



# The Peterborough School

## Curriculum Policy

<b>Policy Reference:</b>	8b Curriculum Policy
<b>Review Date:</b>	September 2025
<b>Reviewed by:</b>	Deputy Head Head of Preparatory School
<b>Next Review:</b>	September 2026
<b>Review Frequency:</b>	Annual



## Background:

We are committed to providing a broad and balanced education consistent with the Woodard Ethos, which aims to unlock the potential of every child, taking into account their age, aptitudes and needs, including those with individual needs, and enabling them to be happy and successful adults through the acquisition of suitable skills and attributes.

## The curriculum aims to:

- inspire children to learn and make good progress
- promote academic excellence and passion for learning
- promote and develop essential academic life skills, such as literacy, numeracy and communication skills, while promoting an enquiring mind and a capacity to think rationally and objectively
- provide opportunities for students to be creative, innovative and enterprising in all the major curriculum and intellectual disciplines
- prepare pupils for public examinations
- provide appropriate subject choices and option routes to suit individual learning needs
- offer an education that respects rights, dignity and individuality
- utilise a successful blend of academic tradition and technological modernity in the process of teaching and learning
- reflect the values, attitudes and ethos that makes The Peterborough School unique, and which are enshrined in the overarching School values of Family, Ambition, Character and Excellence, which describe collectively a holistic approach to education

## Curriculum Overview:

- The Peterborough School's curriculum consists of all the planned activities that are organised in order to promote academic learning, personal growth and development. It comprises the formal academic curriculum, as well as the various extra-curricular activities and clubs that the school organises in order to enrich the educational experience. It also includes the 'hidden curriculum' experienced in assemblies, chapel, house meetings and tutor time, as well as the learning experience provided by the School's framework of rules and regulations, rewards and sanctions.
- We value the breadth of the curriculum that we provide. Pupils gain experience in linguistic, mathematical, scientific, technological, human and social, spiritual, physical and aesthetic and creative education.
- Pupils are enabled to develop appropriate skills in speaking, listening, literacy and numeracy.
- All pupils have the opportunity to learn, make progress and achieve the highest standards of attainment in line with their ability.
- AG&T provision benefits all learners; promoting a widening participation
- The School ensures a breadth of provision and a variety of learning experiences, which create opportunities for talents and abilities to emerge
- The School provides personal, social, health and economic education through a core PSHEE programme, which is taught sequentially across the age range, and which reflects the School's aims and ethos. 'Health' includes both physical and mental health. As part of the formal academic curriculum, the PSHEE programme encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation and the fundamental British values of democracy.



- The formal, informal and extended curriculum promotes the fundamental British values of democracy; and in particular the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are thereby prepared effectively for the opportunities, responsibilities and experiences of life in British society.
- The curriculum at all stages includes compulsory and then increasingly optional subject choices from the creative arts, science and technology, sports, modern foreign languages, humanities, mathematics and English.
- Children of non-compulsory school age in the Nursery engage in a programme of activity that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. In planning and guiding what the children learn, the different rates at which they develop are considered, and practice is adjusted appropriately. The three characteristics of effective teaching and learning are encompassed fully into all learning opportunities.
- In the Nursery the curriculum follows the Statutory Framework for the Early Years Foundation Stage (effective from 1<sup>st</sup> September 2021) which sets the standards for learning, development and care for children from birth to five. The Nursery provides planning and procedures to incorporate the overarching principles which underpin and shape the practice in our early years setting. The seven areas of learning and development shape the educational programme provided. All areas of learning and development are important and inter-connected. The curriculum involves activities and experiences for children as set out in the prime and specific areas.
- In Reception, children continue their learning journey following the same statutory framework and curriculum started in the Nursery, but there are also further learning opportunities for those children who are ready, to begin a more formal School career. Reading, writing and mathematics are taught in small, differentiated groups. The children are also provided with numerous first-hand experiences to develop their knowledge and understanding of the world.
- The Early Years Foundation Stage Curriculum is enhanced by specialist teaching in Modern Languages, Physical Education, Cooking, Music and Forest Schools. There are also timetabled visits to the School's computing suite and the chapel. The children also participate in class outings to various places of interest linked to their topic work which takes into account children's interests.
- In Years 1 and 2 the infant classes follow a Creative Curriculum. This is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. Schemes of Work, including Mathematics, English and PSHEE, incorporate the New Primary Curriculum. Infant children receive specialist teaching in Music, Modern Languages, Cooking, Forest Schools and Physical Education.
- In Years 3 – 6 the framework of the New Primary Curriculum is incorporated into Schemes of Work, including PSHEE. Children also study Modern Languages, Food Technology, Drama, Reasoning and Forest Schools. Cross curricular links are exploited as they arise. Each year group participates in a variety of independent learning projects including teamwork and individual presentations. Children are encouraged to always work to the best of their ability; aiming to become increasingly independent as they move towards the Senior School.
- In Years 7 – 9 a broad and balanced curriculum is offered. This consists of English Language and English Literature, Mathematics, Science, Modern Foreign Languages such as French, and Spanish, Art, Computing, Drama, Geography, History, Religious Studies, PE, Technologies (which includes Food Technology, Design & Technology, Music and Textiles Technology), Citizenship, Careers and PSHEE.
- In Years 10 and 11 pupils follow a GCSE programme tailored to suit their interests and abilities. Pupils will typically study for anything between 6 and 11 GCSE subjects. The core GCSE programme consists of English Language, English Literature, Mathematics, Sciences, PSHE and Games. Optional subjects within the GCSE programme are reviewed annually but currently



consist of GCSE Art, Craft and Design, Computer Science, Product Design, Drama, Food Technology, French, Geography, History, Music, PE, Religious Studies, and Spanish. Students are strongly recommended to study at least one modern foreign language, although this is not appropriate for all.

- In the Lower Sixth pupils choose three (or four) A Level subjects (or their equivalent). By agreement, pupils may undertake to study less than this number. In addition to the core academic curriculum, pupils receive PSHE, a timetabled careers programme, and continue to do Games. All Sixth Form students are encouraged to complete The Extended Project Qualification (EPQ) and are involved in a programme of volunteering and an elective enrichment programme.
- Pupils receive accurate, up-to-date and timely further/higher education and careers guidance through lessons, assemblies, presentations, individual profiling and discussions, as they progress through the school. During their time in the Nursery and Preparatory School pupils are given the opportunity to learn about a wide variety of careers. They study different jobs, what these involve and how they may be able to do them when they grow older. We ensure that careers discussed are presented in an impartial manner and are not stereotyped. Pupils are encouraged to explore what they might like to do in the future regardless of their gender, culture or belief, to allow them to fulfil their potential. In addition to careers guidance at appropriate stages in the PSHE schedule, Year 7 - 11 pupils receive support and guidance in advance of making GCSE and Sixth Form subject choices. Year 10 and Lower 6<sup>th</sup> pupils complete a week of work experience during term time. Information is presented in an impartial manner which enables pupils to make informed choices about a broad range of careers for the future, which are in line with their potential.

#### Inclusion, differentiation and support:

- The curriculum is designed to be accessed by all pupils who attend the School.
- If children have special needs, including a statement or EHC plan, the school will do all it can to meet individual needs and we comply with the requirements set out in the SEN Code of Practice.
- Pupils who are more able or exhibit a gift or a talent are stretched and challenged within the academic curriculum, as well as through the various extra-curricular activities and trips that the School organises.
- Pupils are set by ability in Mathematics and English for part of their timetable in all year groups from Reception to Year 6. Where a need is identified beyond what can be met through differentiation in the classroom, support is provided by the Individual Learning Department, either individually or in small groups. In the Nursery extra time with a child's Key Person will be incorporated into their daily routine if it is felt this is beneficial, or they may receive targeted activity time in a small group.
- Pupils are set separately in Mathematics and sometimes English throughout Key Stage 3. In some year groups 'linked setting' arrangements are such that pupils are therefore set, as a result, in other curriculum subjects too. These arrangements are reviewed annually. In Years 10 and 11 setting continues separately in English, Maths and Science whilst option subjects remain unset.
- Where a need is identified, additional SEND or study support is provided by the Learning Support department, either individually or in small groups. This may take the place of language lessons in Year 7 – 9 or within a GCSE option block, or in any other sensible way by agreement.



## Planning and monitoring

- Curricular planning and development takes various forms. Heads of Faculty/Department [HODs] are responsible for academic planning and monitoring in the Senior School; and Key Stage Leaders and Subject Co-ordinators in the Preparatory School. HODs may make submissions (e.g. regarding new courses) to the Deputy Headmaster for review; there is regular monitoring of the Schools' strategic plan (to which departments in the Senior School contribute annually with an Action Plan, as does the Preparatory School); working parties in both Preparatory and Senior School are convened to review specific aspects of the curriculum, and on-going review and discussion takes place monthly at Curriculum HODs meetings in the Senior School and at Key Stage Leader level in the Preparatory School. The Curriculum Heads of Department meetings in the senior school are chaired by the Deputy Head, and attended by the Headmaster. Key Stage Leaders in the Preparatory School are responsible to the Head of the Preparatory School.
- Curricular planning includes liaison with the Preparatory School to ensure the continuity of the curriculum experience and good transition between the different schools.
- HODs (Senior) and Key Stage Leaders (Preparatory) monitor the way subjects are taught in their departments and ensure that appropriate teaching strategies are used and teaching and learning resources are managed effectively.
- HODs and Subject Coordinators (Preparatory School) choose the most suitable specifications for delivery of the curriculum and are responsible for ensuring that schemes of work are produced which indicate what topics are to be taught each term and to which pupils. Schemes of work are reviewed on an annual basis and submitted to the Deputy Headmaster or the Head of the Preparatory School as appropriate.
- Staffing needs are reviewed annually by the Deputy Head in the Senior School and the Head of the Preparatory School, for discussion with SLT and the Headmaster.
- The Deputy Head, in collaboration with the time-tabler, revises and issues the curriculum plan for the next academic year.

Specific details of the subjects available in Years 7 – 11 and the Sixth Form are available separately (from the Deputy Head) in detailed or overview format. Parents and pupils are informed of these in good time by presentations, meetings and mailings at the appropriate stages. Full advice is given about the implications of option choices.

Details of the subjects offered are also available on the school's website at [www.thepeterboroughschool.co.uk](http://www.thepeterboroughschool.co.uk)



Years 7 - 9		Years 10 and 11: GCSEs		Sixth Form: A Levels	
In Years 7 – 9 a broad and balanced curriculum is offered to all pupils consisting of:		In Years 10 & 11 pupils follow a GCSE programme tailored to their aptitudes and interests. Pupils usually undertake either 9 or 10 GCSE subjects.		In the 6 <sup>th</sup> Form pupils follow a core programme that sits at the heart of their A Level programme* Pupils have a free choice of A Level subjects from approximately 20 subjects.	
Core Subjects	Other Subjects	Core Subjects	Option Subjects	Core Subjects	A Level Option Subjects
English Language English Literature Mathematics Science [Biology, Chemistry & Physics] PSHE Games Careers	Art Craft & Design Computer Science Drama Geography History Languages* Physical Education Religious Studies Technologies**	English Language English Literature Mathematics Science [Biology, Chemistry & Physics] PSHE (non-examined) Games (non-examined)	Art Craft & Design Computer Science Design & Technology* Drama Food Technology* French Geography History Music Physical Education Religious Studies Spanish	PSHE Careers & UCAS Preparation Games Extended Project Qualification (EPQ) Volunteering Enrichment electives, such as <ul style="list-style-type: none"> <li>• Core Maths</li> <li>• Politics and Current Affairs</li> <li>• Sports Leaders</li> <li>• Art</li> <li>• Computing</li> <li>• Languages</li> </ul>	Art Biology Business Studies Chemistry Drama & Theatre Studies Economics English Literature Food Tech [BTEC Diploma] French Geography German [legacy only] History Maths Further Maths Music Philosophy (RS) Physical Education Physics Product Design Psychology Sociology Spanish
<p><b>Notes</b></p> <p>* Pupils in Years 7 study Spanish Pupils in Years 8 and 9 study Spanish and French.</p> <p>** All pupils study four technologies on a carousel basis throughout each of Years 7 – 9. Two technologies are studied for half of the academic year and the other two are studied for the remainder. The four technologies are:</p> <ul style="list-style-type: none"> <li>○ Art Textiles</li> <li>○ Music</li> <li>○ Design &amp; Technology</li> <li>○ Food Technology</li> </ul> <p>• In the Year 9 carousel, Art textiles is replaced by Drama</p>		<p><b>Notes</b></p> <p>* Maximum number limits apply.</p> <ul style="list-style-type: none"> <li>• The School recommends a broad, balanced GCSE profile and will guide pupils accordingly</li> </ul>		<p><b>Notes</b></p> <p>* Pupils <i>may</i> be able to sit four A Levels with prior agreement.</p> <ul style="list-style-type: none"> <li>• Entry onto all A Level courses is subject to pupils meeting the GCSE grade threshold; 5 GCSE results at Grade 5 or above; with Grade 6's or above in the subjects to be studied at A Level.</li> <li>• <i>Some A Level subjects</i> have further and/or higher specific requirements.</li> </ul>	
<ul style="list-style-type: none"> <li>• Setting arrangements vary depending on the requirements of each Year group. Mathematics is set from Year 7 onwards. In Years 7 - 9 there are some linked-setting groups; but by Year 9 pupils are generally set separately in Maths, Science and English. Where there are three teaching groups in a Year, the structure is normally a higher set and two parallel sets.</li> <li>• Though every attempt will be made to offer the subjects listed above, the School reserves the right to limit places if demand is too high or close courses if numbers are too low.</li> </ul>					