Park School Curriculum and Collective Worship Policy

Combined curriculum and collective worship policy

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PARK SCHOOL

Aim of policy:

The aim of this policy is to establish a clear framework for the design, delivery, monitoring and continuous development of the curriculum at the School. The School is committed to providing a broad, balanced, ambitious and inclusive curriculum. The purpose of the curriculum is to enable every pupil, regardless of age, aptitude, ability or background, to achieve academic success and flourish as well-rounded individuals. The curriculum is designed to promote intellectual curiosity, a love of learning and the personal qualities required for success in school and later life. It also sets out

the School's approach to collective worship and explains how assemblies and opportunities for reflection contribute to pupils' spiritual, moral, social and cultural development.

The curriculum will provide appropriate opportunities for pupils to develop:

- Linguistic
- mathematical, scientific and technological
- human and social
- physical
- aesthetic and creative understanding

whilst also supporting their spiritual, moral, social and cultural development. Through planned teaching, enrichment opportunities, co-curricular experiences and the wider life of the School, pupils will be prepared for the opportunities, responsibilities and experiences of adult life and encouraged to contribute positively to society.

Related Guidance and School Policies

This policy outlines the approach the school takes to the design, delivery and review of its curriculum but is not exhaustive in its scope and should be used in conjunction with the following policies, statutory guidance and advice:

Policies:

- *Accessibility Plan*
- Artificial Intelligence Policy
- *Assessment, Marking & Reporting Policy*
- *Attendance Policy*
- *Careers Education & Guidance Policy*
- *Complaints & Concerns Policy*
- *Continuous Professional Development Policy*
- *Digital Technology & Acceptance Use Policy*
- *Educational Visits & Offsite Activities Policy*
- *English as Additional Language Policy*
- *Equality, Diversity & Inclusion Policy*
- *Examinations Policy*
- *PSHEE Policy*
- *RSE Policy*
- *Remote Learning Policy*
- *SEND Policy*

Statutory & Regulatory Guidance:

- *Education Act 2002 (2002)*
- *Education and Skills Act 2008 (2008)*
- *Children and Families Act 2014 (2014)*
- *Equality Act 2010 (2010)*

- *The Education (Independent School Standards) Regulations 2014 (2014)*
- *SEND Code of Practice: 0 to 25 Years (2015; updated September 2024)*
- *Early Years Foundation Stage (EYFS) Statutory Framework for Group and School-Based Providers (effective September 2026)*
- *National Curriculum in England: Framework for Key Stages 1 to 4 (Department for Education, latest version)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (December 2025)*
- *Promoting Fundamental British Values as Part of SMSC in Schools (Department for Education, current version)*
- *Teaching Online Safety in Schools (January 2023)*
- *Careers Guidance and Access for Education and Training Providers (June 2026)*
- *Equality Act 2010: Advice for Schools (June 2018)*

Curriculum Statement

The school aims to:

- Develop the numeracy skills necessary to tackle a range of practical tasks and real-life problems
- Develop the literacy skills necessary to be able to communicate effectively in spoken and written English as well as being able to use those skills in a broader context.
- Develop scientific understanding and knowledge of nature, materials and forces, and develop the skills associated with science as a process of enquiry.
- Develop investigative skills and knowledge of strategies designed to overcome practical problems.
- Provide pupils with a full and rounded entitlement to learning.
- Develop physical control and co-ordination skills, tactical skills and imaginative responses so that they can evaluate and improve their performance through a range of sporting activities.
- Develop a knowledge and understanding of the basic principles of fitness.
- Develop technological skills including ICT.
- Develop their self-esteem and self-worth.
- Foster pupils' creativity and develop essential skills.
- Promote a healthy lifestyle.
- Inspire pupils to a commitment to learning which will last a lifetime.
- Promote high standards in all learning and teaching.

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The curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our pupils and of society and prepares our pupils for the opportunities, responsibilities and experiences of adult life. It will also take into account the protected characteristics of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

Principles Underlying the Curriculum

We aim to deliver a curriculum which allows pupils to:

- Experience a range of teaching styles.
- Learn to work systematically, independently and co-operatively.
- Learn through practical activities and discovery.
- Be provided with challenging work, appropriate to their abilities.
- Have access to a wide range of activities and resources.
- Be introduced to a broad range of subjects and knowledge.
- Children will be told about fundamental British Values.
- How to prepare themselves with the economic ways of the world.

EYFS – see separate EYFS Policy

Dis-application

In accordance with the law, the school has the right to respond to individual needs by modifying the curriculum, or dis-applying the National Curriculum to:

- Allow a pupil to participate in extended work-related learning
- Allow a pupil with individual strengths to emphasise a particular curriculum area
- Allow a pupil making significantly less progress than other pupils of his/her age to consolidate hie/her learning and progress across the curriculum, e.g. Functional Skills

Decisions about any of the above will only be made after discussion with the pupil and parent.

Scope

This policy applies to all pupils in Lower School, Junior School, including day pupils. For the purposes of this policy, Lower School includes EYFS and Key Stage 1 provision; Junior School refers to Years 3 to 6. **Park School**'s own character documentation uses phase language covering Lower School, Junior School, with age-related statements of intent across the School

Curriculum Design and Approach

The curriculum develops knowledge through explicit teaching of concepts, vocabulary, methods, ideas and cultural references that allow them to understand each subject deeply. From this pupils apply knowledge to develop skills through discussion and enquiry rich classrooms, both collaboratively and as part of independent study.

The curriculum is progressive. Each subject is sequenced so that pupils revisit, deepen and extend knowledge over time whilst departments and phase leaders ensure that schemes of work identify the intended knowledge, skills, vocabulary and assessment opportunities required for pupils to make progress. The School's teaching approach emphasises:

- review of previous learning
- checks for understanding
- guided and independent practice with purposeful feedback

- re-teaching where necessary and adaptive classrooms.

The curriculum is designed to be inclusive. Teachers plan for all pupils using adaptive teaching strategies including Core, Support and Challenge approaches, to ensure that all pupils can access learning, make progress and experience appropriate ambition.

Lower School and EYFS Curriculum

In the EYFS, the curriculum follows the statutory Early Years Foundation Stage framework. The EYFS framework sets the standards for learning, development for pupils within the school. The EYFS curriculum is built around seven areas of learning and development. The three prime areas are Communication and Language, Physical Development, and Personal, Social and Emotional Development. The four specific areas are Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. All seven areas are important and interconnected, with the prime areas forming the foundation for learning and relationships.

The Lower School curriculum gives children rich experiences in:

- languages including modern languages
- stories & story telling
- number and understand cardinality and ordinality
- physical development
- creativity including performing and expressive arts
- outdoor learning
- social development, personal independence and early understanding of the world

Teaching combines several aspects including purposeful play, adult modelling and guided learning, through practical experience and carefully planned lessons. Practitioners support the characteristics of effective teaching and learning by enabling children to engage in active learning, and create and think critically. Children are encouraged to investigate, “have a go”, persist when they encounter difficulty, enjoy achievement, develop ideas, make links and develop strategies for doing things.

Assessment in EYFS is used to understand each child’s development, inform planning and support transition. The Early Learning Goals are used at the end of the EYFS to support holistic, best-fit professional judgements about children’s development and readiness for Year 1; they are not used as a narrow curriculum or to limit the rich experiences children require.

Key Stages 1 and 2: Lower School and Junior School

The curriculum in Key Stages 1 and 2 provides a broad foundation in:

- English – including comprehension, reading fluency, grammar and writing
- Mathematics beginning to also develop an understanding of statistics
- Science covering the disciplines of Biology, Chemistry and Physics
- Humanities taught as History, Geography and Religious education with Philosophy
- French as a Modern Laguage

- The arts encompassing art, drama and music to cover both performing and expressive art forms
- PE and sport
- PSHEE and enrichment

English and mathematics are prioritised as core foundations for access to the wider curriculum, emphasis on understanding the core vocabulary across all subjects is key to ensure that students understand and do not just recall information, through this approach they develop a deeper understanding with which to examine new content critically.

Science develops knowledge of the natural and physical world including ecology and astronomy, clear practical opportunities support the development of skills of enquiry.

Religious Education is provided through designated lessons in Lower School and Junior School. RE enables pupils to learn about religious and non-religious worldviews, to understand the importance of belief and culture in people's lives, and to develop respect for those with different faiths and beliefs. The Independent School Standards guidance states that there is no requirement for religious education as an explicit lesson in independent schools, but that pupils must be taught about religions and belief systems where needed to engender respect for other people; **Park School** therefore provides explicit RE in the younger phases as part of its broader SMSC and British Values curriculum alongside being linked to units on Philosophy and Debate so that students can constructively develop skills to understand the views of others.

SMSC and Fundamental British Values

Spiritual, moral, social and cultural development is embedded across the curriculum. SMSC is considered throughout curriculum subjects in addition to PSHEE, assemblies, tutor time, House activities and enrichment.

Park School actively promotes the Fundamental British Values of;

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

These values are taught across the breadth of the curriculum, whilst both the curriculum and enrichment actively promote each of these values and challenge opinions or behaviours that are contrary to them.

Political issues are handled in a balanced and age-appropriate manner. Pupils may encounter controversial issues through curriculum study, external speakers or enrichment, but teaching must not promote partisan political views and must enable pupils to consider different perspectives fairly.

PSHEE, Relationships, Sex and Health Education

PSHEE is a planned, progressive and inclusive curriculum that supports pupils' personal development, wellbeing and safety. Through the sessions relationships, health, citizenship, economic understanding and preparation for adult life are covered. This is delivered through timetabled sessions, assemblies, tutor and House time, pastoral systems, enrichment, trips and external speakers.

Relationships, Sex and Health Education is delivered through PSHEE and wider pastoral provision in an age-appropriate, developmentally appropriate, inclusive and safeguarding-led way, with topics developed in greater depth according to age and maturity. The School follows and delivers only statutory RSE requirements and has regard to DfE guidance.

Careers Education and Junior School preparation for Adult Life

Careers education begins in Junior School through Junior School provision in Years 3 to 6. This provision is age-appropriate and focuses on developing self-awareness such as an understanding of their own strengths and aspirations. Enterprise and financial awareness are integrated across the wider curriculum and students are encouraged to develop skills particularly in communication, problem-solving and understanding different roles in society. It does not replace statutory secondary careers guidance; rather, it lays foundations for aspiration, confidence and informed choices.

PE, Sport and Physical Development

PE and sport are central to the curriculum and to **Park School**'s commitment to physical development, health, teamwork, resilience, leadership and character. In Lower School and Junior School, pupils develop core physical literacy, coordination and confidence through swimming, games skills and enjoyment of movement.

EAL Support

Park School values linguistic and cultural diversity and supports pupils for whom English is an additional language to access the curriculum, communicate confidently and participate fully in school. The School's EAL policy covers Early Years, Lower School and Junior School, and aims to enable EAL pupils to develop spoken, written and academic English whilst maintaining high expectations. Adaptations are made by staff in order for EAL students to be fully included in teaching, and co-curricular life.

EAL support may include:

- small-group or one-to-one lessons
- in-class support
- targeted differentiation
- vocabulary development and the front loading of language through academic language teaching
- coursework and examination language support, and study skills.

Teachers scaffold tasks, model accurate English, explain vocabulary clearly and encourage confident spoken participation.

SEND, Accessibility and Adaptation

The curriculum is accessible to pupils with SEND and disabilities through inclusive planning, adaptive teaching, reasonable adjustments and specialist support. The SEND Code of Practice is statutory guidance for organisations including certain schools and early years providers, and the schools' guide emphasises high aspirations for all pupils regardless of need. The school will always seek to ensure that all students continue to receive a broad and balanced curriculum through reasonable adjustments and careful planning to remove barriers.

Teachers remain responsible for the progress and development of pupils in their classes, including pupils receiving additional support. In some cases the curriculum may be modified in response to individual needs after discussion with pupils and parents and subsequent agreement in writing.

Enrichment and Wider Curriculum

The curriculum is enriched through a variety of methods such as:

- extra-curricular activities and clubs
- trips and visits including residential experiences
- visiting speakers
- competitions both internally and externally
- opportunities to represent the school in performances, concerts and fixtures
- leadership roles across the school including mentoring
- pupil voice
- House events
- Duke of Edinburgh's Award

The House system is an important part of the curriculum beyond lessons. The House system is student led, complementing school culture, supporting character development and enabling pupils to synergise across age boundaries.

Timetable and Curriculum Time Allocation

The timetable is constructed annually to ensure that each phase has sufficient curriculum time to deliver statutory, regulatory and school curriculum requirements. Curriculum time is allocated to secure breadth, progression and specialist teaching also considering adequate examination Junior School preparation.

The Head, phase leaders and subject leaders review curriculum time annually to ensure that:

- pupils receive an appropriately broad and balanced curriculum
- that examination courses have sufficient taught time
- that EYFS provision meets the statutory framework

- and that pupils above compulsory school age have a suitable programme of academic and enrichment activities

Collective Worship

Aims and purpose

Collective worship at Park School provides a special opportunity for reflection, contemplation and spiritual development. It contributes to pupils' spiritual, moral, social and cultural development and supports the School's ethos and wider curriculum.

The aims of collective worship are to:

• provide opportunities for pupils to understand the significance of religious reflection across major faiths

• enable pupils to consider spiritual and moral issues and explore their own beliefs and values

• encourage participation, thoughtful response and respectful listening

• develop a sense of community and reinforce shared values and positive attitudes

• develop respect, empathy and understanding of people with different faiths and beliefs

Character and content

The School's collective worship is broadly Christian in character while remaining inclusive and respectful of pupils of all faiths and none. Assemblies may include music, reflection, stories, prayers, hymns or readings. Themes may draw on Christian traditions, other major faiths, non-religious worldviews, universal values and relevant curriculum learning. Content is selected sensitively and in an age-appropriate way.

Collective worship and assemblies explore values including kindness, respect, responsibility and service. They may also provide opportunities for pupils to share work, reflections, achievements and examples of moral decision-making. This supports community spirit and affirms that every pupil and a broad range of achievements are valued.

Organisation

The School holds whole-school collective worship assemblies twice each week. Assemblies are conducted in a calm, dignified and respectful manner. Music or another suitable focal point may be used to establish an appropriate atmosphere for quiet reflection.

The Headteacher and members of staff normally lead assemblies. Local clergy or representatives of religious or community groups may also contribute where appropriate. Themes are planned in advance as part of a coherent programme, linked where helpful to the curriculum, SMSC, Fundamental British Values, the School's ethos and significant occasions.

Pupil and parent participation

Pupils are encouraged to contribute to assemblies in age-appropriate ways, including presenting work, sharing reflections and celebrating achievements. Parents and carers may be invited to class assemblies as part of the partnership between home and school.

Right of withdrawal

Parents and carers may request that their child is withdrawn from religious worship and are not required to provide a reason. The Headteacher will arrange suitable supervision in an appropriate area. A withdrawn pupil may undertake an alternative age-appropriate activity that supports reflection, ethical understanding or SMSC development. The Headteacher will retain a record of withdrawal requests and the arrangements made.

Monitoring collective worship

The Headteacher will monitor collective worship at least annually through methods such as observing assemblies, reviewing themes and seeking feedback from pupils and staff. Monitoring will consider whether collective worship supports pupils' spiritual, moral, social and cultural development, reflects the School's values, is inclusive and respectful, and provides meaningful opportunities for reflection and participation.

Responsibilities

The Head is responsible for the overall implementation of this policy and for ensuring that the curriculum reflects the School's aims, ethos, regulatory responsibilities and commitment to safeguarding, wellbeing and Junior School preparation for adult life.

The phase leads are responsible for curriculum leadership, curriculum review, academic standards, timetable oversight, subject leadership, schemes of work and the monitoring of teaching, learning and assessment. In addition Heads of Phase are responsible for ensuring that the curriculum is appropriate for pupils' ages, needs and next steps within Lower School, Junior School.

Subject Leaders are responsible for curriculum intent, sequencing, schemes of work, resources, assessment, adaptation, subject-specific literacy, enrichment and quality assurance within their areas. However all teachers are responsible for planning and teaching ambitious lessons, knowing pupils' needs and prior attainment, adapting teaching, assessing learning, promoting respect, supporting safeguarding and helping all pupils make progress.

The SENCO, Life Skills Lead, Designated Safeguarding Lead contribute to curriculum planning and delivery in their areas of responsibility.

Monitoring, Evaluation and Review

The curriculum is monitored through a range of methods at least annually to ensure it remains up to date and has sufficient impact. This may include:

- lesson visits and work scrutiny

- planning review
- assessment analysis including public examination outcomes
- pupil voice and parental feedback
- subject reviews
- SEND and EAL review
- enrichment evaluation
- governance oversight.

The school has a regular cycle of quality assurance and professional learning connected to continual review and improvement. This policy will be reviewed annually, or sooner if there are changes to statutory guidance, examination provision, phase structure, safeguarding requirements or school curriculum priorities. Review will consider whether the curriculum remains broad, balanced, ambitious, inclusive, well-sequenced, well-resourced, effectively taught and aligned with **Park School**'s commitment to the best Junior School preparation for life.

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