



Curriculum Policy

(Whole School Including EYFS)

First Issued:	September 2001	Next Review:	Summer Term 2027
Last Reviewed:	Summer Term 2025	Version:	6.0
Responsible:	Deputy Head Academic / Curriculum Team		

1. Aims:

This policy is designed to achieve the Orley Farm School's relevant aims and objectives in support of the school's Teaching and Learning Policy.

2. Objectives:

- a. To provide a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- b. To provide subject matter appropriate for the ages, needs and aptitudes of pupils, including those pupils with a pupil passport, provision map or an EHC plan;
- c. To provide a curriculum that ensures pupils acquire speaking, listening, literacy and numeracy skills;
- d. Where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
- e. Personal, social, health and economic education which:
 - reflects the school's aim and ethos; and
 - encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a):

The following characteristics are protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexuality.

The school has a public sector equality duty (s.149 of the Equality Act 2010) which requires us to have due regard of the need to: eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under that Act; advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- f. For pupils receiving secondary education, access to accurate, up-to-date careers guidance that is presented in an impartial manner, and;
 - enables them to make informed choices about a broad range of career options; and
 - helps to encourage them to fulfil their potential;
- g. Specific Careers Education is delivered:
 - within PSHE lessons to ensure that each pupil is educated to develop their own awareness, qualities and decision making
 - during the EDGE programme where the opportunity is given to develop key workplace skills associated with designing and pitching a business idea.
 - during the EDGE programme to help pupils develop confidence in leadership and public speaking.
 - through careers guidance available to all pupils and provided by a Careers resource Careers Advice available on the school intranet. This provides support and advice in an impartial manner to pupils
 - additionally, by visits organised for outside agencies, speakers and advisers

- Year 6 & 8 Leavers have a careers morning in the summer term
 - Careers education / guidance is also provided during Science week. Members of the OFS community are invited and talk to whole year groups about their careers / degrees on STEM areas.
 - via '[what next](#)' week for Year 7 which delivers careers guidance related to school subjects
 - through the Careers section in the library
- h. Mental Health and Wellbeing education which:
- reflects the school's aim and ethos;
 - follows the guidance set out in [RHSE](#) to embed positive mental health and wellbeing in the curriculum;
 - recognises that pupils receiving secondary education require additional skills.
- i. Specific Mental Health and Wellbeing education is delivered:
- highlighted in the curriculum;
 - PSHE lessons;
 - school assemblies;
 - focus days;
 - Year 1 to Year 8 science of wellbeing lessons.
- j. Where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills is in place.
- k. Where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- l. Educational programmes which involve activities and experiences across the seven areas of learning and development in the [EYFS curriculum](#).
- m. That all pupils have the opportunity to learn and make progress.
- n. Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- o. The School largely shadows the National Curriculum, but it also seeks to go beyond the prescribed pattern in order to help pupils to achieve progression, coherence, relevance and balance in their learning.

We aim to embed Equity, Diversity, and Inclusion (EDI) across all subjects, ensuring our curriculum reflects diverse cultures, perspectives, and experiences. We strive to use inclusive teaching practices, challenge stereotypes, and celebrate individual strengths. Through diverse resources and open discussions, we foster respect, empathy, and a sense of belonging, preparing pupils for a diverse world.

- i. **Rationale:** The School's curriculum is designed to provide a balanced programme of education for all pupils. Provision is made for those with special educational needs but the programmes devised are based upon the concept of, providing as much inclusion in as wide a range of subject areas as possible.
- ii. **Relevance:** The learning objectives which are agreed are appropriate to the age and ability of the pupils (including EYFS) and to prepare them for the requirements of the next stage of education. Pupils are provided with opportunities to take on responsibilities and experience

adult life. Life experiences are offered by the EDGE programme for years 5-8 and the extensive co-curricular programme.

- iii. Parity: All of the curriculum areas are valued equally. As the pupils move through school some components may have a greater weighting, but the importance of each should not be diminished and cross-curricular links are brought into every subject.
- iv. Opportunity: All pupils (regardless of age, gender, race and aptitudes, including those pupils with an EHC (Education Health Care Plan) and those for whom English is an additional language), have an entitlement to an appropriate curriculum and have the opportunity to learn and make progress. (See [Special Educational Needs Policy](#) and [Equal Opportunities Policy](#)).
- v. Access: All pupils should have access to the experiences, people and resources necessary to realise their potential in education.
- vi. Breadth: The curriculum is broad as a whole and in the various constituent parts. Throughout this broad curriculum values such as mutual respect and courtesy are reinforced. Thinking Skills are embedded into the curriculum throughout the school and a 'Creative Curriculum' approach is followed in Pre-Prep and Middle School.
- vii. Balance: The timetable ensures that there is a balance between the curriculum areas
 - Speaking, Listening and Literacy
 - Mathematics and Numeracy
 - Science education
 - Arts education (aesthetic and creative)
 - Humanities education
 - Linguistic education
 - Physical education
 - Design and Technological education
 - Spiritual, Moral, Social and Cultural – this includes Religious and Philosophical Education which reflects the school's aims and ethos
 - Personal, Social, Health and Economic education (see further notes above)
- viii. This policy underpins the written plans which take into account the ages, aptitudes and needs of all pupils, including those with an EHC plan. Within these plans we promote, where possible, the fundamental British values to prepare our pupils effectively for the opportunities, responsibilities and experiences of life in British society.

With regard to 'British Values', we have determined these to be:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

As a school we aim to develop and nurture these by:

- Delivering a vibrant and engaging [Assembly programme](#) with [British values](#) and ethical beliefs at its heart.

- Delivering British Values lessons from within all subject areas.
- Delivering a well-structured Personal, Social, Health and Citizenship (see [PSHE Policy](#)) education programme which addresses all of the requirements of the programmes of study (looking at Democracy, Freedom, the rule of law, Human Rights and responsibilities).

Through our SMSC programme we ensure that principles are actively promoted which will:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- encourage further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England;
- provide a varied Religious Studies, Philosophy and Ethics programme at every Key Stage including EYFS;
- provide an effective and well-managed [School Council](#) enabling pupils to actively participate in the democratic process;
- offer a broad and balanced curriculum which addresses many of these core values across a range of subject areas;
- provide a clearly communicated and consistently applied [Behaviour Policy](#) so that pupils understand what is expected of them and the consequences of both meeting and failing to meet these expectations;
- encourage Whole School participation in [charity work](#), and ventures organised within the Edge programme;
- offer a wide range of national and international educational visits;
- adhere to our ***Behaviour Policy*** which is regularly referred to and communicated with pupils, reiterating that we are a school community built on mutual respect and understanding; and
- Deliver an e-safety programme (see [E-Safety Policy](#)) to all pupils, staff and parents.

3. Political Views

We preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that, where political issues are brought to the attention of pupils while they are in attendance at the school or while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, they are offered a balanced presentation of opposing views.

All aspects of education at Orley Farm School are designed to support each child's all-round education. Participation is expected for Educational Visits and Expedition Week as these are essential aspects of the curriculum and part of the education provided by Orley Farm.

4. **Subject Matter**

The responsibility for the whole-school curriculum in the specific subject areas of this policy lies with the relevant Head of Department. This includes producing policies and the planning and monitoring of both the syllabus and schemes of work across the whole school. The Head of Department is assisted by subject co-ordinators in the Pre-Prep and Middle School.

Specific subject matter, Long and Medium-term plans and Schemes of Work are available in Departmental Folders on the school network.

5. **The Monitoring and Evaluation of this Policy**

The Curriculum Team monitor the implementation of this policy. All members of the Curriculum Team have a full and active part in the Professional Review process in consensus with the body of the school to enable this to be achieved. This includes regular monitoring through the departmental review programme.