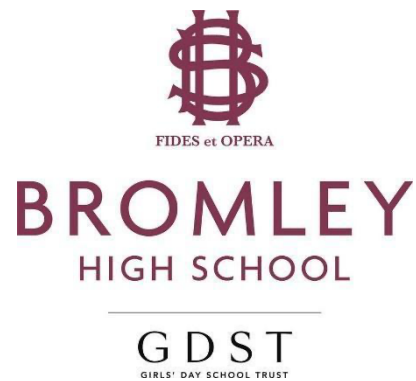


Date: September 2025

Review date: September 2026

Responsibility: SCF



CURRICULUM POLICY

(Junior School & EYFS)

This policy applies to all pupils throughout the Junior school (including those in EYFS)

Aims

Bromley High is a selective girls' day school. Our aim is to provide a rich and challenging academic curriculum which encourages girls to aim for excellence and incorporates opportunities to develop key GDST qualities – confidence, commitment, courage and caring and which reflects the ethos of Bromley High School and the values of our school (Courage, Compassion, Curiosity). All girls, including those with an EHC plan, should have exceptional opportunities to learn and make good progress according to their ages, aptitudes and needs so that they increase their understanding and develop skills in the subjects taught. In order to foster a deep sense of belonging, all girls should see themselves reflected in our school's curriculum and should be exposed to a wide range of topics, narratives and perspectives as we seek to promote inclusivity, diversity and understanding.

The school constantly reviews its curricular provision to ensure that girls experience a forward-thinking and stimulating curriculum and receive excellent, effective preparation for the opportunities, responsibilities and experiences of life in British society. Opportunities for cross-curricular, cross phase and enrichment activities are encouraged. Termly curriculum overviews for each year group are shared with parents at the beginning of each term.

The provision and teaching will not undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs or discriminate against pupils contrary to the Equality Act 2010.

This curriculum policy has regard to the protected characteristics of which pupils are made aware. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

Bromley Bright Minds Curriculum

The aim of the Bromley Bright Minds curriculum is to offer a broad balanced curriculum which builds upon prior learning where possible and gives pupils from a wide variety of educational backgrounds a strong basis for further study. Each term, pupil learning will centre around a 'Big Question' linked to their topic which seeks to promote deeper thinking and engagement. All pupils have lessons in English, mathematics, science, Spanish (Taster year of French Y3, German Y4 and Latin/Classics Y5), history, geography, computer science, Religious Studies, Design & Technology (including Food Technology block), music and drama, art, PE and dance and PSHE. For the year 2025-26 Year 5 & 6 will continue with French as their core language as it is phased out. In creating our Bromley *Bright Minds Curriculum* there is a generous period allocation for creative, musical, practical STEM and sporting subjects, with a core focus on mathematics and English. We attain a balance between paying due attention to the expectations of the National Curriculum 2014 and the aims and values identified as specific to our school community – breadth and depth. This is underpinned by our school's values (Courage, Compassion, Curiosity) with the 'Nine Skills for the Future' running through our curriculum.

The Nine Skills for the Future are: Creativity, Innovation, Digital Literacy, Technology Design, Global Citizenship, Active Learning, Leadership, Problem Solving and Collaboration. These skills were developed based on the research by the World Economic Forum and help to develop the skills our pupils will need for secondary school and beyond.

The progress measures for all subjects focus on the importance of developing the depth of children's learning, providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently in a range of contexts rather than moving them on to the next skill before they have truly mastered it.

Structure and Organisation of the Junior School Curriculum

The EYFS and KSI classes have six specific 35-minute teaching periods each day, with an additional 35 minute reading allocation during the lunch break and an extended form time at the end of the day. KS2 timetable consists of eight 35-minute periods. There is some degree of flexibility with timing e.g. cross-curricular days, educational trips and visits and spontaneous response to events and interests of pupils.

Early Years Foundation Stage - Reception

Girls are selected for entry into Bromley High Junior School following an assessment at age 4+, ensuring readiness for our bespoke Reception curriculum.

The Reception curriculum is fully aligned with the *Statutory Framework for the Early Years Foundation Stage*, providing a secure foundation for future learning and development. It is structured around three Prime Areas of learning, which support progress across all other areas:

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

These are complemented by four Specific Areas, which build essential skills and knowledge:

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

Our planning reflects the diverse ways children learn, with a strong emphasis on both adult-directed and child-initiated learning through play-based experiences both inside and outside the classroom.

We use the 'Characteristics of Effective Learning' to underpin our girls' development, encouraging them to:

- Play and Explore – investigate, experience, and 'have a go'.
- Engage in Active Learning – concentrate, persevere through challenges, and celebrate achievements.
- Create and Think Critically – develop ideas and strategies independently.

Our curriculum is enriched by Big Questions that spark curiosity and promote inquiry-based learning. These questions encourage children to explore themes deeply and make connections across subjects, fostering a love of learning and critical thinking from the earliest stages. The Early Years team adopts a responsive and inclusive approach, recognising and valuing the diverse backgrounds, experiences, and abilities of all pupils. Differentiation is embedded in planning and through adaptive teaching to ensure equitable access to learning.

Reception benefits from a bespoke curriculum enriched by specialist teaching in Computing, Spanish, PE, and Music. These lessons are thoughtfully designed to complement and extend in-class curriculum topics, reinforcing key knowledge and skills through engaging, age-appropriate experiences. Cross-curricular links are made wherever possible, ensuring that specialist subjects support and deepen children's understanding of broader themes. This integrated approach fosters curiosity, creativity, and confidence, building the essential skills, attitudes, and knowledge that underpin future academic and personal development.

Assessment is continuous and formative, with observations recorded via Tapestry to inform next steps and support individual progress. To support smooth transitions, the Head of Prep and EYFS lead, liaises with Year 1 staff through the sharing of the Foundation Stage Profile and Tapestry observations.

Key Stage 1

We plan a skills-based themed approach which follows a structured learning process that is stimulating and challenging. Our integrated learning journeys incorporate a range of subjects including science, history, geography, Spanish art, design and technology, computing, dance, creative writing and physical education. Where appropriate, links will be made with RE, mathematics, PSHE and other curriculum areas. Mathematics and other English key skills (handwriting, phonics/spelling, grammar) are taught as discrete sessions to ensure the acquisition of these skills are consistently reinforced throughout the curriculum to deepen understanding and promote cross-disciplinary thinking. Each class teacher is responsible for delivering the curriculum in a way that incorporates key subject skills and essential milestones, all of which are aligned with the National Curriculum Programmes of Study.

We place a strong emphasis on learning beyond the classroom through educational visits, outdoor learning experiences, and community engagement, enriching pupils' understanding of the world around them. Our curriculum is underpinned by a commitment to diversity and inclusion, ensuring that all learners feel represented, respected, and empowered.

Lower Key Stage 2

In Years 3 and 4, pupils begin to take greater ownership of their learning, developing independence, curiosity, and confidence as they explore the world around them. Our curriculum is designed to challenge and inspire, offering opportunities to:

- Investigate big ideas through themed learning journeys that connect subjects like English, science, history, geography, art, design and technology and computing.
- Think creatively and critically, using cross-curricular links to explore concepts from multiple perspectives.
- Build strong foundations in core English and maths skills — including reading comprehension, spelling, grammar and mental maths — taught in focused, discrete sessions.
- Learn beyond the classroom, with real-world experiences, educational visits, and collaborative projects that bring learning to life.
- Celebrate diversity and inclusion, encouraging pupils to value different voices, challenge stereotypes, and develop empathy and respect.

By the end of Lower Key Stage 2, children are not only more confident learners — they are thoughtful contributors, imaginative problem-solvers, and active participants in their own learning journey.

Upper Key Stage 2 / Middle School

Years 5 and 6 continue with a skills-based curriculum and have more discrete subject teaching with specialist staff. Pupils follow a spiral curriculum which extends into years 7 and 8. The spiral curriculum revisits subjects repeatedly throughout the school year and across each year group within middle school crossing from KS2 into KS3.

Each time a topic is revisited, it is approached with increasing complexity and new details are added, building on our girls' existing knowledge. This approach not only reinforces fundamental skills but also helps our girls make connections between different subjects and see how a single concept can be applied in various contexts. Class teachers are able to identify and address misconceptions early, ensuring the girls have a solid foundation before tackling more advanced material.

We also place a strong emphasis on developing critical thinking with global perspectives to widen the girls' horizons and prepare them for their future lives. Through this approach, they learn to analyse complex issues from multiple viewpoints. This prepares them to debate confidently and respectfully, a crucial skill for engaging with diverse ideas and navigating a complex world.

In the Junior School specialist teaching is introduced gradually from Reception and includes computing, languages, music, and PE, with science and design & technology in Years 4, 5 and 6.

Learning outside the Classroom

Learning Outside the Classroom (LOtC) is a key part of our curriculum and reflects our belief in the importance of engaging pupils in varied environments to enrich their learning. All year groups take part in curriculum-linked experiences beyond the classroom. These include the use of our indoor learning spaces, outdoor school grounds — including Forest School — visits from expert speakers, a wide range of off-site educational trips and residential visits for pupils in Years 3 to 6.

Planning

Schemes of work are updated and saved during the first week of each term in the Curriculum folder by Subject Co-ordinators and class teachers. Teachers amend these schemes of work as the term progresses and make notes to inform future planning with regard to these pre-planned schemes.

Parallel teachers plan together on a weekly basis and discuss the specific learning objectives for the week ahead, thus ensuring parity across the classes. Lessons are planned to meet the needs of individual pupils and assessment is considered in weekly planning documents.

If a child's progress in any area gives cause for concern, the class teacher will discuss this with the child's parents and/or carers and agree how to support the child with the aid of the SENDCo or other agencies as appropriate. Pupils with a SEND profile and those with an EHC plan are monitored by the SENDCo and their curriculum adapted to their needs (e.g. a Language may be replaced by English Support or EAL lessons.)

This policy should be read in conjunction with SEND, Assessment, Marking, Quality Assurance, Staff Development and Subject policies.