THE RICHARD PATE SCHOOL

Curriculum Policy

May 2026

Introduction

At RPS, the children will experience a rich, academic curriculum and a broad extra-curricular programme which together promotes spiritual, moral, cultural, intellectual and physical development, thereby preparing them for the opportunities, challenges and responsibilities of their next stage of education and, in the future, their adult lives. This policy lays the foundation for the whole curriculum, both formal and informal, and forms the context in which all other policy documents should be read.

School Values

At RPS we aim to create an aspirational culture for all pupils. Our values of ***Be Kind, Be Curious, Be your best*** aim to nurture confident, resilient learners who embrace challenge, show integrity in their actions, and demonstrate respect for themselves and others. These values underpin every aspect of school life and guide our commitment to providing an inclusive, supportive environment where every pupil is empowered to achieve their full potential.

How we achieve these aims

Staff work towards supporting the school's aims by:

- Modelling the school values in their daily interactions and professional conduct.
- Setting high expectations for all pupils, ensuring ambitious targets and personalised support.
- Provide an engaging curriculum that encourages curiosity, resilience and independence.
- Create a safe, inclusive learning environment where every pupil feels valued and able to take risks in their learning.
- Use positive behaviour strategies that reinforce kindness, mutual respect and responsibility.
- Offer regular feedback that motivates pupils to improve, persevere and celebrate their achievements.
- Engage in ongoing professional development to refine teaching practice and understanding of pupil needs.

Pupils work towards supporting the school's aims by:

- Striving to do their best in all areas of school life, embracing challenge and aiming high.

- Showing courage in trying new things, asking questions, and learning from mistakes.
- Demonstrating kindness through empathy, helpful actions, and respect for others.
- Taking responsibility for their learning, behaviour and personal development.
- Contributing positively to the school community by following routines, expectations and shared values.
- Acting as role models for younger pupils, promoting a supportive and inclusive school culture.

Parents work towards supporting the school's aims by:

- Supporting the school's values and reinforce them at home.
- Encouraging good attendance, punctuality and a positive attitude towards learning.
- Communicating openly with the school and engage with information and guidance provided.
- Supporting homework, reading, enrichment and independence-building tasks.
- Celebrating effort and progress, helping pupils to build resilience and ambition.
- Working collaboratively with staff to address any difficulties and promoting pupils' well-being.

Our curriculum

The Richard Pate School provides full-time supervised education for pupils of compulsory school age, (construed in accordance with Section 8 of the Education Act 1996) which gives them experience in, and the opportunity to learn and make progress in, linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It also ensures that pupils acquire speaking, listening and numeracy skills. The school's aim is to ensure that all children have the opportunity to learn and make progress and develop their full potential academically, socially and emotionally in a safe, caring environment. The curriculum at The Richard Pate School provides breadth and balance for all pupils through a programme of activities which is appropriate to individual children's needs. It is designed to ensure effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and must not undermine the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Subject matter is appropriate for the ages and aptitudes of the pupils, including those pupils requiring learning support; those with learning difficulties and/or disabilities; those with an EHC plan and those for whom English is an additional language allowing them to acquire skills in speaking and listening, literacy and numeracy.

The curriculum provides equal access and opportunities for all pupils and ensures that differentiation, progress and continuity are present. Where a pupil has an EHC plan, the school provides an appropriate education which fulfils its requirements.

The School reinforces its aims and ethos through the Personal, Social and Health Education programme (see PSHE policy). It seeks to provide its pupils with an excellent preparation for the opportunities, responsibilities and experiences of each next phase of their education, and of their adult life. It aims to encourage all pupils to have respect for other people, paying particular regard to the protected characteristics set out on the 2010 Act (a).

EYFS

The curriculum of the Nursery and Reception classes is concerned with all areas of the child's development in accordance with government guidelines for desirable outcomes. All subjects are taught through the EYFS seven areas of learning.

1. Personal, Social and Emotional Development
2. Communication and Language — Prime Areas of Learning
3. Physical Development

4. Literacy
5. Mathematics — Specific Areas of Learning
6. Understanding the world
7. Expressive arts and design

We take into account the different ways that children engage with other people and their environment. The Characteristics of Effective Learning, which form part of the statutory framework are considered when planning our curriculum. These are:

- Playing and exploring - finding out, exploring and having a go.
- Active learning – concentrating, being involved, trying and achieving.
- Creating and thinking critically – own ideas, making links and choosing how they want to do things.

By encompassing these characteristics, the children in EYFS are encouraged to be independent learners.

Continual assessments are made throughout the EYFS and the children work towards the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of their reception year.

For those children below compulsory school age, a programme of activities is in place that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

More details about these can be found in the EYFS handbook as well as in our Nursery's planning.

Key Stage One and Key Stage Two

In KS1 and KS2 we aim to provide the children with a broad and well-balanced curriculum. Subjects taught are English (EN), Maths (MA), Science (SC), DT, Computing, History (H), Geography (GG), Art (AR), Music (MU), PE/Games, RE, French (FR),
Latin (LA) and PSHE.

There is a policy document available for each subject.

Key Stage One

In Year 1 and Year 2 English, Maths, Science, RE and PSHE are taught as separate subjects by the class teachers. Other subjects, including History, Geography, Art and DT, are usually taught by the class teacher as part of a topic or theme with links made with English, Numeracy and Science where appropriate.

Music (Y1 and Y2) and French (Y2) are timetabled as separate subjects as they are taught by a specialist teacher. PE and Computing are also timetabled separately because they are taught in the hall, on the astro / field and in the ICT suite.

Each subject has a teacher responsible for it, overseen by the Head of Prep and Deputy Heads Academic.

Children in the Prep department attend Prep assembly on Mondays and Wednesdays and attend whole school assemblies on Friday mornings. Communal hymn practice takes place every week on a Tuesday.

Whilst many lessons have a specific length at this stage, timings of lessons are also flexible to allow for quality teaching and learning. To support smooth transitions from EYFS to KS1 the children in Year 1 continue to experience aspects of continuous provision. Familiar, play based and practical learning opportunities help develop independence, confidence and engagement whilst preparing children for more formal learning expectations in Year 2.

Key Stage Two

In KS2 timetabling becomes more formal. All classes are taught English, Maths and PSHE by their class teacher (except for 4MH and 4L who are taught by the Year 5 teacher), plus at least one other curriculum area. Other subjects taught include History, Geography, Design Technology, Computing, Religious Studies, PE and Games. Science, French, Latin, Music and Art are taught by specialist teachers in specialist classrooms.

Drama and Library lessons are also timetabled but are included in the English time allocation.

Some subjects such as PE are taught fortnightly for an hour to allow for more efficient use of time. However, on the allocation of time form we have averaged the time out per week.

All lessons are taught to the whole class.

Each subject has a teacher responsible for it, overseen by the Deputy Head Academic.

Children in Years 3 and 4 attend Junior Assembly on Tuesday and children in Years 5 and 6 attend Junior Assembly on Thursday mornings. All children attend whole school assemblies on Monday and Friday mornings.

Lessons are multiples of 30 minutes in length.

Teaching and Learning

At The Richard Pate School, we recognise that the following are aspects of effective teaching:

● A clear focus and purpose to lessons

● Lessons that are well paced

● Well organised resources

● Appropriate and targeted questioning

● Planning informed by assessment

● Clear, constructive feedback

● An environment in which speaking, listening and other basic skills are an integral part of the curriculum

● Opportunities to consolidate previous knowledge and skills

● Quality of relationships

● Knowledge of the subject

● Knowledge of the child

● Shared aims, with the child, support staff and parents

● Clear, high expectations.

We also understand that effective learning takes place when pupils:

● Understand and take responsibility for their own learning journey

● Think deeply about the subject

● Show they understand by doing something they have not done before

● Apply previous learning in a new context

● Clearly enjoy the learning process

● Share their knowledge with others

● Understand what needs to be done to successfully complete the task

● Receive constructive feedback

● Have opportunities to work in depth

● Are given opportunities to act upon feedback.

Assessment (for comprehensive details of our assessment procedures please see our assessment policy)

Formative and Summative Assessment
The Richard Pate School recognises the importance and role of both formative and summative assessments. Formative assessments are used by teachers during the learning process in order to gain an understanding of where the children are and how they as teachers, can modify teaching and learning opportunities to maximise pupil progress. This involves quality feedback that focuses on next steps and is assessment for learning. Summative assessment gives teachers information in what the children have learnt and is used for monitoring attainment and tracking progress. It is an assessment of learning.

Homework
We place great emphasis on the value of homework. It is the consolidation of work done in school and forms an important part of parental involvement and communication.

Homework given is dependent upon the age of the pupils and individual needs. It broadly follows the following pattern.

In the Prep Department a reading record book is sent home which is signed by parents and teachers.

Reception	10 mins - Spellings 10 mins - Reading to parents Occasional re-enforcement activity for maths or English
Year 1	10 mins - Spellings 10 mins - Reading to parents Occasional re-enforcement activity for maths or English
Year 2	10 mins - Spellings and tables 10 mins - Reading to parents Occasional re-enforcement activity for maths or English

Homework diaries/reading records are used in all junior years and a reading record in the lower years.

Year 3 20 minutes written homework – Monday to Wednesday must include Maths and English at least once per week.
Spellings, tables and reading to be completed Monday to Friday too.

Year 4 30 minutes written homework – Monday to Thursday. This should include Maths and English at least once per week. One evening should be given over to Maths, English, finishing topic work or a relevant 11 plus activity and one night for purely reading, spellings and times tables.

Reading, Spellings and tables to be completed Monday to Friday.

Year 5 30 minutes written homework – Monday to Thursday. This should include Maths and English at least once per week. French will be set fortnightly. Latin will be set fortnightly. The other evening can be a Maths, English or relevant 11 plus activity or a night purely for reading, spellings and times tables.

Reading, Spellings and tables to be completed Monday to Friday.

Year 6 30 minutes written homework – Monday to Thursday. This should include Maths and English at least once per week. French will be set fortnightly. Latin will be set fortnightly. Science homework will be set once a week.

Reading, Spellings and tables to be completed Monday to Friday.

Educational Visits

Opportunities are sought to enrich the learning experiences of all pupils through a range of trips, visits, guest speakers, workshops and residential trips. All classes go on regular outings over the course of the year to complement the curriculum. Full use is made of local museums, theatres and historical sites, as well as frequent opportunities for outdoor learning. In Years 5 and 6 the curriculum is supplemented by residential trips.

The mode of working

We use a balance of class, group, paired and individual work where appropriate. Within this structure:

● Classes are of mixed ability, and various forms of challenge and support are put in place including: questioning, scaffolds and layered support

● Teaching assistants are employed to support learning in Year R, 1 and 2 and support specific learners in Years 3 and above

● Schemes of work support the teaching of all subjects throughout the School

● Pupils requiring additional support are either supported in the classroom and/or given additional support for extra reinforcement either in small groups or individually. This is all supervised by the SENCo, in close co-operation with the class teacher. (See SEND policy)

The planning process:

Continuity is ensured through:
● Schemes of work and weekly plans developed by class teachers in collaboration with Subject leaders
● Planning and work scrutiny monitored by Deputy Head Academic , members of SLT and subject curriculum leaders
● Staff meetings and INSET are used to discuss pedagogy and various aspects of the curriculum
and ensure consistency of approach and standards

Subject leaders have a variety of roles. They:

● Take the lead in policy development and monitoring schemes of work to ensure progression and continuity in all subjects throughout the school

● Support colleagues in their development of planning documentation and implementation of the scheme of work, and in assessment and record keeping activities

● Monitor progress working alongside the Deputy Head Academic on action needed

● Where relevant, take responsibility for the purchase and organisation of resources for their area

● Are expected to keep abreast of the latest guidance, as well as developments in research and best practice

Feedback to pupils about their own progress is achieved in accordance with the Marking Policy.

Reporting

Reporting to parents is done through Parents Evenings in the Autumn and Spring terms and written reports for the Juniors in the Autumn term and all pupils in the Summer term. Parents are
aware that:

● Formal parent meetings are held on two occasions per year

● Parents may meet their child's teacher informally by
appointment at any other time to discuss their child's progress

Special educational Needs
(See SEND policy for further details)

The Richard Pate School has a SENCo responsible for all children including the EYFS. Her role is to
support staff in identifying pupils' needs and planning teaching strategies, to liaise with parents and outside agencies and to co-ordinate any extra help that may be required.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum. Our curriculum encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).

Fundamental British Values

At RPS, the Fundamental British Values—**Democracy, the Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those with Different Faiths and Beliefs**—are woven throughout our curriculum and wider school life. We aim to help children develop an informed understanding of these values from an early age, preparing them to become responsible, respectful and active citizens. Through planned learning opportunities, daily routines and the ethos of our school community, pupils encounter these values in meaningful and age-appropriate ways.

How We Ensure FBV Are Embedded Across Our Curriculum

Staff map out opportunities for Fundamental British Values across the curriculum.

Democracy

- Children learn about democracy across different areas of the curriculum, for example, through the PSHE curriculum and in History when they study the Magna Carta in Year 4.
- Assemblies also explore the theme of democracy, and taking part in UK Parliament Week, along with visits from an MP and a member of the House of Lords, have helped children learn about democracy in action.
- Children elect their School Council representative, choose the Year 6 Buddies, and vote for the charities they will support during Charity Day.
- At School Council meetings and within pupil voice groups, children vote on decisions such as choosing new playground equipment. They also make valuable additions to the anti-bullying policy.
- In class, teachers encourage turn taking, active listening and the sharing of viewpoints during discussions and collaborative work.

Rule of Law

- Children learn the importance of rules, routines and fairness within the classroom and throughout the school. Children are expected to follow the Golden Rules (Respect, Prepared and Safe – RPS) around the school.
- Behaviour systems are clear, consistent and understood by all pupils.
- Visitors, such as the mayor, are invited into school to help children understand laws and how to keep themselves safe.
- Children learn about the origins and purpose of laws through studying Medieval, Tudor and Victorian legal systems in History. They also learn about modern British law in PSHE.

Individual Liberty

- Promoting independence, responsible choices and understanding of personal rights and safety.
- Encouraging pupils to express their opinions respectfully and develop confidence in their own identities.
- In some lessons children have the freedom to choose the level of challenge.
- Children have freedom to choose their extra-curricular clubs.
- Teaching digital citizenship and online safety to support informed freedom in the modern world.

Mutual Respect

- Modelling respectful relationships between staff, pupils and the wider school community.
- Embedding teamwork, cooperation and respectful communication through all curriculum areas.
- Celebrating achievements and positive behaviour to reinforce a culture of mutual appreciation.

Tolerance of Those with Different Faiths and Beliefs

- Teaching pupils about a variety of religions, cultures and worldviews through RE and assemblies.
- Marking significant cultural and religious festivals throughout the year.
- Providing opportunities for children to share their own backgrounds and learn from one another.
- Encouraging curiosity, empathy and open-mindedness through stories, discussions and cross-curricular learning.

Other relevant policies that relate specifically to the Curriculum policy:

- Assessment policy
- EAL policy
- Marking and feedback policy
- SEND policy

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