

Curriculum Policy

The Eden School



Introduction

Approved by:	The Board of Governors	Date: 31 st of August 2024
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1. Curriculum aims

The curriculum at The Eden School ensures full-time supervised education for all pupils, fostering skills and knowledge suitable for their age, aptitude, and needs. It prepares pupils to thrive in modern British society by promoting the values of democracy, rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs..

The curriculum intends to:

- **Provide a broad and balanced education** for all pupils that is coherently planned and sequenced towards building cumulative knowledge for skills, future learning, and employment, with a strong emphasis on spiritual values and character-building.
- **Enable pupils to develop knowledge, understand concepts, and acquire skills** they can apply in real-world situations, guided by Christian principles that encourage ethical decision-making and compassionate leadership.
- **Support pupils' spiritual, moral, social, and cultural development**, ensuring that faith and character development are central to their growth.
- **Promote physical and mental well-being**, encouraging pupils to take responsibility for their own health and well-being through active and healthy lifestyle choices, in line with Adventist health principles.
- **Foster a positive attitude towards learning**, cultivating a love for knowledge, wisdom, and truth, consistent with our school's values of resilience and perseverance.
- **Ensure equal access to learning for all pupils**, maintaining high expectations for every pupil, while providing appropriate levels of challenge and support, especially for those with special educational needs (SEN) or English as an additional language (EAL).
- **Equip pupils with the knowledge and cultural capital they need to succeed** in life, empowering them to be confident, respectful individuals who can positively contribute to society.
- **Promote an inclusive learning environment**, reflecting the cultural diversity of our school community, with a specific focus on Black and Afro-Caribbean history, heritage, and contributions, aligned with the Christian call for justice and respect.

For **secondary pupils**, we also aim to:

- **Provide subject choices that support learning and progression**, allowing pupils to work towards achieving their personal and professional goals, with guidance from a faith-driven perspective.
- **Prioritise a strong academic core of subjects**, including those offered within the English Baccalaureate (EBacc), while integrating moral and spiritual development throughout.
- **Develop pupils' independent learning skills and resilience**, equipping them with the tools needed for higher education, future careers, and life-long learning, grounded in Christian values.

For **Early Years**, our curriculum aims to:

- **Promote the learning and development of our youngest children**, ensuring they are emotionally, socially, and academically ready for Key Stage 1, with a foundation of strong Christian ethics and principles.

School Values Underpinning the Curriculum

The curriculum at The Eden School is underpinned by the following core values:

- **Faith in God:** All subjects are taught through the lens of our Christian faith, fostering a deep relationship with God and encouraging pupils to seek His guidance in every aspect of life.
- **Respect for diversity:** We honour the unique backgrounds and cultural heritage of each pupil, creating a learning environment that promotes understanding, tolerance, and inclusion.
- **Character Development:** Through our curriculum, we seek to shape responsible, compassionate, and courageous individuals who are equipped to serve their communities and make positive contributions to society.
- **Excellence in all things:** We have high academic and personal standards, encouraging pupils to strive for excellence in every task, while cultivating humility and service to others.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- › The school implements the relevant statutory assessment arrangements

- › It participates actively in decision-making about the breadth and balance of the curriculum
- › Pupils from year 7 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. This includes the active participation of all teachers, teaching assistants, and other support staff in delivering high-quality education and ensuring the curriculum meets the needs of all pupils.

Responsibilities of specific staff:

- **Heads of Department:** Responsible for overseeing curriculum delivery in their respective subjects, ensuring coherence, progression, and high standards of teaching. They monitor planning and teaching, ensuring alignment with the school's vision and standards.
- **Key Stage Leaders:** Coordinate curriculum across their respective key stages, working closely with teachers to ensure that curriculum objectives are met and that all pupils are adequately supported.
- **SENCO (Special Educational Needs Coordinator):** Ensures that the curriculum is accessible to pupils with additional needs, adapting teaching strategies and resources accordingly.
- **Curriculum Coordinators:** Oversee the curriculum across various subjects, ensuring it is well-sequenced, meets statutory requirements, and aligns with the school's mission and ethos. The SENCO ensures that the curriculum is differentiated to meet the needs of pupils with SEN, including tailored lesson plans, specialist resources, and additional support. Regular reviews and interventions ensure these pupils progress in line with their individual learning goals.

4. Organisation and Planning

Curriculum Approach At The Eden School, we follow a thematic and creative curriculum approach that integrates academic excellence with spiritual, moral, and character development. Our curriculum is designed to engage pupils through cross-curricular themes, allowing them to make meaningful connections between different areas of learning. Each theme is centred around our faith, cultural diversity, and holistic development.

Local Needs and Adaptation We adapt the National Curriculum and subjects required by our funding agreement to meet the needs of our diverse school community. In particular, we incorporate aspects of **Black and Afro-Caribbean history, heritage, and culture**, ensuring that our curriculum reflects the backgrounds and experiences of our pupils. This also aligns with our Christian values, promoting unity, justice, and respect for all.

Subject Delivery and Sequencing Subjects are designed to build on prior knowledge, with a clear progression through each Key Stage. Each subject has long-term and medium-term plans, ensuring coherence across the curriculum. For example:

- **Maths** is sequenced to build a strong foundation in numeracy, developing problem-solving and critical thinking skills in line with faith-based stewardship principles.
- **Science** explores God's creation, fostering awe and wonder about the natural world while encouraging scientific inquiry.
- **English** develops literacy skills, using diverse texts that promote empathy, character development, and moral understanding.

Specific Curriculum Areas

- The curriculum explicitly incorporates opportunities to develop speaking and listening skills, alongside literacy and numeracy. These skills are fostered through classroom discussions, presentations, debates, and activities integrated across subjects, ensuring pupils are articulate and confident communicators.
- **PSHE:** The PSHE curriculum reflects the school's ethos by nurturing respect for diversity, tolerance, and inclusion, with specific modules addressing the protected characteristics under the Equality Act 2010. Pupils engage in discussions and activities designed to foster understanding and mutual respect across cultural, religious, and social differences.
- **Relationships and Health Education (Primary):** Our curriculum promotes healthy relationships, self-awareness, and respect for others. It is delivered with sensitivity to cultural and religious backgrounds.
- **Relationships and Sex Education (RSE) (Secondary):** RSE is taught in accordance with our faith-based values, ensuring that pupils develop a healthy and respectful understanding of relationships, love, and family life.
- **Spiritual, Moral, Social, and Cultural Development:** We provide opportunities for pupils to reflect on their own beliefs, values, and attitudes, fostering respect for different cultures and faiths while promoting Christian ethics.
- **British Values:** We integrate British values, including democracy, the rule of law, individual liberty, mutual respect, and tolerance for others, into our curriculum through various subjects and school activities.
- **Careers Guidance (Secondary):** Pupils are given structured career advice, helping them understand different career paths and vocational opportunities that align with their talents and aspirations. Our careers guidance programme provides pupils with impartial advice delivered by qualified internal and external providers, ensuring students make informed decisions about a broad range of career options. Sessions include exposure to diverse career paths, mentoring opportunities, and skills workshops, fostering ambition and enabling pupils to achieve their potential.

Planning Expectations

Schemes of work are developed for all subjects and provide detailed frameworks that outline learning objectives, teaching methodologies, required resources, cross-curricular opportunities, and assessment strategies. These schemes ensure that the curriculum is well-sequenced, coherently planned, and effectively implemented, meeting the requirements of the Independent School Standards (ISS).

All schemes of work include clearly defined learning objectives for each topic, which are systematically integrated into individual lesson plans. These objectives guide the delivery of lessons, inform the use of resources, and are aligned with assessment opportunities to monitor and support pupil progress effectively. This approach ensures that the curriculum is well-sequenced, measurable, and provides consistency in meeting the educational needs of all pupils in compliance with the Independent School Standards.

- **Curriculum Planning:** All subjects have structured plans that detail the sequence of topics to be taught over the academic year, ensuring coverage of the required content and progression in skills and knowledge.
- **Teaching and Assessment:** Plans include clear objectives for each lesson or topic, ensuring pupils' understanding is regularly monitored through formative and summative assessments, as outlined in statutory expectations.

- **Cross-Curricular Integration:** The schemes highlight opportunities for inter-disciplinary connections, such as the use of literacy, numeracy, and ICT skills across subjects.
- **Adaptation for Pupil Needs:** Schemes ensure the content is adapted to meet the ages, aptitudes, and needs of all pupils, including those with SEND and those with EHC plans, as required by ISS.
- **Preparation for Progression:** The curriculum framework ensures that pupils are adequately prepared for subsequent stages of education and life in British society, encompassing academic, cultural, and moral development.
- **Preparation for Life:** The curriculum prepares pupils for life in modern British society by embedding British values, careers and spiritual and moral lessons across all subjects. Activities include mock elections to understand democracy, case studies on the rule of law, discussions on individual liberty, and interfaith projects to promote mutual respect and tolerance.

Resources for Curriculum Delivery We provide a range of resources to support curriculum delivery, including:

- Textbooks, technology, and teaching materials that align with the National Curriculum and Adventist faith-based principles.
- Access to digital learning platforms, including interactive tools for engaging students in active learning.
- Subject-specific resources and materials that enhance learning, such as science equipment, art supplies, and religious artefacts.

Early Years Foundation Stage (EYFS) For information on how our Early Years curriculum is delivered, please refer to our **EYFS policy**, which outlines the foundational learning approach in our Reception class, focusing on holistic development, readiness for Key Stage 1, and integration of faith in early childhood education.

4. Organisation and planning

The Eden School's curriculum is designed to deliver a comprehensive, well-balanced, and inclusive educational experience. It prioritises the intellectual, moral, and spiritual growth of pupils while equipping them with the skills and knowledge needed to excel in further education, employment, and as responsible members of British society. It provides full-time supervised education for pupils of compulsory school age, delivering systematic and progressive experiences across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative domains.

Core Curriculum Focus

The curriculum integrates academic rigour, cultural enrichment, and faith-based values, ensuring pupils achieve their potential in all areas. The following highlights its foundational elements:

English Language and Literacy

The English curriculum enhances pupils' proficiency in reading, writing, speaking, and listening. Pupils engage with a diverse range of texts, including classic literature and contemporary works from various cultures, fostering critical thinking and cultural appreciation. The focus on literacy extends to developing pupils' ability to articulate ideas effectively and adapt language to different contexts, preparing them for academic success and real-world communication.

Mathematics

Mathematics at The Eden School develops fluency in numerical operations, problem-solving, and reasoning. The curriculum includes real-world applications, such as financial literacy, data interpretation, and algorithmic thinking. Pupils are encouraged to explore mathematical concepts through enquiry-based learning, supported by sequenced lessons that build upon prior knowledge. The contributions of historically underrepresented mathematicians are highlighted, promoting inclusivity and fostering inspiration.

Science

Our science curriculum nurtures curiosity and a deep understanding of biological, chemical, and physical

principles. Lessons are inquiry-driven, incorporating practical experiments and real-world applications that connect scientific concepts to ethical and environmental issues. Pupils are guided to appreciate the natural world as a reflection of order and creativity while developing the critical skills required for scientific innovation.

Broader Curriculum Dimensions

Music and Creative Arts

Music and the arts are central to personal expression and creativity. All pupils participate in music education, learning to play instruments, read musical notation, and explore diverse genres. Art and drama opportunities further enhance creativity and cultural awareness, fostering self-confidence and collaborative skills.

Faith Integration and Cultural Diversity

Grounded in Seventh-day Adventist principles, the curriculum promotes spiritual growth, moral responsibility, and social justice. The inclusion of Black and Afro-Caribbean history and heritage ensures pupils see themselves reflected in their education, celebrating cultural contributions while promoting equity and respect.

Physical Education (PE)

PE lessons develop physical fitness, teamwork, and resilience. Pupils participate in a variety of sports, both team-based and individual, with opportunities for outdoor activities that enhance physical and mental well-being.

Personal, Social, Health, and Economic (PSHE) Education

The PSHE curriculum promotes mental health, emotional intelligence, and an understanding of relationships. It aligns with statutory guidance, addressing topics such as respect for diversity, online safety, and economic literacy. Lessons on British values, including democracy and the rule of law, prepare pupils for life as responsible citizens.

Careers and Future Readiness

For secondary pupils, careers education provides impartial guidance on pathways to further education, employment, and training. Delivered through workshops, mentoring, and external partnerships, this programme empowers pupils to make informed decisions that reflect their skills and aspirations.

Organisation and Implementation

Curriculum planning ensures coherence, progression, and accessibility for all pupils:

- **Subject Frameworks:** Detailed schemes of work outline subject content, learning objectives, resources, and methods for assessing progress.
- **Differentiated Instruction:** Lessons are adapted to meet the needs of all pupils, including those with special educational needs (SEN), ensuring equal opportunities for achievement.
- **Cross-Curricular Integration:** Literacy, numeracy, and technological skills are reinforced across subjects, creating a unified and enriching learning experience.

Early Years Foundation Stage (EYFS)

The EYFS curriculum provides age-appropriate learning experiences that promote emotional, social, and cognitive development. Activities integrate Christian principles and prepare pupils for the academic and personal challenges of Key Stage 1.

Compliance and Monitoring

The curriculum ensures compliance with the Independent School Standards by providing:

- A balanced range of subjects across all key stages.
- Opportunities for all pupils to develop key skills in speaking, listening, literacy, and numeracy.
- A framework for spiritual, moral, social, and cultural development, fostering respect for all individuals and promoting British values.

Regular reviews and updates ensure the curriculum remains aligned with educational standards and reflects the evolving needs of our pupils and society. It is monitored through lesson observations, feedback from stakeholders, and assessment data to ensure consistent implementation and effectiveness.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

being an independent school, the **governing board** monitors compliance with the **Independent School Standards** and ensures that the school provides a **broad and balanced curriculum** that meets the educational, spiritual, and moral needs of all pupils. This monitoring is carried out through:

- **School visits** to observe teaching and learning in practice
- **Meetings with the school council** to gather feedback from pupils
- **Curriculum committee reviews** to evaluate progress and ensure adherence to statutory requirements

The **Senior Leadership Team** and **subject leaders** are responsible for ensuring that the curriculum is implemented effectively across all subjects. This is monitored through:

- **Planning scrutinies**, where lesson plans are reviewed to ensure alignment with the school's curriculum goals
- **Learning walks**, where members of leadership observe lessons to assess teaching methods and pupil engagement
- **Book scrutinies**, where pupil work is reviewed to ensure consistency and progression in learning

Subject leaders are also tasked with ensuring that **resources** are effectively stored and managed, allowing for efficient use of materials and technology in delivering the curriculum.

This policy will be reviewed **annually** by the **Headteacher** and the **Curriculum Committee**, with findings and any amendments shared with the **full governing board** for approval.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › Non-examination assessment policy

- SEN policy and information report
- Equality information and objectives