

Curriculum Policy - Junior including EYFS

Reviewed by	James Porter
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Date of Next Review	September 2026

1 Introduction

1.1 The curriculum consists of all the planned activities that we organise in order to promote learning and personal growth and development, including girls with Additional Learning Needs (ALN). It meets the requirements of the Early Years Foundation Stage, includes the formal requirements of the National Curriculum and a range of extra-curricular activities that the school organises in order to enrich the experience of the girls. We aim to teach the girls how to grow into positive, responsible people, who can work and co-operate alongside adults in our local and wider community and fellow pupils of all ages, whilst acquiring knowledge and skills so that they achieve their true potential.

2 Principles

2.1 Our school curriculum, Adventum, is underpinned by the principles that we hold at our school. Our curriculum aims to fuse together the discovery of knowledge & skills. It is underpinned by provocative thinking, intellectual disruption, critical questioning and self-knowledge. Our curriculum ensures pupils value the role they play in positively shaping the world around them. Our bespoke, philosophy-led curriculum allows pupils to gain an understanding of metaphysics, aesthetics and ethics within a rich context of storytelling, questioning and collaboration. Our curriculum reflects our commitment to the following principles:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual girl as well as for people of all cultures, faiths, socio-economic background, gender and ethnicity. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each girl in our school for who they are and we treat them with fairness and honesty. We aim to enable each girl to be successful and we provide equal opportunities for all the girls in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value the importance of using our voices to make positive change and our curriculum is designed to develop our pupils to become confident and purposeful with their use of voice now and in the future.

- We also look to promote British Values throughout the school, as laid out in our policy found [here](#)

2A Curriculum Content, Text and Resource Selection

Texts and learning materials selected for the Adventum curriculum are chosen carefully, recognising that inclusion within the taught curriculum represents an explicit educational endorsement.

When selecting and reviewing curriculum texts and resources, the following principles guide decision-making:

- Age appropriateness and emotional suitability
- Intellectual and educational merit
- Alignment with the school's ethos and Adventum principles
- Representation, diversity and inclusion, including the portrayal of strong and complex female voices and perspectives
- Respect for the dignity and wellbeing of individuals and communities represented
- Opportunities for critical thinking and ethical reflection
- Consideration of environmental responsibility and stewardship
- Safeguarding and pupil wellbeing

Text selection is led by subject leaders in consultation with the Assistant Head Academic and Innovation. Where appropriate, proposed changes are discussed within phase teams or the Junior Leadership Team to ensure coherence and progression across year groups.

Curriculum content is reviewed regularly as part of the Collaboration and Impact Review Cycle and may be adapted in response to professional reflection, new research, or evolving societal context.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- **Striding out:** Our learners are instilled with a 'love of wisdom', integrity of thought and the social awareness to act with compassion, confidence and agency. They are filled with a desire to grapple with and overcome the challenges presented by the world in which they are growing up.
- **Knowledge:** to enable all girls to acquire transferable skills, both academic and social, that will enable them to learn independently and engage effectively with others.
- **Emotions:** to be given an experience from which she can derive pleasure and enjoyment and in so doing develop a love of life-long learning.
- **Achievement:** to be provided with both a challenge and sense of achievement; to be assessed in a way that shows clear progression

- **Enrichment:** to be given the opportunity for enrichment and support through provision of additional activities from which she may choose and which will facilitate further study and develop her as a well-rounded person
- **Equal opportunity:** to help the girls to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- **Self-esteem:** to be given opportunities to develop her self-esteem to achieve her full potential and independence

4 Organisation and planning

- 4.1 We plan our curriculum according to the subject policies which outline the different levels of planning.
- 4.2 There is planned progression in all curriculum areas of the Adventum Curriculum.
- 4.3 Classes are predominantly form-teacher based in Lower Junior School with more specialist teaching introduced in the Upper Juniors. Music and MFL are taught by a specialist throughout and science from Year 3. Senior school PE teachers deliver some specialist lessons to girls.
- 4.4 Planning in Maths and English is led by the National Curriculum objectives as well as ISEB expectations but not restricted by it. Learning journeys across a term are led by the overarching philosophical questions which provide meaningful links between subjects whilst maintaining the integrity of each individual subject area. Detailed medium-term and daily plans are created to take into account the age, aptitude and need of all girls, including those with neurodiversity.

5 Children with Additional Learning Needs/SEND

- 5.1 The curriculum in our school is designed to provide access and opportunity for all girls who attend the school.
- 5.2 If a pupil has a special educational need, the school does all it can to meet this individual need. A separate [Neurodiversity Policy](#) outlines this support.
- 5.3 Pupils for whom English is an additional language are supported to access the full curriculum. The school monitors language development on entry and throughout pupils' time in the Junior School, and provides guidance or additional support where appropriate. Additional information regarding provision and support is outlined in the school's [EAL Policy](#).

6 The Foundation Stage

- 6.1 The curriculum that we teach in reception meets the requirements set out in the EYFS National Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 6.2 Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.
- 6.3 During the children's first term their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage profile is used to assess children's progress during the year.

6.4 We are well aware that children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7 Teaching and Learning Strategy

7.1 In order for girls to develop into successful learners and achieve their full potential through high quality teaching, we provide suitable learning opportunities by matching challenge and the nature of the task to their ability and learning style including those with ALN. Learning journeys in each subject area are guided by overarching philosophical questions.

In years 1 and 2 these are focused on understanding the self, in year 3 and 4 attention shifts to the world around us and our experiences of it, whilst year 5 and 6 focus on grappling with questions of ethics and an examination of moral philosophy.

7A Challenging and Sensitive Content

The Adventum curriculum intentionally engages pupils with complex and sometimes challenging ideas, including themes such as power, justice, responsibility, freedom and equality.

Such content is introduced in an age-appropriate and carefully scaffolded manner. Teachers facilitate structured discussion, respectful debate and critical reflection, ensuring that pupils are supported to explore multiple perspectives.

Classroom environments are cultivated as safe spaces for dialogue, where differing views can be expressed thoughtfully and respectfully. Staff are attentive to pupils' emotional responses and exercise professional judgement in adapting materials or discussions to ensure suitability for the age and maturity of the class.

Where topics may evoke strong reactions, pupils are supported through reflection, pastoral care and ongoing dialogue. The purpose is to develop thoughtful, informed and compassionate learners, rather than to promote a single viewpoint.

	Autumn	Spring	Summer
Reception	<i>What makes me the same and different from my new friends? What makes me... me?</i>	<i>Does every traditional tale need a goodie & baddie? Why do you think the characters in the story made those choices?</i>	<i>How are other animals the same and different from us? What can we do help all animals?</i>
Year 1	<i>Who, or what am I? What does it mean to be human?</i>	<i>What is darkness? Can darkness lead to light?</i>	<i>Where are we and how do we know? Why does matter, matter?</i>
Year 2	<i>What does it mean to be brave? What does bravery look like?</i>	<i>How does time change us? How does time change the world around us?</i>	<i>Are dreams real? What does it mean to follow your dreams?</i>
Year 3	<i>Are humans part of nature? How are our lives affected by our choices?</i>	<i>Are colours important? Does colour play a role in our identity?</i>	<i>Is life fair? Where do our beliefs come from?</i>
Year 4	<i>How much is enough? Do we take more than we need?</i>	<i>Does the earth have feelings? If we hurt the earth are we hurting ourselves?</i>	<i>Is human experience the same for everyone? What impact can we have on others' experiences?</i>
Year 5	<i>What am I accountable for? Why should I care?</i>	<i>What does power look like? Does power always corrupt?</i>	<i>What does it feel like to be free? What is the price of freedom?</i>
Year 6	<i>Who shares our planet? Are we sharing our planet equally?</i>	<i>What does order look like? Who decides the status quo?</i>	<i>All people are born equal. Discuss How can we seek to achieve equality?</i>

8 The Role of the Assistant Head Academic and Innovation

8.1 Subjects are taught in the main by class teachers. The role of the Deputy Head and Assistant Head Academic and Innovation is to:

- liaise with subject leaders in order to provide a strategic plan
- support and offer advice to colleagues on issues related to the subjects
- monitor pupil progress in subject areas.

There are subject leaders for English, maths, science, languages, music, sport, humanities and art & design technology. Other subjects are led by the Assistant Head Academic or Assistant Head(s) pastoral in the case of PSHE. The Head of Neurodiversity links with all staff to ensure that appropriate provision is in place.

8.2 The subject leaders are given non-contact time so that they can carry out the necessary duties involved with their role. It is the role of the curriculum leaders to keep up-to-date with developments across all subjects, at both national and local level. They review the way subjects are taught through their engagement with the Collaboration and Impact Review Cycle and plan for improvement. This development planning links to whole-school objectives. The subject leaders review the curriculum plans, ensure that there is coverage of the National Curriculum and that progression is planned into schemes of work.

9 Monitoring and Review

9.1 The Head of Juniors is responsible for monitoring the way in which the curriculum is implemented, supported by the Deputy Head. The Assistant Head Academic and Innovation, along with subject leaders, monitors the planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. The Junior Leadership Team, subject leaders and staff triangulate evidence from pupil voice, planning and learning outcomes in work samples from each year group. Feedback is given both in general terms and specifically as required.

9.2 The Assistant Head Academic and Innovation works alongside subject leaders to monitor the way subjects are taught throughout their section. Together they examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring the way in which resources are stored and managed.

Through all our teaching we aim to interact with pupils, to challenge them, to question them carefully to uncover misconceptions and develop deeper understanding. It is key that classrooms are cultivated as thinking environments where asking questions, seeking evidence, doubting statements and tolerating points of view are actively pursued. Time for paired/group debate and questioning is included in lessons. Working and learning together is a social activity that can at the same time be productive for classroom learning as well as preparing the individual for what is to come later 'outside' in society. It can promote understanding, respect for others' opinions, engender turn-taking and encourage a positive disposition towards learning. In a rapidly changing world, knowing 'what' is only going to be of transient use to us because 'what' is likely to change before too long, but knowing 'how', especially how to learn, is likely to be a valuable ability. A balance of paper-based and digital approaches is used throughout all subject areas. Pupils are explicitly taught to evaluate sources, question reliability and use digital tools thoughtfully and ethically.

Assessment, recording, reporting & feedback – [see separate policy](#)