



Curriculum Policy – An Overview

Introduction

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to take into account the national curriculum but also consider the ISEB syllabus.

Our School Aims

- To inspire and nurture our children
- To develop independent, confident individuals
- To value tolerance and respect
- To provide the best opportunities for all our children
- To provide a broad and balanced curriculum
- To be better in all that we do.

The School will:

- Cater for the needs of each individual child, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks they are asked to perform.
- Provide a broad and balanced curriculum which caters for all children.

Key Stage 1 – English/Maths/Spanish/Science/Geography/History/R.E./PSHE/RSE/Art & Design/Music/ICT including programming.

Key Stage 2 – English/Maths/History/Geography/Y6 French/Y6 Latin/Spanish/Science/P.E./R.E./Art & Design/I.C.T including programming /Music/PSHE/RSE/STEAM

- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.

We aim that all children should:

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.

- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Begin acquiring a set of moral values, such as honesty, sincerity, and personal responsibility, on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Understand British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Develop non-sexist and non-racist attitudes, valuing diversity in our society and the environment.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge & feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- School will ensure that a pupil with an EHC Plan receives an education that meets the requirements of that plan. We are an inclusive school providing effective planning and different activities (differentiation) in order to meet individual needs.
- We prepare children for the next stage of their education by offering exam practice and interview practice

- Children attend open days at their next schools. There are excellent links between the Grantham Preparatory International School and the local grammar schools where the majority of our children move to. The children are invited to a variety of workshops at these schools.
- We encourage the holistic development of our children (physical, emotional, relational, intellectual and spiritual)

PSHE

At Grantham Preparatory International School the PSHE education equips our children with knowledge, understanding, attitudes and practical skills to live healthy, fulfilled, safe, productive and responsible lives. It encourages them to be enterprising and supports them in making effective transitions and positive learning choices. PSHE education also enables our children to reflect on and clarify their own values and attitudes. It also equips them to deal with a range of conflicting values and attitudes both now and in the future. PSHE is delivered within our school during assemblies, cross-curricular topics and during stand-alone sessions. We aim to encourage our pupils to become active and responsible citizens contributing positively to the community and society.

The school subscribes to the PSHE Association which provides long term, medium term and lesson planning. All staff members have access to the Association website for resources and/or training. By using this central point, our school is able to deliver a spiral curriculum. We have adopted the revised relationships education (primary) from 2020. (RSE)

www.pshe-association.org.uk

The Foundation Stage Curriculum – See the separate Early Years Foundation Stage Policy

At Grantham Preparatory International School the Reception, Pre-school and Nursery classes adhere to the statutory EYFS Framework September 2025, which provides a framework for provision for children from birth to the end of the academic year in which they are five.

The EYFS seeks to provide:

- Quality and consistency so that every child makes good progress
- A secure foundation for all children
- Partnership between practitioners and parents
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS principles are:

A unique child – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive relationships – children learn to be strong and independent through positive relationships.

Enabling environments – children learn to develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and developing – children develop and learn in different ways.

Planning Learning:

Using the new "Development Matters" to ensure a broad & balanced curriculum, we plan for play-based, active learning experiences which the children will enjoy. All our activities pay particular attention to how each child will have the opportunity to learn – through playing and exploring, active learning and creating and thinking critically.

Our areas of learning are split into Prime Area and Specific Areas.

Prime areas:

Personal, Social and Emotional Development
Physical Development
Communication and Language

Specific Areas:

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

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