

Curriculum Policy



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Staff member responsible for this policy:	Miss Claire Holloway
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Linked policies:

Assessment, Recording and Reporting Policy; SEND Policy; Safeguarding and Child Protection Policy; Restorative Behaviour Policy; PSHE/RSE Policy; Equality Policy; EYFS Policy

1. Purpose and Ethos

At St Olave's Prep School, the curriculum is the means through which we realise our ambition for every child to flourish academically, socially and emotionally.

Our curriculum is carefully designed to be ambitious, coherent and inclusive, enabling all children to acquire knowledge, develop skills and build the confidence to succeed both within and beyond the classroom. It reflects our commitment to high expectations and to the development of the whole child.

The curriculum is underpinned by the school's values of Collaboration, Compassion, Commitment, Curiosity, Creativity and Courage, and by our belief that children learn best when they feel secure, supported and appropriately challenged.

While informed by the National Curriculum for England, the St Olave's curriculum is bespoke and is deliberately designed to exceed national expectations, preparing children effectively for the next stage of their education.

St Olave's is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). This policy applies to all members of our school community, including those in our EYFS setting regardless of gender, race, sex, ethnicity, religion or belief, cultural or linguistic background, sexual orientation, gender reassignment, or disability. St Olave's seeks to implement this policy through adherence to the procedures set out in the rest of this document. This policy should be read in conjunction with our SEND, EAL, Able, Gifted and Talented, Values Education and Assessment policies.

As a school committed to the principles of the United Nations Convention on the Rights of the Child, this policy incorporates the following articles: 1, 2, 3, 12, 13, 14, 15, 17, 23, 28, 29, 30, 31, 42.

2. Aims of the Curriculum

The curriculum at St Olave's Prep School aims to provide a broad, balanced and challenging education for all pupils. It is designed to develop secure knowledge and transferable skills, foster a love of learning and intellectual curiosity, and support children's wellbeing, confidence and resilience.

The curriculum prepares pupils for the opportunities, responsibilities and experiences of life

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in modern British society and ensures that all children, regardless of starting point, are supported to make strong and sustained progress.

3. Curriculum Breadth and Balance

The curriculum at St Olave's Prep School is broad and balanced and provides pupils with experience in the following areas of learning, in line with the Independent School Standards:

linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

These areas are delivered through a carefully structured programme of study, which combines core academic subjects with a rich and varied foundation curriculum. Together, they ensure that pupils develop secure knowledge, transferable skills and a well-rounded understanding of the world.

Linguistic development is promoted primarily through the school's bespoke English curriculum, alongside the teaching of modern foreign languages and Latin. Mathematical understanding is developed through a structured approach to mathematics, emphasising fluency, reasoning and problem-solving. Scientific knowledge and enquiry skills are taught through a progressive science curriculum.

Technological education is delivered through computing and design and technology, equipping pupils with practical and digital skills. Human and social understanding is developed through history, geography, religious education and PSHE, enabling pupils to explore society, culture and the wider world.

Physical education and games promote health, coordination and teamwork, while aesthetic and creative development is fostered through art, music, design and technology and wider creative opportunities.

4. Curriculum Structure and Content

The St Olave's curriculum is carefully sequenced to ensure progression within and across year groups.

English, mathematics and science form the foundation of the curriculum. English is taught through a bespoke, text-rich curriculum with a strong emphasis on reading, writing, oracy and vocabulary development. Mathematics is taught through a structured approach that develops fluency, reasoning and problem-solving. Science is taught as a discrete subject, developing both knowledge and enquiry skills.

History and geography are taught through bespoke schemes designed by the school. These subjects are carefully planned to build knowledge over time, develop disciplinary thinking and foster curiosity about the world.

Art and PSHE/RHE are taught using the Kapow scheme, adapted to meet the needs of the school. Religious Education reflects the school's Christian foundation while promoting

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understanding and respect for a range of beliefs and worldviews.

A distinctive feature of the curriculum is the use of specialist teachers to deliver a range of subjects, including modern foreign languages (French and Spanish, with Latin introduced in the Upper School), music, design and technology, computing, food technology and physical education and games. This ensures high-quality subject expertise and enriches pupils' learning experiences.

Outdoor learning is a core part of the curriculum and is delivered by specialist teachers through the school's allotment provision. This programme supports environmental awareness, practical skills, wellbeing and cross-curricular learning, and is an integral part of the school's curriculum offer.

5. Teaching and Learning

Teaching at St Olave's Prep School is characterised by high expectations, strong subject knowledge and a commitment to engaging all learners.

Lessons are carefully planned to ensure progression, challenge and appropriate support. Teachers use a range of strategies, including questioning, modelling and discussion, to develop understanding. There is a strong emphasis on oracy, enabling children to articulate ideas, engage in discussion and build confidence in communication.

Learning takes place within a calm, purposeful environment, supported by consistent expectations and positive relationships.

6. Inclusion and Adaptation

The curriculum is designed to be accessible to all pupils. Teachers adapt teaching to meet the needs of individuals, including those with special educational needs and disabilities and those who are more able.

The school complies fully with the SEND Code of Practice and the Equality Act 2010, ensuring that all pupils have access to a curriculum that enables them to succeed.

7. The Early Years Foundation Stage

The curriculum in the Early Years Foundation Stage follows the statutory EYFS framework and is organised around the prime and specific areas of learning.

Teaching is delivered through a balance of structured activities and purposeful play. Assessment is ongoing and informs planning, ensuring that each child's needs are met and that progression is secure.

8. Assessment and Impact

Assessment is used to ensure that the curriculum is effective and that pupils are making

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strong progress.

A combination of formative and summative assessment is used across the school. Teachers use assessment to inform planning, identify next steps and ensure that pupils are appropriately supported and challenged.

Leaders monitor outcomes and review the effectiveness of the curriculum regularly. This ensures that the curriculum continues to meet the needs of all pupils and remains ambitious and relevant.

9. Personal Development, Wellbeing and Safeguarding

The curriculum contributes significantly to pupils' personal development.

Through subjects such as PSHE, Religious Education and outdoor learning, pupils develop an understanding of relationships, wellbeing and safety. They are taught how to stay safe, how to seek help and how to treat others with respect.

The curriculum supports safeguarding by equipping pupils with the knowledge, skills and confidence to navigate the world safely and responsibly.

10. Leadership and Monitoring

The Headteacher and Senior Leadership Team have overall responsibility for the curriculum. Subject leaders oversee the development and implementation of their areas, ensuring progression, consistency and high standards.

The curriculum is monitored through lesson observation, work scrutiny, pupil voice and assessment outcomes. Findings are used to inform ongoing development and ensure that the curriculum remains effective.

11. Review

This policy will be reviewed annually to ensure that it remains compliant, effective and aligned with the school's strategic priorities.