



Curriculum

Whole school	WEBSITE
Statutory?	Yes
Reviewed	October 2020
Next review	October 2021(to reflect EYFS changes)

INTRODUCTION

The curriculum embraces all the intended learning opportunities that a pupil has at King's Ely and is therefore planned and reviewed regularly, from the youngest pupils in the King's Ely Acremont Nursery through to the King's Ely Senior pupils taking A level examinations.

The curriculum is the central framework which supports the school in its key educational aim of enabling all pupils to become well-rounded individuals who have developed the personal qualities and achieved the academic qualifications, to build successful and fulfilling lives. To this end, pupils at King's Ely are given the opportunity, stimulus and support to discover their full potential and to develop their gifts and talents as far as they are able to go in the context of school life.

This policy is a whole school document (which includes the Early Years Foundation Stage (EYFS)) that sets out the main features of the School's curriculum and is supported by the School's various procedures, policies, plans and schemes of work.

THE CURRICULUM

At King's Ely, the curriculum:

- includes both the formal and informal taught curriculum within the School's timetabled programme and that which takes place outside normal lesson time, the school day or school terms (the wider learning opportunities);
- takes place within King's Ely, Ely Cathedral and beyond the campus;
- recognises that the King's Ely boarding community is enriched by providing community life, activities, responsibilities and experiences within the boarding houses. The King's Ely boarding community is also international and includes pupils from across the world and cathedral boy and girl choristers thus enriching the school for all pupils; both boarding and day;
- develops according to the age of the pupil, allowing smooth progression and continuity through the Key Stages of school education and ensuring that all students will acquire speaking, listening, literacy and numeracy skills;
- promotes the love of learning at all stages;
- ensures that pupils of all ages (including those who may have an Educational Healthcare (EHC) plan or a learning need, are vulnerable or act as a carer) have the opportunity to learn and make progress by recognising the range of aptitudes and abilities within the school and by being sufficiently flexible to enable pupils across this range to be challenged appropriately and to progress. Any pupil who may have an EHC plan or a learning need is provided with education which, with reasonable adjustment, best meets their requirements;
- incorporates the following broad areas of education:
 - the aesthetic, creative and physical;

- the human and social – including Personal Development and PSHEE;
 - the linguistic;
 - the mathematical;
 - the scientific and technological
 - the spiritual, moral, ethical and personal;
 - the technological – including E-safety.
- provides a programme of personal, social, health and economic education which reflects the school’s aims and ethos and which promotes equality of opportunity, and the acceptance of and respect for others (paying particular regard to the protected characteristics as set out in the Equality Act 2010)¹;
 - provides opportunities for pupils to develop personal resilience, courage and ambition in a manner which safeguards and promotes their well-being and mindfulness;
 - provides appropriate guidance for pupils on subject choices and prepares pupils for life beyond school, for entry to higher education, for careers and the world of work and for their place as responsible citizens in a modern democratic society;
 - provides access to accurate, up-to-date careers guidance that is presented impartially and enables pupils to make informed choices about a broad range of career options and encourages them to fulfil their potential;
 - provides an extensive programme of activities for pupils above compulsory school age, which is appropriate to those pupils’ needs;
 - promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs² and includes the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
 - safeguards pupils from exposure to extremist ideologies and other forms of abuse through a community-wide programme of safeguarding and child protection education and procedures;
 - develops the skills and attitudes necessary for pupils to become effective life-long learners;
 - provides a programme of activities for those pupils below compulsory school age, which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - comprehensively covers the EYFS areas of learning, i.e.:
 - Personal, Social and Emotional Development;
 - Communication & Language;
 - Physical Development;
 - Literacy;
 - Mathematics;

¹ Equality Act 2010, Chapter One, Section Four: The following characteristics are protected characteristics— age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

- Understanding the World;
- Expressive Arts & Design.

ensuring that the four guiding principles of the EYFS Framework shape practice in the early years setting:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.
- Supports the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically. These ‘Characteristics of Effective Learning’ underpin learning and development across all areas and support the child to remain an effective and motivated learner during their early years.

FURTHER INFORMATION

King’s Ely fulfils the requirements of the National Curriculum and augments its provision within a framework that prepares pupils in Year 8 for KES and occasionally individuals for other Senior independent schools. when appropriate; pupils in Year 11 for GCSE/ iGCSE examinations and students in Years 12 and 13 for A Level examinations. Legal requirements for compulsory Religious Education throughout Key Stages 3 and 4 are met.

The school aims to provide a broad curriculum up to the end of Year 9 to allow pupils to experience a wide range of subjects before concentrating on a typical load of nine/ten GCSEs/ iGCSEs. Each pupil is encouraged to explore the full spectrum of subjects in order to discover his/her own strengths and interests/passions. In specific areas, the most able pupils may be accelerated, in agreement with parents, when this is seen to be in the best interests of the pupil. *(Please note that the Early Years Foundation Stage follows the curriculum as set out in the Statutory Framework for the Early Years Foundation Stage.)*

The school will undertake a Curriculum review during the academic year 2020-21 to review how to best inform and educate about different cultures and about prejudice and discrimination, past and present, in all its forms. Pupils and other stakeholders will be fully involved in this process.

Curriculum Policy

This document forms the overarching policy with regard to the curriculum, however, associated procedures will be in place to support the aims of this policy in the four sections of the school. For example;

- Academic timetables;
- Assessment, Reporting and Examination procedures;
- Curriculum development plans;
- PSHEE programmes;
- Safeguarding and E-Safety training for pupils;
- Sixth Form curriculum;
- Teaching and Learning procedures.

This policy should be read in conjunction with the following whole school policies

- Admissions Policy;
- English as Second or Other Language Policy;
- Equal Opportunities and Diversity Policy;
- Extension and Enrichment Policy;
- Additional Learning Needs and Special Educational Needs Policy;
- Safeguarding (Including Child Protection) Policy;
- Digital Use and E-Safety Policies.