



Curriculum Policy

Academic Year 2025-2026

Aims and Principles

St Paul's Cathedral School is a Christian, co-educational community which holds to the values of love, justice, tolerance, respect, honesty, service and trust in its life and practice, to promote positive relationships throughout the school community and where the safety, welfare and emotional well-being of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community, espouses the democratic process and encourages a close working relationship with parents and guardians.

Curriculum Policy

Introduction

St. Paul's Cathedral School aims to fulfil the potential of each child in our care with as broad a curriculum as possible and this policy applies to all pupils from the Early Years Foundation Stage through to Year 8.

The policy considers the age, aptitudes and individual needs of every pupil. It considers our responsibility to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have a commitment to prepare children for their lives beyond St. Paul's Cathedral School as well as for entry to their chosen senior schools. A pupil's time at St. Paul's will form the base on which their future education will be built.

A number of subjects are taught by subject specialists to pupils of all ages and, as pupils progress through the school, the level of specialist teaching increases. We are mindful of pupils' spiritual, moral, social and cultural development and it is an integral part of all we do.

Policy Context

The Curriculum Policy should be read in conjunction with the Curriculum Booklets issued to parents for each year group and the School's

- Accessibility Plan
- Disability Policy
- Equal Opportunities Policy
- Relationships and Sex Education Policy
- Special Educational Needs and Learning Difficulties Policy
- Teaching and Learning Policy

This policy has regard to relevant legislation and guidance, including:

- Education (Independent School Standards) Regulations 2014;
- National minimum standards for boarding schools (Department for Education (DfE), September 2022)
- EYFS statutory framework for group and school-based providers (DfE, November 2024, September 2025);
- Education and Skills Act 2008;
- Equality Act 2010

Curriculum Aims:

At St. Paul's Cathedral School we undertake to:

- give our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- ensure our pupils acquire speaking, listening, literacy and numeracy skills;

- ensure our pupils experience choice in their education and that their voices are heard in our planning for provision
- prepare pupils to the standards and style of entrance examinations to senior schools suited to their academic ability and personality;
- develop confident and enquiring learners who are able to make informed choices;
- develop character in line with the School's Aims and Principles
- give our pupils personal, social, health and economic education, including relationships and sex education, which reflects the school's aim and ethos;
- develop self-esteem and personal responsibility, with respect for the feelings and needs of others;
- promote a thoughtful attitude to the immediate and wider environment.
- ensure that all pupils have the opportunity to learn and make optimal progress;
- give effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society, promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief;
- ensure equality of opportunity and access for all to our curriculum
- value and respect all cultures;
- give our pupils age-appropriate access to information on career choices;
- instil a love of learning;
- have high expectations of the children and set ambitious targets;
- raise levels of attainment for all pupils, enabling them to achieve their potential;
- provide a happy and safe learning environment;

Access to the curriculum: Learning Support and High Ability

All teachers are teachers of children with SEND (Special Educational Needs and Disabilities). Form teachers are responsible for providing a child-centred curriculum in which learning is adaptive to the needs of the learner. Subject specialist teachers are responsible for devising strategies and identifying appropriate methods enabling all pupils to gain the most from the 11+ and Common Entrance (13+) programme.

We recognise that, in our mixed ability class teaching groups, we will have a range of pupils, some of whom have higher starting points than others. This may be because of prior learning or aptitude.

As part of our high-quality teaching practice, in partnership with classroom and specialist teachers, the Learning Support Department provides small group teaching and booster groups across the school in both Maths and English.

Where a child is identified as having a need that cannot be met through teaching practices adapted to the needs of the individual learners, the child will be placed on the learning support register.

Opportunity to learn and make progress for all pupils

The school is committed to a high-quality educational provision for all of its pupils in order to facilitate continual progress and learning whilst at the school. Pupils' needs are individually assessed wherever individual circumstances or needs are suspected of impeding or challenging that learning and support provision is led by the Learning Support Coordinator. Individual Learning Support Profiles with a description of the difficulty and guidelines for support are provided to teachers who are aware of those identified students and incorporate suitable, suggested teaching strategies into their teaching.

English as an Additional Language (EAL)

(See separate EAL policy).

Extended support planning and assistance is provided through the School's pastoral structures in the event of individual circumstances disrupting a student's educational provision. Examples might be where a student is hospitalised, is unable to participate/attend all lessons or has extenuating home circumstances. Arrangements are also in place to allow children to continue learning in the event of global health pandemics.

Teachers have a responsibility and commitment to stretch and challenge pupils of all abilities in the classes they teach. Extension and broadening tasks, and higher order questioning will be integral in this provision. Provision is made for those who have been identified as potential academic scholars.

Boarders

We recognise that in addition to the school curriculum, our Choristers who are all Boarders, have a rich curriculum of music and exposure to enrichment:

- singing in other languages (Latin, French, German, Italian)
- learning biblical and secular context connected with their music studies
- learning context around the events at which they sing (e.g. a carol concert in aid of a specific charity or a commemoration of an historical event)

While we carefully restrict any missed lesson time wherever possible, on rare occasions Choristers do have to miss timetabled lessons and they are offered support in catching up on any missed work by the residential team. The Head of Boarding and Deputy Head Academic work closely together to ensure there is no negative impact on Choristers' learning from timetable alterations.

Circumstances which necessitate Additional Support

In addition to the support extended to Boarders noted above, extended support planning and assistance is provided through the School's pastoral structures in the event of individual circumstances disrupting a student's educational provision. Examples might be where a student is hospitalised, is unable to participate/attend all lessons or has extenuating home circumstances. Arrangements are also in place to allow children to continue learning in the event of global health pandemics or adverse weather.

Inclusion, Equality and Diversity

St. Paul's Cathedral School is committed to providing a teaching environment conducive to learning, as outlined in our Equal Opportunities Policy (pupils).

Each child is valued, respected and challenged regardless of their starting point in learning.

At SPCS we are committed to ensuring that all teaching and learning is in line with the Equality Act 2010, protecting individuals from discrimination based on the protected characteristics: age, disability, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Meeting the needs of higher starters

Due to its selective nature, the school considers all students to be 'able' in one respect or another. Therefore, the school does not maintain any separate gifted registers as these are considered divisive and unhelpful for our school in the context of our intake. Pupils are taught in mixed ability classes. The curriculum is designed to meet the needs of all learners and will provide appropriate stretch and challenge for all its ability groups. It often goes well beyond nationally expected levels of achievement. Within each class, there will be some pupils more able than others in that class. Teachers should be aware of the higher starters within that context of class and subject and be able to justify their judgements (e.g. from homework / assessments or baseline results). In class, adaptative teaching is used to ensure that children identified as able in that context are extended and stretched relative to peer work where appropriate. Departments coordinate opportunities for provision for able students through scheme of work. A good lesson makes every student think and gives every student an opportunity to 'go further' including outside of class. The curriculum is constantly evolving in order to accommodate the needs of our children.

Maths and English are grouped in Years 7 and 8, in order to ensure a more specific curriculum can be followed to stretch our most able children whilst catering for those in need of extra support. In all subjects, the curriculum is enriched to support and challenge all learners using many resources, often extending children at least a year beyond their chronological age.

The Curriculum

As teachers and subject leaders, we have a responsibility to keep abreast of educational reform and developments in the state sector and to incorporate the best of these into our curriculum. To that end, we follow the Early Years Foundation Stage Guidance; The Literacy and Numeracy Strategies; and the National Curriculum.

From Year 1 to Year 4 inclusive, we follow the International Primary Curriculum to deliver our teaching of the Humanities, Science, Art, ICT and other subjects.

In Year 5 and above our focus turns to the syllabuses for 11+ and 13+ examinations in the core subjects, languages and the humanities.

Pre-Prep: Reception

Reception, our only Early Years Foundation Stage (EYFS) year, has a curriculum based on statutory framework for the Early Years Foundation Stage (November 2024 and September 2025).

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The seven areas of learning are

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Successful teaching in Reception relies on careful and flexible planning, including the use of subject specialists for French, ICT, PE, Music, Drama and Dance.

Please refer to the EYFS policy for further information on teaching and learning in EYFS.

Pre-prep: Years 1 and 2

English and Maths are based on the Key Stage 1 syllabus of the National Curriculum. Form teachers are responsible for teaching a large proportion of the curriculum, including the International Primary Curriculum (Milepost 1) and TPR. Subject specialists, supported by Pre-prep Teaching Assistants, teach French, ICT, Music, Art, Drama and Dance in these years.

The Prep School:

Years 3 and 4

English and Maths teaching is based on the Key stage 2 syllabus of The National Curriculum. The International Primary Curriculum (covering Science, the Humanities, Art, Music and ICT) continues (Milepost 2), as well as TPR and is taught up until the end of Year 4. Dance also continues to the end of Year 4.

Two forms allow for flexible groupings. All subjects are taught in form classes in a mixed ability context.

Years 3 and 4 are principally form based, but children begin to develop some independence in moving around the school for their subject specialist taught lessons.

Years 5 and 6

In Year 5, whilst still having a form base and visible form teacher, pupils are taught by a greater range of teachers and are more “mobile” around the school. To ease this transition, the Year 5 and 6 form teachers will be teachers in the Upper School, to ensure they have regular contact with their form.

Specialist Science and Humanities teaching begin, and Latin is also introduced.

In Year 5 there is some increase in focus towards the I1+ syllabuses for English and Mathematics and sessions to practise Verbal and Non-Verbal Reasoning are introduced.

Pupils in Year 6 are prepared for 11+ English, Mathematics, VR, NVR and, occasionally, Science exams. All members of Year 6 will do regular practice in timed Maths and English 11+ papers during the Autumn Term.

Students in Years 5 and 6 are taught all academic subjects as well as ICT, Art, Drama, Music and PE by specialist staff.

Years 7 and 8 (Key Stage 3)

Curriculum focus in the Upper School moves to the ISEB Common Entrance syllabuses.

Pupils are prepared to offer the following subjects for Common Entrance at 13+:

- English;
- Mathematics;
- Science;
- French;
- Latin (and Ancient Greek for some);
- Geography;
- History;
- TPR (Theology, Philosophy & Religion).

The school schemes of work follow the requirements of the ISEB but with flexibility in Year 8 to prepare for individual schools' papers and scholarships.

All pupils continue to be taught Art, Drama, Music and PE and specialist ICT teaching continues through Year 7.

A Post-Common-Entrance programme provides preparation for senior school life and allows additional focus on creative arts and practical skills during the final half term of Year 8.

Monitoring, Evaluation and Review

The teaching and learning provision at The Prep is systematically monitored by Heads of Department, the Head of Data and Assessment and the Deputy Head Academic. The aim of monitoring is to raise standards by ensuring best efforts, encouraging reflective teaching and thus continually improving provision. Information about the quality of teaching is gathered through formal monitoring of teachers in a process of focused observation.

The Deputy Head Academic, Head of Data and Assessment and Heads of Department gather information and evidence about teaching and learning through the scrutiny of SOW, by looking at samples of children's work, by classroom observation and by analysis of test results where appropriate. This information is used to inform departmental self-evaluation and school development planning.

During the year, Heads of Departments work to achieve the agreed goals and targets in their Development Plans. They evaluate their success and share progress with the Deputy Head Academic in HoD meetings and in individual discussions fortnightly. Matters arising or further ideas for the next year are noted.

PSHE – Personal, Social, Health & Economic Education, including Relationships and Sex Education

PSHE is taught throughout the school as a discrete subject. All teachers, and most importantly all form teachers and tutors, have a responsibility for applying the aims of PSHE at St. Paul's. In delivering PSHE at St. Paul's we aim to:

- give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives;
- give pupils the opportunity to become informed, active, healthy and responsible citizens;
- offer PSHE activities that help pupils: recognise their own worth; work well with others and become increasingly responsible for their own learning;
- provide pupils with the opportunity to reflect on their experiences and understand their personal and social development;
- help pupils understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- SPCS teaches RSE (Relationships & Sex Education) through PSHE in line with the latest statutory guidance: *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers; (May 2024)*. Detailed plans of RSE curriculum are found in the RSE Policy. *(New RSE framework September 2026)*.

Messages are reinforced through assemblies in the Hall and Cathedral.

Extra-curricular activities

Teaching staff offer around 20 different clubs each term, catering to a wide range of interests. The variety and quality of the club provision encourage the learning and development of new skills, with club planning taking each child's needs into consideration. Children build positive relationships with staff and often develop friendships with children in other year groups. The activities include: netball, football, chess, art, drama and many more.

Version control

Date of review	08.03.26
Date of next Governing Body review	Curriculum and Standards, SUT26
Date for next School review	March 2027
Policy owner (School)	Alison Wright, Deputy Head Academic
Policy owner (Governing Body)	Andrew De Silva