



REDHILL

PREP SCHOOL & MONTESSORI NURSERY

CURRICULUM POLICY

Introduction

Redhill Prep School provides full-time, supervised education for pupils of compulsory school age. Our curriculum follows statutory requirements: it is broad, balanced and contributes to the spiritual, moral, social, cultural and physical development of our pupils and helps prepare our pupils for the opportunities and responsibilities of adult life.

Our curriculum has been influenced by the Education Reform Act 1998 and subsequent Education Acts and the United Nations Convention on the Rights of the Child (General Assembly resolution 44/25 of 20 November 1989). It is designed to meet the needs of each child, giving them varied, meaningful experiences, delivered in a variety of ways that satisfy the requirements set out in, *The Independent School Standards (Wales) Regulations 2024 No. 27 (W. 10)*.

Within our school community we have a commitment to promote equality. Entry to all aspects of study is based on academic suitability and appropriateness, regardless of sex, race, disability or religion and this is in line with the Equality Act 2010.

Aims

To support each child to achieve the highest academic and personal standards, which their potential dictates we design our curriculum to be broad, balanced and engaging to all pupils. To achieve this, our aims are:

- To offer a balanced breadth of subject matter that is appropriate for the ages, aptitudes and needs of pupils.
- To provide appropriate challenges for pupils of all abilities so they can fulfil potential and develop important aptitudes, e.g. resilience.
- To help children build confidence and self-esteem.
- To ensure there is equal access and opportunities for all pupils including those with identified additional educational needs, i.e. differentiation, progress and continuity are present.
- To provide an environment that is fun, stimulating and accessible for all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs, and abilities.
- To equip children with a range of interpersonal skills and a desire for lifelong learning.
- To work with partners to share good practice and enhance curriculum provision.
- To prepare for the opportunities, responsibilities and experiences of adult life.
- To develop a strong understanding of right and wrong.
- To provide pupils with experience in the following areas of learning: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative.
- To promote a healthy lifestyle.
- To promote democracy, the rule of law, individual liberty, mutual respect and tolerance.

PSHE & Citizenship

Redhill reinforces its aims and ethos through the Personal, Social and Health Education programme of study (PSHE). It seeks to prepare and equip pupils to succeed in the next phase of their education and life. PSHE is taught as a curriculum subject to all children by class teachers. It is supplemented by circle time. It covers a wide range of topics including:

- Creating and maintaining positive friendships.
- Developing safe and respectful relationships.
- Understanding the changes that take place during puberty.
- Promoting good health and carrying out first aid.
- Learning to make independent choices and not be influenced by others.
- Operating safely in a digital world.

In delivering PSHE & Citizenship, enquiry work and wider curriculum subjects, Redhill ensures that teaching does not promote partisan political views. Where political, social, or controversial issues are explored, pupils are provided with access to a range of perspectives presented in a balanced and age-appropriate manner. This approach enables pupils to develop critical thinking skills, form their own considered opinions, and understand the importance of respectful dialogue and democratic participation.

The values of democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are not only part of our ethos but are actively taught, modelled and reinforced throughout school life. These principles are embedded in the curriculum and they are experienced in practice through pupil voice opportunities such as the School Council, themed activities (UK Parliament visitor), assemblies and leadership roles.

Staff consistently model respect, fairness and openness, ensuring that pupils understand the importance of following rules, exercising personal responsibility, listening to others and appreciating different viewpoints. By engaging in collaborative projects, sustainability initiatives and structured classroom dialogue, pupils learn to participate constructively in democratic processes and to value the rights and responsibilities of living in a diverse society.

Developing Self-Knowledge, Self-Esteem and Confidence

The curriculum at Redhill is designed to provide structured opportunities for every pupil to develop a strong sense of self-knowledge, self-esteem and confidence. Children are encouraged to reflect on their learning, celebrate achievements and take on responsibilities that promote independence and resilience. Through assemblies, performances, sports, creative projects and community engagement, pupils are given regular opportunities to share their skills and talents, helping them to build confidence and a positive self-image.

‘An Education for Life’

Our curriculum is guided by our ‘Education for Life’ mission and supplemented by our school values:

- Belonging
- Trust
- Courage
- Honesty
- Respect
- Hope
- Fairness

Crafting a curriculum through this lens means we strive to educate the ‘whole child’. This is achieved in large part by harnessing the experience and energy of our teachers who provide interesting, relevant, purposeful and differentiated lessons in a structured well-ordered classroom environment.

In this mission, we want every Redhill child to fulfil their true potential and enjoy the highest levels of wellbeing. In the classroom, in the field of sport, when faced with a challenge or entering a new experience, they should be developing the abilities and aptitudes required to succeed.

To achieve this, we must deliver exceptional learning journeys packed with diverse experiences that enable children to discover passions and grow their talents. With high expectations and a forward-thinking curriculum, children will learn core skills and values that equip them for the future.

Redhill's education for life encapsulates Five Areas of Learning.

- **Mind:** Fulfil their academic potential, embrace challenges, and enjoy a full sense of achievement.
- **Body:** Physically fit and know what it takes to lead a healthy life. Understand the link between a healthy body and a healthy mind. can thrive in any given situation.
- **Heart:** Kind, decent and honest. Creative, resilient, and emotionally intelligent individuals who can thrive in any given situation. They are adaptable and embrace challenges.
- **Futures:** Possess modest confidence. Use their voice effectively to bring about positive changes, spread kindness and frame honesty sensitively.
- **Earth:** A strong sense of community spirit fueled through activism. Having a deep connection to nature, operating in the belief we must live in harmony with our environment and the planet.

Procedure

We see the development of English, Mathematics, Science and PSHE & Digital Citizenship as central to our curriculum, supplemented with the humanities, religious education, expressive & creative arts and physical development. As well as additional opportunities to exercise and extend core subject skills across all areas of the curriculum. Wherever possible we aim to link opportunities to hone and extend core subject skills in our enquiries of learning, which also encapsulate the range of foundation subject skills and topics. Also, the experiences of the children are enriched by a range of planned enrichment and extra-curricular activities, e.g. clubs, trips, visitors and partners in learning.

- Reception, Y1, and Y2 (Foundation Phase) curriculum is mainly based on the Foundation Phase skills continuum.
- KS2 curriculum is mainly based on the National Curriculum range and skills.
- Across the school, the curriculum is designed to extend beyond prescribed content and when pertinent is tailored to get the best from our environment and context.

Enquiries of Learning and the Harmony Curriculum Accreditation

In the academic year 2023-24, Redhill School pursued and achieved a whole school curriculum accreditation from the Harmony Project.

‘The Harmony Project envisions a way of learning to live that is based upon a deep understanding of – and connection to – the natural world.

When education is structured in this way, students are better placed to develop a more connected, systemic way of seeing and understanding the world, and our place in it.

The work of The Harmony Project takes its inspiration from His Majesty the King's vision, set out in his book Harmony: A new way of looking at our world. This vision shows us that when we learn from principles that ensure the resilience and balance of systems in Nature and when we apply this learning to our own lives, we begin to embrace better, healthier ways of living.'

The Harmony Project website

A significant portion of our school curriculum is grounded in Nature's principles of Harmony. These principles serve as a guiding force, shaping how our curriculum is organised to offer a coherent and meaningful structure for delivering National Curriculum learning objectives.

This educational approach emphasises wholeness over separateness. Teachers design a curriculum, and educational methods centred around enquiries, or 'big questions', enabling students to not only learn about Nature but also draw lessons from it.

Nature's principles of Harmony set the context for learning, integrating opportunities within the curriculum for students to delve into sustainability issues and learn what they can do to address them. Subject-specific skills and knowledge are put into practice and reinforced within the enquiry, giving them practical significance and relevance.

We currently work with seven core principles of Harmony in Nature:

- The principle of Interdependence reveals that the elements within natural systems are wholly interconnected; each element has a value and a role to play.
- The principle of the Cycle illustrates that Nature's regenerative, cyclical systems are models of sustainability, reusing resources and eliminating waste.
- The principle of Diversity is expressed in natural systems which are healthy and resilient, and better able to adapt to change.
- The principle of Adaptation shows that living things are always adapting to their place and to the ecosystems they are part of. This ensures each species can survive and thrive.
- The principle of Health demonstrates that the balance and well-being of natural systems is maintained by the dynamic relationships that exist within them.
- The principle of Geometry reveals that the patterns we see in Nature, in micro and macro form, also exist in us. Far from being separate from Nature, we are Nature.
- The principle of Oneness unites all these principles, revealing their interconnectedness and helping us to understand that – like all life on Earth – we are part of something greater than ourselves.

Quality of Education Provided

For the purposes of paragraph 2(1(a) in the Independent School Regulations (Wales) Redhill is required to provide a quality education that gives pupils experience in the following areas: language, communication, mathematics, science, technology, humanities, health, well-being and expressive arts, Language & Communication.

Class timetables provide details of time allocations to each subject and are issued to parents at the start of the year and updated if necessary. They are comprised of the following subjects / areas of learning.

KS2	
Literacy	Expressive Arts
Numeracy	Languages (Welsh/French)
Science	PE & Sports Coaching
ICT & Digital Citizenship	Creative Arts
PSHE	Enquiry (History, Geography, RE, Geometry)

Foundation Phase	
Language, Literacy and Communication	Creative Development
Physical Development	Mathematical Development
Personal and Social Development, Well-being and Cultural Diversity	Welsh Language Development
Knowledge and understanding of the world.	Expressive Arts

Planning

To shape our curriculum, the school retains a balanced and blended approach to planning, purchasing external resources and developing bespoke elements (predominantly through the enquiries of learning). There are carefully selected schemes of work created by external educational companies for certain subjects, e.g. Mathematics, Literacy and Science. Teachers use these as a foundation to achieve school development targets and they also help ensure a consistent and coherent approach to skill development and progression.

Certain schemes are designed so we can work effectively when we have mixed-age classes. A Redhill scheme of work usually contains an overview of topics / skills (including cross-curricular opportunities), teaching objectives, enrichment / differentiation, assessment, key questions, key vocabulary and a resources section.

Subject & phase leaders

There is a Head of Foundation Phase who oversees the curriculum in the Foundation Phase and the Deputy Head oversees KS2. Both are members of the SMT. Subject leadership is shared across the teaching team through a collegiate approach although in some circumstances driven by the school development plan can be designated to a teacher as an additional role, e.g. Sport and Extra-Curricular Coordinator. In certain circumstances, external experts will be brought in to oversee enhancement of a particular subject area and achieve key development targets, e.g. Science.

Enquiry work

- There is a program of enquiries of learning for each year group.
- See Enquiry Overview for further information.

Additional learning needs

- Teachers' planning and curriculum design caters for the wide ability range, including those with additional learning needs, by including differentiated opportunities for all children to make progress.
- Additional support is given, when necessary, in the form of quality first classroom teaching, small group targeted booster/intervention sessions or 1-1 programs of support.
- The school complies with the Additional Learning Needs and Education Tribunal (Wales) Act 2018.
- See ALN policy for further information.

Equality impact assessment

Under the Equality Act 2010 we have a duty not to discriminate against people based on their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. We believe that our curriculum policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil, and it helps to promote equality at this school.

Monitoring the effectiveness of this policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the necessary recommendations for improvement made. The Proprietor will read the policy and if there are any points raised the Headteacher will respond.

The Headteacher & SMT:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy.
- Provide leadership and vision in respect of equality.
- Provide guidance, support and training to all staff.
- Monitor the effectiveness of this policy.

Monitoring systems:

- learning walks
- book trawls
- formal observations
- listening to pupils
- moderation meetings
- scrutiny of planning
- observations from other schools and best practice models
- assessment procedures

Date reviewed: August 2025

Date for next review: August 2026

Person responsible for this policy: Headteacher

Proprietor Signature: Meryl Lovegrove