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**Norfolk
House
School**

Curriculum Policy

**This policy applies all pupils in the school, including in
the EYFS**

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Contents

Curriculum Policy	3
Aims of the curriculum:	3
Objectives of the curriculum:	3
Curriculum	4
Foundation Stage (Age 2 – 5 yrs)	4
Key Stages	5
Equal Opportunities:	5
Safeguarding:	5
Pupil Progress and Assessment:	6
English as an Additional Language (EAL)	6
Further Information:	7
Appendix 1	8

Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

This policy takes account of the following statutory legislation and guidance documents:

- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (KCSIE)
- Statutory Framework for the Early Years Foundation Stage (EYFS)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years
- Equality Act 2010 & DfE Guidance on Sex and Gender in Schools
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- DfE Position Paper: Generative AI in Education
- Education Act 2002 & Education Reform Act 1988

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject leads are committed to reviewing any updates to National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content.

The curriculum up to Y6 aims to marry together the strengths of the revised National Curriculum in the Primary Years with the entrance requirements of the selective senior schools to which pupils apply/ next phase of their education alongside the aims and ethos of the school.

The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with an EHC plan and inline with its obligations in regard to the SEND Code of Practice and the Equalities Act 2010.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of ---. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with learning opportunities for developing strong core and cognitive skills; mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as linguistic and life skills appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim for each child in our school to achieve academic excellence as a natural byproduct of a rich, engaging education, while explicitly cultivating strong character traits (Character Education), core cognitive skills, resilience, adaptability, and personal values in preparation for life in modern British society. Through our 'Future Citizens' program (incorporating PSHCEE, RSHE, digital safety, and well-being), we provide a robust foundation for personal safety, inclusion, and active citizenship.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology and Generative AI ethically and effectively to support learning, developing pupils' digital literacy, AI competency, and critical thinking skills while guarding against cognitive over-reliance.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop broader skills needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected

characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Please see the Equal Opportunities policy.

- (Careers information is a requirement only in schools with pupils in secondary education) Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum.
 - Explicitly embeds Character Education across the curriculum to foster resilience, integrity, self-regulation, and a sense of belonging (Bellevue Strategy 2029).
 - Integrates active Pupil Voice through School Councils, Eco-Councils, and Climate Action Planning, empowering pupils to take meaningful ownership of environmental sustainability and community initiatives.

Curriculum

Foundation Stage (Age 2 – 5 yrs)

Pupils in the EYFS setting follow a broad and balanced programme of study based on the statutory Early Years Foundation Stage (EYFS) Framework, and which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, MFL and physical education.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,

Linguistic – French, Latin, Spanish

Human and Social - history, geography, religious education

Aesthetic and creative education - art, music, dance, drama

Life Skills – general studies, personal education and personal, social, health and citizenship education

Philosophy for Children

Physical – Individual and Team Sports, Gymnastics, Clubs

Technological - Computing, Coding, Computational Thinking, Information Technology, Digital

Literacy, Design Technology, and the Bellevue AI Curriculum (Years 5–6), focusing on ethical AI use, prompt literacy, data privacy, and critical evaluation of AI outputs alongside online safety.

Appendix 1 Provides an exemplar of how you may wish to inform about your curriculum and approach

Equal Opportunities

The curriculum at Norfolk House School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Special Educational Needs and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Sport

As children get older, some sports are typically taught and played in single-sex groups. In any sport or game, or activity of a competitive nature, where the physical strength, stamina or physique of the average girl would put her at a disadvantage in competition with the average boy (or vice versa), the school will separate children according to their biological sex. Sports may be played in single-sex groups

- to ensure children's safety, and where this is the case there must be no exceptions
- for reasons related to fairness

Where requests are made regarding pupil participation in sports or social transition, the school will act in strict accordance with statutory safeguarding duties (KCSIE), Equality Act 2010 provisions, and official DfE guidance on sex and gender in schools, placing paramount emphasis on child welfare, physical safety, fairness, and the well-being of all pupils.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversees this.

Additionally, our PSHE and RSE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHE and RSE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise. The school will take into account their safeguarding obligations towards children and the

importance of ensuring sport is safe and fair.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. Relationships Education (Primary) and Relationships and Sex Education (RSE, Secondary) are delivered through the Jigsaw Curriculum in full compliance with statutory DfE RSHE guidance. In alignment with Bellevue's 'Connecting and Belonging' strategy, the school maintains proactive, transparent consultation with parents regarding lesson content and resources. These lessons are designed to equip pupils with the knowledge to build safe, healthy, and respectful relationships, while addressing online safety, filtering and monitoring awareness, mental well-being, and personal safety in an age-appropriate manner.

Pupil Progress and Assessment:

Pupil Progress and Assessment — Assessing to Deliver:

Assessment is fundamentally used as a formative planning tool to deliver adaptive, personalised learning, rather than as a passive tool for measurement. We operate on the principle of 'Assessing to Deliver': evaluating prior attainment and diagnostic tasks (e.g., prior learning checks) before delivering core content to ensure learning is correctly pitched, dynamic groupings are formed, and stretch is provided for all pupils.

- **Curricular Agility:** Staff use real-time Assessment for Learning (AfL) and Point in Time Assessment (PITA) to adapt learning journeys dynamically to cohort needs, rather than simply teaching prescribed 'out of the box' schemes of work.

- **Standardised Testing & Forensic Data Analysis:** Periodic standardised testing provides objective national benchmarking. Teachers retain direct ownership of data analysis, conducting forensic interrogation of assessment trends to drive targeted classroom interventions.

- **Collaborative Moderation:** To ensure consistency and high standards across the group, teachers engage in regular cross-year and inter-school moderation, establishing a shared language of educational excellence.

Assessment and Data Protection (UK GDPR): All pupil assessment data constitutes personal data managed in accordance with the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018. Assessment records are stored securely within centralised management systems. Data access is restricted to authorized educational staff. Any assessment data shared externally or with the central Bellevue Education Committee for governance and benchmarking purposes is anonymised and consolidated, adhering strictly to data minimisation principles.

Pupil progress meetings, held termly, help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed

most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

[Remove this paragraph if the school does not have EYFS and edit it if the school does not have 2 year olds.]

In EYFS, the school will assess according to the statutory Early Years Profile and the 2 Year olds progress check. Results of the Early Years Profile are provided to parents and (Name) Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Careers Information Provision

Careers information provision is compulsory in schools which provide secondary education. Therefore, this section is also relevant to those schools in the group which have pupils up to Y8. Schools which go to KS2 may choose to add information here as relevant, such as parents and guest speakers giving talks about their careers or 'take your daughter to work' initiatives etc.

For schools which do have secondary age pupils, this section should provide a summary of provision, noting that careers provision also includes preparation for the next stage of education. Therefore, this section might include, for example;

- guidance for parents and pupils on the selection of senior schools/university
- guidance on option selections
- careers advice and guidance
- career aptitude/profiling testing programme
- parents and guest speakers talking about their careers
- work experience
- any units of study on, for example, interview techniques, applying for jobs, completing UCAS forms
- university/careers/senior school fairs etc

If the school has a separate careers policy, this should be cross-referenced here and this section can be brief.

Further Information: Further detailed information on the subjects taught in each year group can be found in the [Parents' Handbook](#), which is available for download from the school website, or a copy may be requested from the school office.

(13) Appendix 1: Exemplar of Curriculum Objectives Junior Prep

We believe that the key to successful learning starts with developing strong oracy, comprehension and written expression from an early age; therefore, we want our pupils to be immersed in a curriculum that is literature rich and centred around building core transferable skills that equip them in developing key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

Our interconnected approach to the curriculum means that where subjects are naturally able to be linked by a common theme, we teach these during the same term so that pupils can see the relevance between them, whilst maintaining discrete subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian. We want our pupils to be excited about their learning from the moment they begin a new theme or topic; so each new theme will be defined by our Sparkling Start approach, which aims to pique their curiosity and desire to learn more about it, they may go on trips, have a workshop in school or a specific activity, at the end there will be a Phenomenal Finish that will be shared with parents in a variety of ways. Phenomenal finish - gives their learning meaning and they are working towards a purposeful ending.

Maths is taught as a stand alone subject, although application of skills to real life contexts will be practised by making links, where relevant, to other areas of the curriculum and our themes.

Lessons are planned to provide a breadth and balance of learning through practical, investigative and written activities. By encouraging the children to apply their learning across different contexts we are able to extend their understanding and deepen the core skills.

Junior Prep Curriculum					
Key Aspects of Learning	<u>Core Skills</u> Independence Critical thinking Logical thinking Reasoning Leadership Creativity Communication Adaptability Resilience	<u>Immersive and Experiential</u> Rich text centred Piques curiosity with a sparkling start Provides a purpose and context for learning Is relevant and significant Builds knowledge and skills to create a phenomenal finish	<u>Breadth of Curriculum</u> English language Reading Comprehension Creative Writing Writing for a purpose Maths Science Humanities The Arts Technology Language/culture PSHCE RSE	<u>Characteristics</u> Curiosity Self challenging, risk takers Reflective Collaborative Imaginative Integrity	<u>Information, Media and Technology</u> Communication (G suite and chromebooks) Computational thinking Computer science E safety
Opportunities our curriculum provides	Breadth and Balance in learning Excitement and engagement Challenge and Ownership Development of oracy, comprehension and writing skills Mastery approach in Maths Practical and physical experience Application of learning to different context				
Relationships	Self awareness; relationships to others; global relationships and cultural diversity				
Experiences outside of the classroom	Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links; Educational trips; Visiting speakers/workshops				

