



ST EDMUND'S SCHOOL

CANTERBURY

St Edmund's Junior School

Curriculum Policy

St Edmund's Junior School offers full-time supervised education for day and boarding pupils aged 7-13, providing pupils with experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The school benefits from being part of the wider St Edmund's School, resulting in pupils have enhanced provision to expand their learning via outstanding resources and facilities.

The school aims to provide a rounded, age and aptitude appropriate education for all its pupils, including those pupils with an Education, Health and Care Plan (where the school undertakes to provide and education which fulfils the EHC care plan requirements). In particular, this means:

The school aims to:

- ensure that pupils develop the essential literacy and numeracy skills;
- provide pupils with a full and rounded entitlement to learning;
- foster pupils' creativity and develop essential skills, including learning skills;
- promote a safe and healthy lifestyle;
- inspire pupils to a commitment to learning which will last a lifetime; and
- promote high standards in all learning and teaching.

The school's curriculum follows statutory requirements and some subjects broadly follow National Curriculum guidelines, particularly for the acquisition of skills and in some cases, content. However, the curriculum is broader than the National Curriculum; for example – the inclusion of Outdoor Education and the teaching of four languages in the first two years of KS3.

The curriculum is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life.

Personal, Social, Health and Economic Education (PSHEE) is provided regularly and frequently according to prescribed schemes of work and alongside a comprehensive tutorial programme. Both reflect the school's aims and ethos. Religious education is also provided for all pupils.

During the 2021-2022 Academic year, the Junior School will be redesigning the curriculum for Forms 3 to 6.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief. The school also recognises the need for variation in methods of teaching and an understanding of pupils' individual learning profiles in order for pupils to have every success of and making effective progress.



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As far as is possible, within the physical constraints of the building, this is also true of disability. The school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The School has an Accessibility Plan which is available on the school's website.

Disabilities

In accordance with the statutory requirements the school aims to make the curriculum accessible to all pupils as far as is reasonably practicable. The school has a policy regarding access for pupils with disabilities (SEND), the Special Educational Needs and Disability Policy, which is available on the school's website.

Subjects offers

Please refer to the Curriculum section of the school website for more information.

Unless specified otherwise, all subjects below are taught to all pupils				
English	History	French	Art	PE/Games
Mathematics	Geography	German (Forms 7 and 8)	Drama	Outdoor Education
Sciences (Biology, Chemistry, Physics)	Religious Studies	Latin (Forms 7 and 8)	Design Technology	
Computing (Forms 3 – 6) Computer Science (Forms 7 and 8)	PSHEE	Spanish (Forms 7 and 8)	Food Technology	
EAL (as required)	Diploma* (Forms 7 and 8)		Product Design (Forms 7 and 8)	
Reading (Forms 3 – 6)				

*An academic study of an aspects of interest to a pupil, involving critical thinking, independent research skills, academic writing and presentation.

Relationships and Sex Education (RSE)

The school provides Relationships and Sex education in the curriculum for all pupils, in which pupils are encouraged to follow moral principles and taught to recognise the value of family life.

A full statement of the school's Relationships and Sex Education Policy is available to parents via the school's website and teachers via the Staff Policies area on Microsoft Teams.

It has regard for the government's guidance in *Sex and Relationship Education Guidance (DfE, 2000)*.

In line with Department of Education Guidance SRE sessions in the Junior School will be tailored to the age and the physical and emotional maturity of the children. The table below highlights the topics covered in each group:



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Forms 3	Form 4	Form 5	Form 6	Form 7	Form 8
<ul style="list-style-type: none"> • Relationships • Staying safe 	<ul style="list-style-type: none"> • Families • Relationships • Physical health and mental wellbeing • Staying safe • Relationships 	<ul style="list-style-type: none"> • Relationships • Staying safe • Physical health and mental wellbeing • Staying safe • Relationships 	<ul style="list-style-type: none"> • Relationships • Staying safe • Friendships and staying safe. • Puberty and reproduction • Physical health and mental wellbeing • Staying safe • Relationships • Online and media 	<ul style="list-style-type: none"> • Relationships • Families • Friendships and diversity • Puberty and reproduction. • Keeping safe (online and offline) • Online and media • Physical health and mental wellbeing 	<ul style="list-style-type: none"> • Relationships (including families) • Puberty and sexual health. • Friendships and managing influences (online and offline) • Keeping safe • Online and media. • Drugs, alcohol and tobacco. • Health and prevention.

Spiritual, Moral, Social and Cultural Development

The Spiritual, Moral, Social and Cultural development of our pupils is an important responsibility of the school and it permeates both the curriculum and our daily interactions with pupils. The School has an SMSC policy which describes our provision and also requires staff to model and promote Fundamental British Values in their teaching.

The promotion of partisan political views in the teaching of any subject in the school is forbidden by law. Any political issues that may be introduced are presented in a balanced manner. The School also recognises and understands its responsibilities under the Counter Terrorism and Security Act 2015, *to take every effort to prevent individuals from being drawn into terrorism through the internet or by other means, and to challenge extremist ideas propagated by terrorist organisations*. Therefore, the School seeks to foster understanding and respect for British values throughout the whole school community in a variety of ways. These include: Chapel services. Head's Line, the tutorial programme, citizenship as part of PSHEE, the programme of study for subjects such as English, History, and Religious Studies, visiting speakers and trips away from school.

Religious Studies

The school is Anglican in foundation and practice but welcomes pupils of all Faiths/denominations and none. The school strives to provide children with teaching and learning resulting in them having faith in themselves. Religious Studies is available to all pupils informally through Chapel services and collective worship (see "Collective worship", below). Religious Studies is delivered as an academic subject in all years. Parents have the right to withdraw their children from Religious Studies and should do so by informing the Head of the Junior School, in writing.

Collective Worship

All pupils in Junior School are expected to take part in regular collective worship. The worship is mainly of a broadly Christian character although more formal services follow the Anglican tradition.

Parents have a right to withdraw their children from acts of collective worship. Parents should inform the Head



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of the Junior School in writing if they wish to withdraw their child from collective worship.

PE and Games

All pupils are expected to take part in the school's Physical Education and Games programme. Pupils can only be excused from PE and Games lessons for medical reasons, for which a note from a parent to the Games staff will suffice, or other reasons agreed by the Head of the Junior school.

Careers Education

Careers Education forms part of the PSHEE programme delivered in Junior School. It is also part of a 3-18 initiative where JS pupils are involved in off-timetable sessions delivered by organisations or key members of professions.

Co-Curricular Activities

The school has a wide and varied programme of co-curricular opportunities, clubs and activities that take place outside the formal curriculum. All pupils are encouraged to take part in the programme. The impact of our successful co-curricular provision can be seen through the school's social media platforms and in the fortnightly newsletters.

Prep

The school expects homework to be set as appropriate. As guidance the school expects pupils to spend the following times on homework:

Form 3	2 x 20 minute preps per week plus reading and weekly spellings, tables and/or handwriting
Form 4	4 x 20 minute preps per week (Monday - Thursday) plus daily reading, spellings, tables and handwriting as required
Form 5	4 x 30 minute preps per week (Monday - Thursday) plus spellings weekly*
Form 6	2 x 20 minute preps per night (Monday – Friday)*
Form 7	2 x 25 minute preps per night (Monday – Friday)*
Form 8	2 x 30 minute preps per night (Monday – Friday)*

** tables and handwriting as required*

Additional Educational Needs (AEN)

The school has a Special Educational Needs and Disability Policy for all pupils who may require additional educational needs, available to parents via the website. This covers aspects of admission, the kinds of special educational need for which provision is made at the school, identification, assessment, dual exceptionality, provision, review and inclusion. The school determines appropriate education plans for pupils in consultation with parents.

English as an additional (or second) language



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Whilst all lessons are taught in English, bi-lingual learners at St Edmund's come from a range of ethnic and cultural backgrounds. Their ability to function in English, both spoken and written, is assessed at point of admission prior to acceptance into the school. The school's aim in supporting children's for whom English is an additional (or second) language, via the EAL department, in linguistic competence (aural, oral and written), is to provide a pathway so that achievement is commensurate with ability, uncompromised by difficulties in writing, comprehending or speaking English.

Very Able and Talented (VAT)

Pupils may be identified as VAT through a triangulation of standardised baseline assessment data, teacher judgement and prior attainment. Once identified, teachers provide a challenging and enriched curriculum to enable pupils to be stretched and challenged as required. The Deputy Head, in conjunction with the Head of Co-Curricular, will help to provide enrichment opportunities to challenge and stretch VAT pupils further.

The emphasis is on increasing the depth of the curriculum for VAT pupils rather than providing an accelerated curriculum.

Monitoring and Review

This policy will be monitored by the Junior School Deputy Head, who will report to the Head of Junior School on its implementation regularly and at least as frequently as annually. The Head will report to the governing body's Education and Staffing Committee on the progress of the policy and on any material changes.

Concerns and Complaints

Parents who have concerns about any aspect of the curriculum should discuss these in the first instance with the pupil's Form teacher or tutor, or with the Deputy Head.

If the issue is not resolved, parents should discuss it with the Head of the Junior School or make an official complaint in writing to the Head of the Junior School following the School's Complaints Procedure (as detailed on the School website).



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Updated September 2021 RAC/ADS

Signed: _____

Date: _____

Governor responsible for the Curriculum

Review date, September 2022

Version Number	Date of Amendment	Signature
1	September 2015	MCJ
2	September 2016	MCJ
3	September 2017	MCJ
4	September 2018	MCJ
5	September 2019	MCJ
6	September 2021	RAC