



St Edmund's Junior School

Curriculum Policy

1. Introduction

St Edmund's Junior School offers full-time supervised education for day and boarding pupils aged 7-13, providing pupils with the experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

The school aims to:

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

The school's curriculum follows statutory requirements and some subjects follow National Curriculum guidelines in relation to skills and, in some cases, content. However, the curriculum is broader than the National Curriculum with subjects such as Languages taught from Year 3. Specialist teachers also deliver Drama, Sport, Outdoor Education, Music, Science and ICT to pupils in Years 3-6. In Years 7 and 8, all subjects are taught by specialists.

The curriculum is balanced and broad and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society; it prepares our pupils for the opportunities, responsibilities and experiences relative for their next stages of education and later in life.

Pupils are expected to acquire skills in speaking and listening, literacy and numeracy. The medium of teaching is English.

Personal, social, health and economic education is provided regularly and frequently according to prescribed schemes of work and alongside a comprehensive tutorial programme. Both reflect the school's values, aims and ethos. Religious education is also provided for all pupils.

2. Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of gender, 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 make effective progress in all areas.



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.

Equality, diversity and inclusion are all addressed throughout the curriculum, including the PSHEE programme and tutor programme, alongside the culture and ethos of the school.

3. 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 (including those with SEND); the Special Educational Needs and Disability Policy

4. Subjects

We currently offer the following subjects in Junior School:

Art and Ceramics	Food Technology	PSHEE	Diploma and Independent Study
Computer Science and ICT	Geography	Religious Studies	Music
Design Technology	History	Science	Spanish
English	Outdoor Education	PE	French
Drama	Mathematics	Games	Latin

In addition, curriculum support (Learning Enhancement) and EAL (English as and additional language) is offered on a bespoke, individual basis as required.

5. 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.

Our approach is based upon statutory guidance available here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>



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

Year 5	Year 6	Year 7	Year 8
Puberty - physiological and psychological changes	Relationships, Friendships and Love	Conception	Conception
	Puberty - physiological and psychological changes	Sexual Intercourse	Sexual Intercourse
		Contraception and Sexual Health	Contraception and Sexual Health
		Puberty - physiological and psychological changes	Puberty - physiological and psychological changes
		Relationships, Friendships and Love	Gender Identity and same gender relationships
			Relationships, Friendships and Love

The delivery of RSE will be part of timetabled PSHEE lessons and will be delivered by suitably qualified staff. These include but are not limited to:

- The School's Medical Centre
- The Science Department

Timetabled PSHEE lessons will also cover a number of topics pertinent to RSE. These include, but are not limited to:

- Personal well-being – handling yourself and relationships with others
- Keeping healthy
- Online relationships

Years 3-4

For Years 3 and 4 there are no discrete RSE sessions. RSE is taught as part of the PSHEE curriculum. Topics include:

- Friendships, bullying and self-esteem.
- Safe and healthy relationships and staying safe.
- The biological lifecycle (Science)

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided without giving reasons.



6. 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 Lines, the tutorial programme, citizenship as part of PSHEE, the programme of study for subjects such as English, History, and Religious Education, visiting speakers and trips away from school.

7. Religious Education

The school is Anglican in foundation and practice but welcomes pupils of all denominations and faiths. Religious education is available to all pupils informally through Chapel services and collective worship. Religious Studies is delivered as an academic subject in all years. Parents have the right to withdraw their children from Religious Studies or from acts of collective worship and should do so by informing the Head of the Junior School, in writing.

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.

8. Physical Education (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 their form tutor (Upper School) or Class teacher (Lower School) will suffice, or other reasons agreed by the Deputy Head or Head of the Junior school.

9. Careers Education

Careers Education forms part of the PSHEE programme delivered in Junior School. It is also part of a 2 -18 initiative where JS pupils are involved in off-timetable sessions delivered by organisations or key members of professions.

10. Co-Curricular Activities

The school has a wide and varied programme of cultural, social and sporting activities that take place outside the formal curriculum. All pupils are expected to take part in the programme which is managed by the Assistant Head (Co-Curricular).

11. Prep

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



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Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
2 x 20 minute preps per week plus reading Weekly spellings, times tables or handwriting activities	4 x 20 minute preps per week Daily reading spellings and times tables	4 x 30 minute preps per week Weekly reading and spellings.	2 x 20 minute preps per evening	2 x 25 minute preps per evening	2 x 30 minute preps per evening



12. Special and Additional Educational Need (SEND)

The school has a Special Educational Needs and Disability Whole School Policy (Including Early Years) 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 and appropriate bodies.

13. English as an Additional Language (EAL)

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 for whom English is an additional 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.

The Junior School's EAL provision is overseen by a dedicated specialist teacher.

14. Monitoring and Review

This policy will be monitored by the Assistant Head (Teaching and Learning) of the Junior School, who will report to the Head of the 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.

15. Concerns and Complaints

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

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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Signed: _____

Date: _____

Governor responsible for the Curriculum

Review date, September 2026

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 2020	RAC/ANDS
7	September 2021	RAC
8	September 2022	RAC/ALW
9	September 2023	RAC
10	September 2024	RAC
11	September 2025	RAC