined below.

All lessons are taught in written and spoken English, however students with EAL are catered for appropriately through the development of a pupil passport.

## 3. SCHOOL DAY

### Middle and Senior School

6 x 50-minute lessons per day = 5 hours/day, **25 hours/week teaching time**
Tutor and changeover = 55mins/day, 4 hours 35mins/week
Lunch and breaks = 1 hour 10 mins/day, 5 hours, 50mins/week
Total time w/o breaks = 29 hours 35mins p/w
Total Time with Breaks = 35 hours, 25m

### Infants and Juniors (Prep School)

1 x 55-minute lessons, 4 x 50-minute lesson, 1 x 30-minute lesson = 4hrs 45mins/day, **23hrs 45mins/week**
Tutor and changeover = 30mins/day, 2 hours 30mins/week
Prep – potential of 20 minutes/day, 1 hour 40 mins/week
Lunch and breaks = 1 hour 20 mins/day, 6 hours, 40mins/week

### Prep School Academic Weighting (in hours per week)

| | Literacy Skills inc. reading and phonics | Numeracy Skills | Sci | Humanities | ICT | PE | ART | R.S/PSHE | Swimming/Outdoor Learning/Art | Music/Music and Movement/Choir | Languages | Assembly |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I1 | 8hrs 20 mins | 4hrs 10 mins | 50 mins | 50 mins | 50 mins | 50 mins | 50 mins | 50 mins | 50mins | 1hr 40 mins | 50 mins | 1 hr 40 mins |
| I2 | 8hrs 20 mins | 4hrs 10 mins | 50 mins | 50 mins | 50 mins | 50 mins | 50 mins | 50 mins | 50mins | 1hr 40 mins | 50 mins | 1 hr 40 mins |

*STEM/Current Affairs/Assembly

| | Eng (related activities) | Math | Sci | Humanities | ICT | PE/Games | ART/DT | R.S | French | Music | PSHE | Golden Time/Choir | Art/Swimming Forest school | Other | Prep |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| J3 | 5hr 40 m | 4hr 40m | 1hr 40 m | 1hr 40 m | 50 m | 1hr 40m | 1hr 40m | 50 m | 50 m | 50 m | 50 m | 30 m | 2hrs | 50 m | 2hrs 30 m |
| J4 | 5hr 40 m | 4hr 40m | 1hr 40 m | 1hr 40 m | 50 m | 1hr 40m | 1hr 40m | 50 m | 50 m | 50 m | 50 m | 30 m | 2hrs | 50 m | 2hrs 30 m |
| J5 | 5hrs 25 m | 4hr 35 m | 1hr 40 m | 1hr 40 m | 50 m | 2h 10m | 1hr 40 m | 50 m | 50 m | 50 m | 50 m | 30 m | - | *1hr 55 m | 2hrs 30 m |
| J6 | 5hrs 10m | 4hrs 20m | 1hr 40 m | 1hr 40m | 50 m | 2hrs 10m | 1hr 40 m | 50 m | 50 m | 50 m | 50 m | 30 m | - | 2 hr 40 | 2hrs 30m |

## Middle School Academic Weighting (In hours per week)

| | Eng | Maths | Sci | Geog | His | ICT/ Comp Sci | PE/ Games | ART/DT | R.S | French | Music | PSHE | Activity/ DofE | Assembly |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M7 | 4.10 (5) | 3.20 (4) | 2hrs 30m (3) | 1.40 (2) | 1.40 (2) | 50m (1) | 2hrs 30m (3) | 1hr 40m (2) | 50m (1) | 1hr 40m (2) | 50m (1) | 50m (1) | 1hr 40m (2) | 50m (1) |
| M8 | 4.10 (5) | 3.20 (4) | 2hrs 30m (3) | 1.40 (2) | 1.40 (2) | 50m (1) | 2hrs 30m (3) | 1hr 40m (2) | 50m (1) | 1hr 40m (2) | 50m (1) | 50m (1) | 1hr 40m (2) | 50m (1) |
| M9 | 4.10 (5) | 3.20 (4) | 2hrs 30m (3) | 1.40 (2) | 1.40 (2) | 50m (1) | 2hrs 30m (3) | 1hr 40m (2) | 50m (1) | 1hr 40m (2) | 50m (1) | 50m (1) | 1hr 40m (2) | 50m (1) |

Subjects are taught in mixed ability groups or ability groups termed as Maroon, Red and White. This is at the discretion of the Heads of Department or subject and is available to view on all timetables.

## 4. SENIOR SCHOOL ACADEMIC OPTIONS

GCSEs are taken by all students, beginning in year 10 with options being chosen in year 9. There are 'core' subjects which all must take which are:

**Maths**

**English** Some will do both English literature and Language. Others will focus solely in language as deemed appropriate educationally.

**Science** Separate Sciences (3 GCSE's)

Or

Combined Science (2 GCSE's)

**Games** No accreditation

**PSHCE** PSHE, Careers and Economic Education including work experience (No accreditation)

### GCSE Options

GCSE options currently undertaken are: R.S, French, History, Geography, Art, Computer Science, Business, Music, PE and Food and Nutrition - Vocational options on offer are: Health and Social Care (S10), Travel and Tourism (S11) and Creative iMedia.

Options and subjects are reviewed annually to find a best fit with student's needs and preferences in that particular year group. Option blocks are created on the basis of student interest and we aim to ensure students are afforded opportunities in their most favoured subjects.

### Senior School Academic Weighting (In 50-minute lessons per week)

| | Eng | Math | Sci | PSHE | Games | Options Each X 3 |
|---|---|---|---|---|---|---|
| S10 | 4 | 4 | 6 | 1 | 2 | 3 |
| S11 | 4 | 4 | 6 | 1 | 2 | 3 |

## 5. ASSESSMENT AND PROGRESS TRACKING

Pupil progress is closely monitored through formative and summative assessment as well as Cambridge (CEM) Insight adaptive baseline assessments at a phase appropriate level. Close tracking and monitoring of pupil progress using engage allows us to record, report and intervene to ensure positive progress for all. In Middle school we have bespoke progress tracking methods, the documentation for which is available and shared with parents when the join the school.

### Implementation and Impact

Annual training and quality assurance processes take place to maintain policy adherence and standards of progress and challenge. This includes annual lesson observations, learning walks, subject annual reviews and feedback, marking and pupil work reviews.

Our strongest indication of academic impact is measured in GCSE outcomes each year where achievements are consistently considerable above national outcomes even though we are a non-selective school. Value added outcomes demonstrate a considerable strength and particulars of which are available on request.