



LAMBROOK

NURTURING
POTENTIAL
SINCE 1860

Curriculum Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

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Contents

Lambrook School – Our Purpose	3
Introduction	4
Aims & Objectives	4
Roles and Responsibilities.....	5
Organisation and Planning	6
The Curriculum.....	7
Inclusive Classrooms	7
Monitoring the Curriculum	8
British Values and SMSC	8
Annex A – Promoting British Values	9

Lambrook School – Our Purpose

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

Inspiring

Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

Nurturing

Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

Providing

Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

Preparing

Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

Equipping

Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

Introduction

The aim of this policy is to ensure that all pupils at Lambrook access a broad and well-balanced curriculum, not only through academic study, but also through games, music, art, design technology, drama, as well as through extra-curricular activities and opportunities for the development of wider education.

Aims & Objectives

1. The School's aims that are relevant to the curriculum policy are as follows:

Our curriculum aims/intends to:

- a. Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1. (This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework).
- b. Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- c. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- d. Support pupils' spiritual, moral, social and cultural development.
- e. Support pupils' physical development and responsibility for their own health and enable them to be active.
- f. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support. (It reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.)
- g. Have a high academic/vocational/technical ambition for all pupils.
- h. Equip pupils with the knowledge and cultural capital they need to succeed in life.

The objectives of Lambrook's curriculum are:

- a. to create a variety of excellent learning experiences for all children to promote high standards of achievement;
- b. to create a lively and stimulating learning environment;
- c. to enable all children to learn and develop their talents and abilities to the full;
- d. to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- e. to prepare pupils for entrance examinations for subsequent schools;

- f. to enable children to be creative and to develop their own independent learning, as well as developing knowledge, skills and understanding;
- g. to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- h. to enable children to develop a respect for other people, their property and the environment;
- i. to help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life.

Roles and Responsibilities

2. The Curriculum Policy will be monitored as follows:

The governing board will monitor the effectiveness of this policy through ensuring that:

- a. a robust framework is in place for setting curriculum priorities and aspirational targets;
- b. proper provision is made for pupils with different abilities and needs, including children with special educational needs;
- c. it participates actively in decision-making about the breadth and balance of the curriculum.

The Headmaster and the Head of Academic Development will ensure that:

- a. all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- b. the amount of time provided for teaching the required elements of the curriculum is adequate;
- c. they manage requests to withdraw children from curriculum subjects, where appropriate;
- d. the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- e. the governing board is advised on whole-school targets in order to make informed decisions;
- f. proper provision is in place for pupils with different abilities and needs, including children with SEND.

Organisation and Planning

3. We achieve the objectives of this policy by:

- a. Providing pupils with both personal, social, health and economic education as well as Relationships and Sex Education, which both reflects the School's aims and ethos, and which will prepare the children for the opportunities, responsibilities and experiences of adult life. (Please see PSHE/Wellbeing Policy for more details.)
- b. Early Years Foundation Stage (EYFS). In the Nursery and Reception years, the School follows the Early Years Foundation Stage structure for the learning, development and care of pupils below the age of five. For detailed information please see the EYFS Policy. This includes:
 - a. Communication and language
 - b. Physical development
 - c. Personal, social and emotional development
 - d. Literacy
 - e. Mathematics
 - f. Understanding the world
 - g. Expressive arts and design
- c. Years 1 to 2 (KS1). These pupils do not formally follow the National Curriculum. In the Pre Prep, the Creative, Connected Curriculum incorporates the skills and objectives of the National curriculum. Subject coordinators plan alongside class teachers to ensure that there is full and consistent coverage of all subjects across Year 1 and Year 2.
- d. Years 3-8 (KS2 KS3) In the Prep School, Heads of Department are expected to devise and implement schemes of work which ensure continuity and progression in their own individual subjects, albeit schemes which very much take account of the National Curriculum and the Common Entrance Syllabus (as appropriate). These plans are held online in shared Departmental Microsoft Teams and detail the experience the children gain in the following areas of expertise:
 - a. Linguistic
 - b. Mathematical
 - c. Scientific
 - d. Technological
 - e. Human and social
 - f. Physical
 - g. Aesthetic and creative
- e. Extra-curricular. Trips and activities play an important part in the social and academic development of our pupils. All children should have the opportunity to go off-site for a trip at least once a year. It is our responsibility as a preparatory school to prepare children for the opportunities, responsibilities and experiences that they will face in later life and, through all aspects of our curriculum, we endeavour to do this. (For more information, please see the Extracurricular Policy.)

The Curriculum

4. Throughout the School, the curriculum offers:

- a. English, Mathematics, Science, Geography, History French, Religious Studies, Design and Technology, ICT, Art, Drama, PE and Music. In Year 5 all pupils study Latin. From Year 6, some pupils move to Classical Civilisation. Greek is an optional subject for interested and high achieving pupils in Years 7 and 8. Games is a curriculum subject from Year 1 upwards.
- b. Circle Time and Citizenship in the Pre Prep, and Wellbeing in Years 3 to Year 8 to promote personal, social and health education. These areas are covered by the Form Tutors (Years 3 to 8). (Please see PSHE / RSE Policies and separate scheme of work for PSHE (Wellbeing)).
- c. Future Schools lessons for Year 6 in preparation for Senior School readiness.
- d. A Saturday Series of lectures for Years 5-8 on Saturday mornings, where speakers deliver on a range of topics. This is followed by a General Studies lesson, where pupils reflect on their learning and develop their research, presentation, discussion and presentation skills.
- e. Careers education as a feature of Years 7 and 8. The Saturday Series offers insight into a range of career options. The Year 8 Leavers' Programme includes specific career-related talks and workshops that all pupils are involved in.

Inclusive Classrooms

5. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
- a. High achieving pupils;
 - b. Pupils with specific learning needs (SEND);
 - c. Pupils with English as an additional language (EAL).

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving. (Please see the SEND Policy for further information.)

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. (Please see the EAL Policy for further information.)

Monitoring the Curriculum

6. The Governors and Headmaster, Head of Academic Development and Heads of Department all have responsibility to monitor the curriculum. This monitoring will involve:

Meetings between:

- a. The Education Committee members;
- b. The Headmaster and the Head of Academic Development;
- c. The Head of Academic Development and the Heads of Department;
- d. Heads of Department and members of their teams.

Work and Planning scrutiny:

- a. Carried out by Heads of Department and fed-back to the Head of Academic Development;
- b. Learning Walks carried out by the Heads of Department and Head of Academic Development;
- c. Lesson observations carried out by Heads of Department;

British Values and SMSC

7. We encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop respect towards diversity in relation to gender, race, religion and belief, culture, sexual orientation and disability. SMSC and British Values are taught through all subjects of the curriculum and further details can be found in the online shared Departmental Teams, the SMSC Policy and PSHE Policy. (Annex A shows how the FBVs are promoted at Lambrook.)

Promoting British Values

In 2011, the government defined British Values as **democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs**. We promote these values through our own school values, curriculum and enrichment activities.

Value	How We Promote It
<p>Democracy</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Be responsible</p> <p>UN CRC Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p>	<ul style="list-style-type: none"> • We have an elected the School Council. This is used as an opportunity to promote and teach about democracy and the electoral process. • We encourage volunteerism in and out of school. This includes things like raising money for local and national charities. • The beginnings of democracy are taught through historical research of the Ancient Greek civilisation. • Democracy is also promoted through additional PSHE (Wellbeing) lessons and assemblies. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • School elections, EU Referendum, discussions of topical political issues.
<p>The rule of law</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Have courage</p> <p>UN CRC Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. There are rewards for exhibiting good and caring behaviour and consistent demonstration of our values is recognised through such things as Headmaster’s Commendation awards and the Positives System. There are consequences for deviating from expected levels of personal/social responsibility. • Through our school assemblies and PSHE (Wellbeing) formal and informal curriculum, children are taught how to earn trust and respect and are supported to develop a strong sense of morality; knowing right from wrong and doing the right thing even when it’s difficult. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.
<p>Individual liberty</p> <p>Links to Lambrook Pupil Charter: Be respectful Have courage</p> <p>UN CRC Article 31: All children have a right to relax and play, and to join in a wide range of activities.</p> <p>UN CRC Article 15: Children have the right to meet together and to join groups and organisations, as long as</p>	<ul style="list-style-type: none"> • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our Lambrook Pupil Charter and the formal and informal curriculum (and in particular the PSHE (Wellbeing) programme), children are taught about personal responsibility, choices, ambition and aspiration. They are encouraged to take opportunities to follow their interests in art, music, sport etc. • Children are taught how to keep themselves safe, including on-line. This is done through computing lessons, assemblies and outside specialists, as well as through the PSHE (Wellbeing) curriculum.

<p>this does not stop other people from enjoying their rights.</p>	
<p>Mutual respect</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Have integrity</p> <p>UN CRC Article 2: The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say and whatever type of family they come from.</p> <p>UN CRC Article 30: Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others. • Through our school's values and general curriculum, and PSHE (Wellbeing) programme, children are taught to respect each other, to be cooperative and collaborative, be supportive and to look for similarities while being understanding of differences. • Mutual respect is also promoted through additional PSHE (Wellbeing) lessons and assemblies. •
<p>Tolerance of different faiths and beliefs</p> <p>Links to Lambrook Pupil Charter: Be respectful Be kind Be responsible</p> <p>UN CRC Article 14: Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p>	<ul style="list-style-type: none"> • We have high expectations about pupil conduct and this is reflected in our Behaviour Policy. • Tolerance of different faiths and beliefs is promoted through the Syllabus for Religious Education and chapel services. Children learn about different religions, their beliefs, places of worship and festivals. The children's work on this subject or whole school learning in assemblies is often displayed in the classrooms or around the school. • This is supplemented by assemblies (Key Stage and whole school), which also mark and celebrate significant religious festivals. • Visits are made by local religious leaders and children have the opportunity to visit places of worship. • Children are taught about the United Nations Convention on the Rights of the Child and learn to respect their rights and the rights of others.