



## Brentwood School Curriculum Policy

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|   | Admissions Policy   | Safeguarding Policy                               |
|   | Collective Worship Policy                                   | Special Educational Needs and Disabilities Policy |
|   | Equal Opportunities Policy                                  | Teaching and Learning Policy                      |
|   | Languages Policy  | Assessment Policy                                 |

## **CURRICULUM POLICY**

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## **Our Values**

### *Our Mission*

We enable our pupils to become the best version of themselves by developing Virtue, Learning and Manners.

### *Who are we?*

We embody our values of virtue, learning and manners just as those before us have been doing since 1557. We are proud of our modern inclusive community which is shaped by our Christian Foundation.

Our pupils are confident without being arrogant, they look out for each other, they do the right thing, even when no-one is looking and they respect difference: you will see a footballer enjoying lunch with a chorister and a dancer running a recycling project with a chess player.

We help our pupils to solve problems. In partnership with parents, we teach them to persevere after setbacks, adopt a growth mindset, and challenge the norm. We encourage them to ask questions in class and take control of their own learning. Of course, they work hard and enjoy great success in and out of the classroom, and once they've left us, many go on to use and develop their leadership skills and achieve beyond their expectations, always remembering what Brentwood has taught them.

### **That's who we are. We are Brentwood.**

#### *Our Aims:*

- We ensure that each individual pupil is safe and valued in an inclusive community.
- We provide a range of opportunities designed to enable every pupil to further their potential, enjoy their learning and achieve the best possible academic outcomes.
- We inspire students to emerge as intellectually curious and resilient young people with leadership skills, who work well with and care for others.
- We challenge students to develop strong moral purpose and take principled action within the school, local and international community.

Teaching and learning should engage pupils and support pupils to become actively responsible for their own development. We believe that appropriate teaching and positive learning experiences help children to lead happy and rewarding lives and to emerge as intellectually curious, resilient, enterprising and independent young people, with good moral character. We are committed to educating the 'whole person' and embrace a holistic approach to nurturing and supporting each individual child, ensuring they are safe, valued, enabled to fulfil his or her potential and achieve the best possible academic results. We promote the fundamental British values of democracy, the rule of law, individual liberty, justice, equality, human rights, and mutual respect and tolerance of those with different faiths and beliefs. We ensure that our approaches to the curriculum and teaching and

learning do not discriminate against pupils on grounds of age, disability, gender identity, race, religion or belief, sex, or sexual orientation.

## **The Curriculum**

The curriculum is defined as all the planned activities that we organise in order to promote learning and personal development. It includes not only the formal requirements of the academic curriculum, but also a diverse array of activities which constitute an important aspect of our extensive co-curricular programme. These activities complement teaching and learning within the formal curriculum and they serve to promote the cultural, physical, social, intellectual and spiritual growth of our pupils. The curriculum includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. Our distinctive curriculum is designed to promote an intrinsic love of learning and to lead young people to develop an understanding of concepts such as internationalism, humanitarianism, and environmentalism: concepts that transcend discrete subject areas or academic disciplines. This holistic philosophy with a clear emphasis on exploring the interconnectivity between subjects underpins the design and the delivery of the curriculum at Brentwood School and is reflected in our status as an IB World School. We aim to teach children how to grow into healthy, positive, responsible people, who can work and co-operate with each other while developing knowledge, understanding and skills, so that they achieve their true potential.

## **Aims and Objectives**

Our Brentwood Learner Profile (based on the *IB Learner Profile* and *IB Approaches to Teaching and Learning Guide*) underpins our Curriculum Policy. We recognise that our pupils will enter the workplace at a time of almost unprecedented change; that many will have a number of different careers in their working lifetime; and that some of them will do jobs that don't yet exist. A significant part of our role is to help our pupils understand this and develop the skills, habits and dispositions they will need in a changing world. If living our values ensures our pupils develop a good moral compass, developing their expertise in our learner profile attributes will maximise their chances of success in their eventual chosen field(s).

The key attributes and attitudes that a Brentwood pupil aims to be are:

- **Knowledgeable Thinkers**  
We engage with our thinking and learning across a range of subject disciplines, developing conceptual understanding, thinking critically about complex problems and ideas.
- **Inquirers**  
We pursue knowledge and understanding with a sense of genuine curiosity, both within and beyond the classroom.

- **Communicators**  
We work independently and cooperatively with others, building the skills for creative and confident self-expression orally, practically and in writing, while listening and learning from others.
- **Reflective**  
We reflect on our own learning, analysing our strengths and areas for improvement, to take the initiative in progressing and prioritising our own development.
- **Resilient**  
We build resilience and resourcefulness in the face of challenges and uncertainty, take responsible risks to push ourselves, show determination, commitment and ambition, knowing that personal growth is always possible.
- **Open-minded**  
We seek out perspectives that are different to their own and are receptive to new ideas, which helps foster open-mindedness and personal growth.
- **Prepared**  
We manage our time and resources, ensuring that we are always ready for learning, meet deadlines and maintain high standards of personal organisation.
- **Caring**  
We show respect for staff and peers, treating others in the School and wider community with consideration, empathy and compassion.
- **Principled**  
We conduct ourselves with integrity, honesty, and fairness, taking responsibility for our actions and demonstrating a strong sense of justice and respect for the dignity and rights of all people.
- **Balanced**  
We combine our academic learning with enthusiastic engagement in the co-curricular programme, developing our physical, creative and leadership skills, and recognise the importance of wellbeing for ourselves and others.

We provide a rich, varied, and appropriately differentiated curriculum that allows all children the opportunity to fulfil their potential and to become the very best versions of themselves creatively and academically.

### **Curriculum Review Protocol & Procedures**

The Head of Prep or the Headmaster at the Senior School is responsible for the overall planning and organisation of the curriculum which is supervised and reviewed by the Deputy Heads (Academic) at the Prep and Senior Schools. The curriculum is monitored and reviewed by senior leaders and the Governors' Education Committee. The curriculum is developed in response to the changing needs of our School community, the desire to carefully evaluate and ultimately embrace certain pedagogical innovations, and our responsibility to respond fully and creatively to statutory government policy and non-statutory guidelines. Discussions about curriculum developments occur throughout the academic year. Significant proposed changes to the curriculum must be brought to the

attention of the Deputy Head (Academic) at the Prep or Senior School, who may decide the proposals should be discussed more widely by the Senior Leadership Team and perhaps submitted to the Governors' Education Committee. Significant changes would include introducing new subjects or qualifications, substantial changes to the proportion of the timetable allocated to particular subjects, or the number of subjects or qualifications usually taken by pupils. The relevant Deputy Head (Academic) should be kept informed about changes to topics taught within a subject, or changing an examination board for a subject, but changes of this nature would not normally be deemed sufficiently significant to be referred to the wider Senior Leadership Team or governors. Significant changes to be implemented for a given academic year should normally have been agreed by the end of the Michaelmas Term in the preceding academic year.

### **The Role of the Head of Department**

A Head of Department (or subject co-ordinator) is responsible to the Head of Prep or the Headmaster at the Senior School, through the Deputy Heads (Academic), for the effective delivery of the curriculum. Each subject provides details of how the curriculum is organised and delivered through schemes of work which are shared in the appropriate Google Team Drive.

Heads of Department are expected to:

- Ensure that a relevant scheme of work is maintained and reviewed regularly and that subject policy is implemented. Copies of up to date schemes and policies should be given to the Deputy Head (Academic), and displayed on Google Drive.
- Lead the teachers of the subject, offering help and guidance where necessary.
- Hold formal subject meetings, submitting minutes to their line-manager at least once a fortnight.
- Manage the subject budget effectively and ensure that the subject is appropriately resourced.
- Design, implement and evaluate annual subject development plans.
- Keep abreast of the subject and strategies for teaching it, ensuring that relevant information is disseminated to the subject staff.
- Ensure that there is an appropriate subject assessment policy and that subject staff implement regular and effective assessments including, where necessary, formal examinations.
- Monitor standards of teaching and learning in accordance with our assessment policy.
- Publish the above information in subject documentation on the appropriate Google Team Drive, and ensure this documentation is regularly updated.
- Meet with their line-manager fortnightly and attend Heads of Department meetings.
- While responsibility for these areas lies with the Head of Department, it should be recognised that good practice requires consultation and collaboration with subject staff about all matters that influence their work.

## **The Development of Key Skills**

Our curriculum is appropriately calibrated to complement increasing levels of cognitive development between the ages of 3 and 18. We hold uncompromisingly high expectations for all our pupils and we believe that the quality of learning, stimulated by great teaching, is of more import than innate natural ability. As children progress through the School, we keep a broad curriculum for as long as possible, though there is a narrowing down of options from Year 9 in order to facilitate greater depth of knowledge while still maintaining a balance of skill development.

In the EYFS, the *prime* areas of study are: Communication and language; Physical development; Personal, social and emotional development. And four *specific* areas: Literacy; Mathematics; Understanding the world; Expressive arts and design. Children follow this EYFS framework within a Creative Curriculum approach, taught by their class teachers and teaching assistants.

The National Curriculum is often used as a basis for the long and medium term plans for Key Stages 1 and 2. We create expectations for each year group in each subject area, which also help to inform schemes of work and the assessment of these. Children in Key Stage 1 continue learning within a Creative Curriculum approach, taught by their class teachers and teaching assistants, with some additional specialist tuition. The use of specialist teachers and subject tuition progresses as the children enter Key Stage 2, so that they then follow a discrete subject timetable, similar to Key Stages 3 to 5. The Prep School is currently undergoing authorisation for the IB: Primary Years Programme, which has begun in Year 3 where children are learning through a transdisciplinary inquiry-based approach. This will be further developed across all Key Stages within the Prep School over the academic year.

The curriculum becomes more sophisticated as a pupil progresses through the School, in terms of the expectations that it places upon a pupil's skills, knowledge and understanding. Consideration of concepts that transcend discrete subject areas encourages pupils to explore the interconnectivity of different disciplines and examine the very foundations of knowledge itself.

Pupils develop *linguistically* by focusing upon communication skills to improve their use of language when listening, speaking, reading and writing. Lessons in English, Modern and Classical Languages all promote language acquisition, though many other subjects (History, Religious Studies, Geography, and also Sciences) complement and enhance the development of such skills.

*Mathematical skills* are primarily provided through the study of Mathematics. However, Science and Technology lessons also provide plentiful opportunities for pupils to develop their knowledge and understanding through a variety of practical and research based activities. The practical application of abstract concepts to novel scenarios provides an excellent opportunity for the development of core mathematical skills.

*Scientific skills* focus on developing pupils' knowledge and understanding of nature, materials and forces. Biology, Chemistry and Physics develop associated skills of investigation through observing, hypothesising and then conducting experiments and recording results.

*Technological skills* are developed through the planning, development, testing and communication associated with Computer Science, the tools and machinery, equipment and materials used in Design Technology as well as Food & Nutrition, and STEAM activities.

*Human and social skills* are fostered through studying History, Geography, Theology and Philosophy, Wellbeing sessions, through our wide-ranging co-curricular programme, through interacting and socialising with one another, and through an attitude towards teaching and learning across departments that emphasises collaboration and mutual respect.

Pupils' *physical skills* and understanding of fitness and health are developed through Physical Education, Games and our extensive co-curricular Sports programme.

Pupils' *aesthetic and creative skills* are developed through English Literature, Art, Theatre, Dance, Drama and Music: in the timetabled academic curriculum and also through our co-curricular programme.

Pupils are given opportunities to choose subjects at various stages during their School careers and these are indicated in the appendices.

### **The Diamond Model**

In the Prep School and the Sixth Form, pupils are taught in co-educational classes. In Year 7-11 of the Senior School, pupils are taught in single-sex classes, however there is no difference in the quality of education provision. The model of single-sex education is popular in Essex (there are eight single-sex selective grammar schools in the county) and, with our frequent opportunities for boys and girls to interact socially and in our co-curricular programme, our 'Diamond model' gives our students "the best of both worlds". Teachers teaching single-sex classes take care to not propagate gender stereotypes through their teaching. Indeed, our teachers challenge gender stereotypes and promote equality through their teaching. During these years, pupils are taught the same compulsory subjects, and have the same choice of optional subjects in Years 9-11. We ensure that any optional subject or subject combination offered to pupils of one sex is available to pupils of the other sex. Any remedial classes, work clinics, revision lessons, special educational needs interventions, initiatives, are available equally to both boys and girls. When choosing GCSE and Sixth Form subject options, we encourage our pupils to consider taking subjects where national rates of participation by girls or boys are



disproportionately low. Pupils undergoing gender reassignment or who identify with another gender are allowed to attend the single-sex classes that accord with the gender with which they identify.

We also ensure that resources are allocated proportionately to both sexes, for example in terms of infrastructure, facilities, staffing, such that neither boys nor girls suffer any detriment due to their sex.

Boys and girls interact socially before and after School, at breaktimes and lunchtimes. Co-curricular activities, such as academic societies, enrichment talks, House activities and competitions, music ensembles, drama productions, the Combined Cadet Force, Duke of Edinburgh's Award, community service, involve boys and girls interacting and learning together in an educational setting.

### **Children with Special Educational Needs and Disabilities**

Please see the *Special Educational Needs and Disabilities Policy* for information on how we identify, monitor and support our pupils with Special Educational Needs and/or Disabilities. Please also see the *Equal Opportunities Policy* and the *Accessibility Plan*.

### **English as an Additional Language**

The Department of Education's definition for EAL is used for identification of EAL learners: "A pupil is recorded as having English as an additional language if she/he is exposed to a language at home that is known or believed to be other than English." The School is fully committed to inclusion and equal opportunities and ensures that pupils with EAL are supported in accessing the curriculum and all other areas of School life.

Please see the *Admissions Policy* for information regarding our usual English language requirement at Admission.

At application and admission to the School, pupils and parents joining the School are asked what languages pupils speak at home, including community languages. This language profile is recorded in our Management Information System, iSAMS, and pupils exposed to a language at home other than English are recorded in our EAL register.

The Senior School EAL register outlines current levels of English ability for identified pupils, including information about each pupil's most recent EAL test taken and date, and the level of support they receive. Pupils' language ability is assessed by the Head of EAL. Individual Education Plans (IEPs), stored on Edukey, outline current levels of linguistic ability as well as strategies for both pupils and subject teachers to employ in order to improve overall language development and academic performance.

In the Prep School, the EAL Coordinator identifies which children are EAL including those who require additional one-to-one, group or in-class support. This is recorded in the Prep School EAL register. This documentation is shared with the pupil, teachers, parents and guardians, and is regularly reviewed.

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where a pupil is not making the progress expected, care is taken to establish whether the problems are due to limitations in his/her command of the language or arise from other identifiable special educational needs. EAL pupils are not automatically special educational needs students, but both communities can be classified as 'vulnerable,' so many procedures, working practices and approaches are shared by both the EAL and Learning Support departments.

Pupils who have EAL requirements are provided with appropriate support from the EAL department in the Senior School and the EAL Coordinator in the Prep School. EAL lessons are provided to pupils in Years 7-11 who do not yet have CEFR B2 level English and to Sixth Form pupils who do not yet have CEFR C1 level English. We use pedagogical methodologies like CLIL (Content and Language Integrated Learning) and draw topics from the pupils' wider curriculum, current events and their personal interests to create vibrant and challenging plans of study. Further support sessions may also be offered by staff during lunchtimes or after school. Parents may occasionally request private tutorials from a specialist, over and above the School's normal provision, and for this, a charge is made.

Students with timetabled EAL lessons complete regular internal progress tests and follow the relevant assessment calendar for assessment, reporting and target setting. They receive regular feedback on their attainment and performance. This may be immediate oral feedback and error correction in lessons, or written comments and feedback on written assignments given individually.

The Head of EAL in the Senior School and EAL Coordinator in the Prep share guidance and advice with teachers on how to support EAL learners whose needs do not warrant dedicated EAL lessons but nonetheless may still encounter linguistic challenges in the academic curriculum, for example with the use of idioms or technical vocabulary. All subject teachers play an active role in supporting and enabling pupils to develop and improve their writing, speaking, reading and listening skills in English by, for example, giving vocabulary lists of subject-specific terminology, writing frames, enhanced opportunities for speaking and listening, and giving additional support where necessary. In the Prep School, the EAL coordinator works with teachers to support language development within the classroom. Use of specific language development programmes allow children to develop an awareness of the grammatical structure and rules of the English language.

The EAL department in the Senior School liaises closely with the Examinations Office, particularly with regard to establishing which EAL pupils are entitled to extra time in public examinations and entitled to use bilingual dictionaries.

## **Gifted and Talented Pupils**

Please see the *Academic Enrichment Policy* for information on how we define “Gifted and Talented”, and how we identify, monitor and support our Gifted and Talented pupils.

## **Careers**

Careers education and guidance programmes make a major contribution to the preparation of young people for the opportunities, responsibilities and experiences of adult life. Brentwood School endeavours to make pupils aware of the world of work and assist them with academic choices to ensure they fulfil their potential. Similarly, the School provides a multitude of opportunities for pupils to gain direct experience of the workplace as well as knowledge and understanding of the diversity of different potential career paths. This ensures that they are well positioned to choose appropriate university courses or career pathways and, ultimately, to gain satisfying and rewarding employment.

Across the Prep and Senior Schools, pupils need to:

- develop knowledge of themselves, and how their interests, strengths and weaknesses relate to the world of work and the opportunities available to them;
- develop a growing awareness of the multitude of possible educational, training and careers opportunities available.

Careers education starts in the Prep School, where our ethos is about pupils developing an awareness of their own strengths and weaknesses, focussing on broadening their horizons and raising aspirations, and giving them a wide range of experiences of the world, including the world of work. For example, EYFS children study the jobs of people who help us in their topic ‘Superheroes’, receiving visits from key personnel and having the opportunity to role-play these roles. In KS1 and 2, Year group projects, such as the Y5 Enterprise Challenge, put them in job positions similar to that of the real world and we further develop these skills in our STEAM (Science, Technology, Engineering, Arts/Design and Mathematics) projects, preparing them for future jobs which perhaps yet don’t exist.

In the Senior School, pupils need to:

- receive impartial, unbiased advice to help them fulfil their needs, select their GCSE options and Sixth Form subjects and make the choice between the International Baccalaureate Diploma Programme, A Levels or the BTEC Extended Diploma, or indeed vocational pathways offered by other providers, such as apprenticeships;
- have access to information about different careers and career paths and an awareness of the entry requirements for certain careers and higher education;
- participate in work experience;
- develop career management and employability skills.

Extensive personalised guidance is provided for pupils in the form of dedicated members of staff with specific expertise, for example the Head of Careers for alternative Sixth Form

pathways or a member of the Sixth Form Team for school leavers' schemes. All pupils from Year 7 to Upper Sixth have access to the "Unifrog" online platform to help them begin exploring career options. All year groups have the opportunity to undertake quizzes linked to personality, interests and skills. It also enables them to identify university courses, apprenticeships and school leavers' programmes. All Year 11 pupils meet with an independent careers advisor and receive a personalised action plan. They have a further interaction with a senior member of staff prior to selecting their post 16 options. All Year 9 pupils meet with senior members of staff to discuss their GCSE option choices.

There is also an annual Careers Convention, visiting speakers who give presentations on different careers to students, and further advice and contacts are available through the School's extensive alumni network. Year 11 pupils undertake work experience following their public examinations enabling them to reflect further upon potential careers. We have also integrated further work experience into the BTEC pathway in Sixth Form. In the Sixth Form, all students have access to "Unifrog": an online platform that helps them to identify university courses, apprenticeships and school leavers' programmes. This is supported by further talks and sessions on areas such as interviews, finance, gap years, and applications to international universities.

The School aims to meet its needs in this area through the work of the university guidance and pastoral support staff, through the Wellbeing Programme, and through the information evenings which are run for pupils at all stages of the School prior to the making of major academic choices. Sixth Form students are encouraged to research apprenticeships and workplace school leavers' schemes, as well as researching university courses. The Sixth Form Team provide guidance and support for students completing their UCAS application forms. Pupils applying for work and apprenticeships are supported with fortnightly meetings, one-to-one CV guidance and assistance with covering letters or any other documents required for applications. The School is also aware of the need to inform parents and involve them in the choices made by their sons and daughters. Pupils and their parents may make an appointment at any stage to discuss options and pathways with the Head of Careers or a member of the Sixth Form Team.

Conscious of the importance of preventing stereotyping, we work to ensure that girls and boys from all backgrounds and diversity groups consider the widest possible range of careers, including those which are often portrayed as primarily for one or other of the sexes.

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

At the core of our Personal, Social, Health and Economic education (PSHE) programme is the School's motto and guiding principle, "Virtue, Learning and Manners." PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens and actively promotes the fundamental British values of democracy, the rule of law, individual liberty,

and mutual respect and tolerance of those with different faiths and beliefs. At Brentwood School pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well and with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, acquire a respect for public institutions and services and learn about their responsibilities, rights and duties as individuals and members of communities. Our Wellbeing curriculum develops character so that pupils can flourish in traits such as aspiration, resilience, tolerance, confidence, integrity, initiative, enabling them to become well-rounded citizens. They learn to understand and respect our common humanity, diversity and differences (whether differences of age, disability, gender reassignment or gender identity, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Brentwood School, PSHE is known as “Wellbeing”. Both in the Prep and in the Senior School, Wellbeing topics are delivered in timetabled lessons or discrete calendared sessions, by a combination of teaching staff and PSHE specialists.

The broad areas covered by the programme include:

- Personal safety skills
- Citizenship
- Health education, including emotional health, and physical health (including diet, lifestyle balance and narcotic/substance abuse)
- Relationships and sex education (see below)
- Careers, Pathways, Economic & Financial Education
- Spiritual, Moral, Social and Cultural dimensions

The School also offers parents the opportunity to attend evening meetings to keep them informed about issues covered in the Wellbeing programme and to enable them to get more information directly from experts in the various areas.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

Spiritual, Moral, Social and Cultural Development (SMSC) is based on our shared values of Virtue, Learning and Manners’ and the key attributes and attitudes of the Brentwood Learner Profile and is embedded in our broader curriculum, including our Wellbeing (PSHE) and Co-curricular programmes and pastoral care.

Our aim is to ensure that our pupils' development, in addition to their academic progress, enables them to play a confident, informed role in society, have a fully developed values system, and be able to interact with other people in a positive way.

### **Spiritual Development**

Spirituality can be understood as a process of transformation and growth; something dynamic which is part and parcel of the full human development of the individual and society. We welcome people of all faiths and none, and while our community is shaped by our Christian ethos, we encourage those who seek spiritual growth through other religious traditions which also value compassion, hope, justice, fairness, tolerance and respect for human life. All pupils attend Chapel services within the Christian tradition which seek to welcome and support pupils and staff of all faiths and none in a spirit of respect and tolerance. The promotion of spiritual development and awareness is evident in many ways and includes the opportunities below:

- Senior school pupils attend a fortnightly Chapel service which provides an important space in the midst of a busy school day to be still and to reflect upon the spiritual dimension of life;
- In addition to the fortnightly Chapel services, a number of important aspects of the life of the School are celebrated in Chapel. The start of each Academic year begins with an act of collective worship either in the Chapel, the nearby Catholic Cathedral of Brentwood or another suitable location within the School. Likewise, there are services of Remembrance and our annual Carol Service which takes place in Brentwood Cathedral;
- The Commemoration of Benefactors service takes place in the Chapel at the end of the School year and gives thanks for those who have supported the School through the years and is an important time to gather as a community;
- Pupils in our Preparatory School have a fortnightly service led by the Chaplain in their assembly hall as well as Chapel services to mark the beginning and end of School years and the key Christian festivals of Harvest, Easter and Christmas;
- The Chaplain offers Confirmation classes each year for those students who wish to be confirmed;
- Throughout the year, the Chaplain leads a monthly service in Chapel for those involved in the wider community of Brentwood School and these have provided an important opportunity for spiritual development and growth, particularly for those who are not regular attenders of another church;
- There are regular enquiries for baptism and weddings in Chapel from those who have a connection with the school and this results in around 3-4 baptisms per year and 1-2 weddings;
- Staff and pupils are welcome to attend a weekly short service of Holy Communion;
- Prayers are offered in our whole school assembly each week.
- A Muslim prayer space is available throughout the week for our pupils and staff to pray and Friday prayers are led by one of our members of staff.

## **Moral Development**

Opportunities for pupils' moral development include the following:

- Pupils are encouraged to conduct themselves with courtesy, be kind and considerate to others and have respect for themselves, those around them and their environment;
- Our rewards system is based on Virtue, Learning and Manners and pupils are awarded merits for demonstrating these values and those skills and attributes in the Brentwood Learner Profile;
- Year group and the Whole School Council enable pupils to have input into whole school development and express their views and opinions and listen to those of others;
- Our peer-mentoring programme and opportunities for senior pupils to become Praepostors provide an important opportunity for our older students to lead by example and nurture those in the younger years;
- The School's Wellbeing (PSHE) programme offers many and varied opportunities for pupils to develop and deepen their own understanding of moral codes and the complexities that are often associated with moral decision making in society as a whole;
- There are numerous events to raise awareness and fund-raise for a variety of different charities; every House has its own charity and the School has a well-organised and vibrant Voluntary Service Activity programme. Through such activities, students recognise the wider responsibilities they have for those less fortunate than themselves;
- Moral issues often pervade the academic curriculum, most notably in Theology and Philosophy.

## **Social Development**

There is a wide range of opportunities for all pupils to develop an understanding of individual identity and group identity and to foster ways in which all can flourish. Social development also involves a commitment to providing opportunities for our students to develop positive relationships with those in the wider society beyond the school.

Opportunities for social development include:

- All pupils are part of a Form class which provides a close-knit group of people whose needs and identity can be both nurtured and celebrated;
- Group identity is also developed both through Year teams and the vertical House system which provides opportunities for pupils to develop important friendships both within their age-group and with those in different years and take part in a variety of House-based competitions and events;
- The School offers a wide range of activities each year for groups of different ages to gather and work as a team. Sports teams, drama productions, musical events and dance shows, together with the Combined Cadet Force, the Voluntary Service Activity and the Duke of Edinburgh Award Scheme are examples of the ways in

which students develop socially and have an opportunity to engage with those in wider society;

- School council meetings empower our students to represent the collective views of groups within school and allow our students the chance to play an active part in shaping the social dynamic of the community;
- Diverse social issues are explored within the curriculum in subjects including Theology and Philosophy and through the Wellbeing programme.

### **Cultural Development**

Our community has students from many nations and we offer the International Baccalaureate Diploma Programme to our Sixth Form students alongside A Levels and the BTEC Extended Diploma. Recognising and celebrating cultural diversity and respecting the beliefs and traditions of others lies at the heart of our commitment to become increasingly culturally aware.

Cultural development at Brentwood School is evident in many ways:

- The many opportunities for our students to develop greater cultural awareness through modern foreign language trips and exchanges, field trips and sports tours;
- The exploration of cultural issues through the performing arts programme;
- Participation in the Model United Nations programme with schools throughout the region offers an opportunity for students to begin to understand the significance of cultural diversity and develop a greater global perspective;
- Cultural issues are explored most notably through the curriculum in subjects such as Theology and Philosophy, Geography, History and Classics and through the Wellbeing programme;
- We have a diverse School community which benefits all pupils; in the Senior School pupils benefit from day-to-day contact with international boarders;
- Our annual celebration of the Chinese New Year and our Boarders' Christmas supper bring people together from many areas of school life and provide further opportunities for the School to celebrate the many cultures and traditions that we represent.

### **Relationships and Sex Education (RSE)**

Please refer to the RSE Policy for full details of our RSE curriculum provision.



## **Appendix 1: Prep Overall Curriculum Plan and Subject allocation**

We plan our curriculum in three phases. We agree long-term plans which indicate the skills and topics to be taught in each term and to which groups of children. We review our long term plan on an annual basis. With our medium term plans, we give guidance on the objectives, success criteria and teaching strategies that we use when teaching each topic, including suggested resources, activities, ways to differentiate and cross-curricular links.

The National Curriculum is often used as a basis for the long and medium term plans for KS1 and 2. We create expectations for each year group in each subject area, which also help to inform schemes of work and the assessment of these.

In the EYFS, the *prime* areas of study are:

- Communication and language;
- Physical development;
- Personal, social and emotional development.

And four *specific* areas:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session, to suggest the success criteria by which we judge these objectives to be met, and to identify the actual resources and activities we are going to use in the lesson, including how these may need to be differentiated to meet individual needs and the deployment of support staff.

### **Early Years Foundation Stage:**

#### **Foundation**

Foundation pupils can attend school for two and a half hours each day, for either a morning or an afternoon session, or attend for both sessions. They follow the EYFS framework, within a Creative Curriculum approach, taught by their class teachers and teaching assistants. Specialist teachers take each class for Dance and French for 30 minutes each per week. A specialist teacher also teaches music for 30 minutes a week throughout the year to each class.

#### **Reception**

Reception children are full time. They also follow the EYFS framework, within a Creative Curriculum approach. For those children working beyond Early Learning Goals, the National Curriculum is used to extend them. The children are taught predominately by their class teachers and teaching assistants. Specialist teachers are used for French and Music (30 minutes each per week), and for Forest School (half day every other week). Children

swim for two terms (30 minutes per week in the pool at the Senior School). SEND pupils are supported in class and some small groups or individual pupils are withdrawn for support and/or extension.

## **Key Stage 1:**

### **Year 1**

Children are taught in classes by their class teacher and teaching assistant within a Creative Curriculum approach, although Maths and some literacy skills are taught discreetly. Specialist teachers are used for French, music, drama and PS (25-30 minutes per week). Children swim for two terms (30 minutes per week in the pool at the Senior School). They have Forest School for an afternoon every other week.

### **Year 2**

Children are taught in classes by their class teacher and teaching assistant within a Creative Curriculum approach, although Maths and some literacy skills are taught discreetly. Specialist teachers are used for French and music (30 minutes per week). Children swim for two terms (30 minutes per week in the pool at the Senior School). They have Forest School for an afternoon every other week and choir for 25 minutes per week.

## **Key Stage 2:**

### **Year 3**

All lessons are taught in tutor groups, except for maths and games. In maths, pupils are grouped into bands depending upon pupil needs (and staff availability). In games, pupils are split into separate groups for boys and girls across the whole year group. SEND pupils are supported in class and some small groups are withdrawn for additional intervention at appropriate times during the day. MFL is one lesson of Spanish. There is one period of choir each week, when all year 3 are taught together. Children in Year 3 are taught through a transdisciplinary inquiry-based approach based on the IB: PYP Principles. Year 3 pupils also have an Academic Enrichment Activities Afternoon where skills such as Forest School, Leadership, French, Outdoor Education and performing arts are covered.

### **Year 4**

All lessons are taught in tutor groups, except for maths and games. In maths, pupils are grouped from the beginning of the academic year into bands depending upon pupil needs, learning style and current attainment. In games, pupils are split into separate groups for boys and girls across the whole year group. SEND pupils are supported in class and some small groups are withdrawn during reading or choir lessons. MFL is one lesson of Spanish. There is one period of choir each week, when all year 4 pupils are taught together. Year 4 pupils also have an Academic Enrichment Activities afternoon where skills such as Forest School, Leadership, German, Outdoor Education and performing arts are covered.

### **Year 5**

English, Science, RE, PS, Drama, Geography, History, ICT, MFL, PE and Music are taught in tutor groups. Maths is taught in bands (3 bands of 2). Art/DT are taught as half classes which swap. MFL is one lesson of Spanish every week. In games, pupils are split into separate groups for boys and girls across the whole year group, although 1 or 2 pupils do play for different teams. For example, we occasionally have girls who play rugby with the boys' teams. SEND pupils are supported in class and some small groups are withdrawn during registration/assembly or choir lessons. There is one period of choir each week, when all year 5 pupils are taught together. Year 5 pupils also have an Academic Enrichment Activities afternoon where skills such as Forest School, Leadership, Chinese, Outdoor Education and performing arts are covered.

### **Year 6**

This is the same as year 5. SEND pupils are supported within lessons and some pupils are withdrawn as a small group from Chinese to support preparation for the Senior School Entrance Exam. There is one period of choir each week, when all year 6 pupils are taught together. Year 6 pupils also have an Academic Enrichment Activities afternoon where skills such as Forest School, Leadership, Latin and performing arts are covered.

## **Appendix 2: Senior School Overall Curriculum Plan and Subject allocation**

### **Key Stage 3 (Years 7-9):**

In Years 7 and 8, all pupils study the following:

Art, Biology, Chemistry, Computer Science, Dance, Design and Technology, Drama, English, Geography, History, Latin, Mathematics, Music, Physical Education, Physics, Theology and Philosophy, Wellbeing.

All Year 7 pupils study two Modern Foreign Languages (French or Spanish, and German or Chinese).

All Year 8 pupils continue to study their Year 7 subjects plus also study Food and Nutrition.

In Year 9, pupils continue with Biology, Chemistry, English, Geography, History, Mathematics, Physical Education, Physics, Theology and Philosophy, Wellbeing. They also choose three subjects from French, German, Spanish, Latin, Classical Greek, Global Perspectives, Italian, Chinese, and choose three subjects from Art, Computer Science, Dance, Design Technology, Drama, Food and Nutrition, and Music.

### **Key Stage 4 (Years 10 and 11):**

Options for GCSE/IGCSE are decided during the Lent Term of Year 9, and the curriculum in Years 10 and 11 is dedicated to success at GCSE/IGCSE. All pupils continue to study: English, English Literature, Mathematics, and at least Double Award Science. Pupils are able to take up to ten subjects at GCSE/IGCSE including at least one Modern Foreign Language and at least one Humanity. Year 10 benefit from an interdisciplinary course entitled 'The Human Universe'. This course examines the formation of knowledge in different subject areas and provides an opportunity for pupils to develop their knowledge and understanding beyond the confines of the GCSE/IGCSE curriculum. In Year 11, pupils complete an independent research project on a subject of their own choosing, accredited externally as a Level 2 Higher Project Qualification (HPQ).

*Our option scheme allows pupils to choose five subjects from the following list:*

Art, Classical Civilisation, Computer Science, Dance, Design & Technology, Drama, English as an Additional Language, Food Preparation & Nutrition, French, Geography, German, Classical Greek, History, Italian, Latin, Chinese, Music, Academic Physical Education, Religious Studies, Spanish, Triple Science.

### **Key Stage 5 (The Sixth Form):**

Brentwood School offers three alternative curricular routes for its Sixth Form students. They can either study the International Baccalaureate Diploma Programme (IBDP), A Levels, or the BTEC Extended Diploma in Sport or Business. These routes provide rigorous and stimulating programmes of study during which pupils can develop their skills and

knowledge to prepare them for competitive and challenging courses at leading universities and for successful varied careers. Guidance is offered to pupils and their parents to determine which of these alternatives best meets each pupil's individual needs.

### ***The International Baccalaureate Diploma Programme at Brentwood***

Brentwood School offers the IB Diploma Programme (IBDP). The IBDP, uniquely, has a coherent vision which fosters academic rigour, independence, international mindedness, social responsibility, flexible thinking and personal development. Most IB Diploma students study three Higher Level subjects, giving specialist depth, and three Standard Level subjects, giving additional breadth (though students are allowed to study four Higher Levels and two Standard Levels). Additionally, they complete a Theory of Knowledge course and the IB Extended Essay. Students participate in Games, Mindset, Wellbeing, academic societies, subject extension sessions and a termly programme of talks.

Brentwood School's programme offers an unusually wide range of subjects, namely: English A Literature, English A Language and Literature, German A Literature, French A Literature, Italian A Literature, Chinese A Literature, School-supported Self-taught Language A Literature, English B, German B, French B, Spanish B, Chinese B, Italian B, German ab initio, Chinese ab initio, Spanish ab initio, Latin, Classical Greek, History, Psychology, Global Politics, Philosophy, Economics, Geography, Physics, Chemistry, Biology, Computer Science, Food Science and Technology, Environmental Systems and Societies, Mathematics Analysis and Approaches, Mathematics Applications and Interpretations, Film, Theatre, Visual Arts, Music, Dance.

### ***A Levels at Brentwood***

The majority of A Level students study three A Level subjects with the exception of Further Mathematics and a small number of linguists. Additionally, pupils complete an Extended Project Qualification (EPQ). Whilst A Levels provide specialised courses of study, pupils also take part in academic enrichment activities along with Games, Mindset and Wellbeing. This includes the ASDAN Level 3 Certificate of Personal Effectiveness, Critical Thinking, Music diplomas, MOOCs, academic societies, subject extension sessions and a termly programme of talks.

The subjects currently available are:

Art, Biology, Business Studies, Chemistry, Classical Civilisation, Classical Greek, Computer Science, Drama, Economics, English Literature, French, Further Mathematics, Geography, Design & Technology, German, History, Latin, Mathematics, Music, Academic Physical Education, Physics, Politics, Psychology, Religious Studies, Spanish.

### ***BTEC Extended Diploma at Brentwood***

The BTEC Extended Diploma in Sport or Business provides the knowledge, understanding and skills that allow students to gain experience of the sport sector that will prepare them

for further study or training. The BTEC Extended Diploma is equivalent to three A Levels and is a two-year programme. Our BTEC Sport students are part of the Brentwood School Sixth Form and are members of a Sixth Form tutor group; they undertake the EPQ, participate in the Sixth Form Enrichment Programme, Senior Games, our co-curricular provision, and also undertake a work experience placement.

For full details, please consult our *Sixth Form Academic Pathways Information booklet*, which can be viewed and downloaded from our website.

### **English as an Additional Language**

The exam courses followed by EAL pupils are the Cambridge Assessment B2 First in the Years 10-11 and Cambridge Assessment C1 Advanced or IB English B in the Sixth Form.