PINEWOOD

Est. 1875

CURRICULUM POLICY

A Whole-School policy including the EYFS

Introduction

At Pinewood the curriculum is all the planned activities which are organised in order to promote learning, personal growth and development. This policy has been designed in line with the school's values - namely respect, curiosity and perseverance. These are to allow Pinewood children to enjoy a happy, secure and fulfilled childhood that engenders courteous, kind, cultured and considerate children who possess a degree of independence and a bedrock of traditional moral values. It includes not only the explicit requirements of the taught curriculum, but also includes the implicit benefits of the 'hidden curriculum' – what the pupils learn from the way they are treated and the variety of opportunities which lie outside the timetable. We want our pupils to grow into positive, responsible people, who can work and cooperate with others, while at the same time developing their knowledge and skills.

Pinewood ensures its pupils are offered a curriculum that is both broad and balanced, delivered by skilled teachers that aims to prepare them for life, encouraging them to be inquisitive learners who are enriched, understand and become tolerant of difference and diversity, whilst also ensuring that they thrive, feel valued and are not marginalised.

We aim:

To produce **respectful** children who have an awareness of, and appreciation for, other civilisations as well as their own, and to instil in our children the values of tolerance, compassion, honesty, kindness, courtesy and consideration.

To promote in our children a **curiosity** and love of learning enabling them to acquire a solid base for lifelong learning.

To expose our children to challenges outside the classroom to help them to show **perseverance**, build character, encourage teamwork, foster initiative and take informed decisions involving risk.

To teach our children the knowledge and skills necessary for them to take responsibility for independent learning now, and in future years. To develop our children's critical and creative faculties, and the skills to research, sort, record and evaluate information.

To provide a broad and balanced full-time education that offers a planned and monitored curriculum that engages, excites and challenges our pupils and ensures **all** pupils make good progress; providing them with experience in linguistic, mathematical, scientific, computer science, human and social, physical and aesthetic and creative education.

To develop their knowledge, skills and understanding appropriate for their age and aptitude and to enable them to gain entry into their chosen senior schools at either 11+ or 13+, and to fulfil the requirements of the EYFS and ISEB and to enrich the learning experience for our pupils beyond the usual confines of the National Curriculum, 11+ and Common Entrance.

To offer our children opportunities to develop their prowess in the dramatic, artistic, musical and sporting arenas.

To champion the importance of innovation and creativity through a specially designed curriculum, particularly in years 7 and 8.

To promote citizenship and an understanding of the importance of stewardship of the local and global environment and effectively prepare them for the opportunities, responsibilities and experiences of life in British society.

To develop our pupils' moral compasses and enhance the children's spiritual awareness.

Independent School Standards Regulations

This policy cross-references the Independent Schools Inspectorate's Checklist for The Independent School Standards Regulations. Specifically, this policy demonstrates that the plans and schemes of work in use at the school –

i) Take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

ii) Do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

This document is broken down into the following sections:

1) **Planning**

Part 1, 2, (2) (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

Part 1, 2 (2) (b)

That pupils acquire skills in speaking and listening, literacy and numeracy skills

2) **English as an Additional Language**

Part 1 2 (2) (c)

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

3) **Life Skills and SMSC**

Part 1, 2, (2) (d)

Personal, social, health and economic education

4) **Careers Guidance**

Part 1, 2 (2) (f)

For pupils receiving secondary education, access to accurate, up-to-date careers guidance that –

i) *Is presented in an impartial manner*

ii) *Enables them to make informed choices about a broad range of career options; and*

iii) *Helps to encourage them to fulfil their potential*

5) **Pupils Below Compulsory School Age**

Part 1, 2 (2) (f)

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.

6) **Assessment and Reporting**

Part 1, 2 (2) (h)

That all pupils have the opportunity to learn and make progress.

7) **Preparation for Life in British Society**

Part 1, 2 (2) (i)

Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

8) **Roles and Responsibilities**

9) **Overall responsibility for the Curriculum**

Planning

Part 1, 2, (2) (a)

Part 1, 2 (2) (b)

Early Years (Reception and Nursery)

The Early Years Foundation stage adheres to the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning, divided into 3 Prime areas and 4 Specific areas:

Prime Areas of learning
Communication and Language
Personal, Social & Emotional Development
Physical Development

Specific Areas of learning
Literacy
Mathematics
Understanding of the World
Expressive Arts and Design

The curriculum and its programme of activities, including ballet, are appropriate to the educational needs of our pupils in relation to their personal, social, emotional and physical development and communication and language skills. This is enhanced with Music, PE, Games, Enrichment and Learning Outside the Classroom throughout the year. Both Nursery and Reception have swimming lessons throughout the year, swimming weekly.

Pre-Prep (Years 1 and 2)

In the Pre-Prep, pupils follow the curriculum outlined in the school's long term and medium-term planning documents which are informed by the Primary Strategy and take a Creative curriculum approach. We utilise our independence to offer opportunities that go beyond the national curriculum as well as adapting elements of it.

In Years 1 and 2, while most lessons are still taught by the class teacher, some areas of the curriculum are taken by subject teachers. In Key Stage 1 the children have weekly French, Music, Art/DT, Life Skills, PE, Games lessons and Learning Outside of the Classroom, in addition to an academic curriculum incorporating English, Mathematics, Science, Geography, History, R.S, and Computer Science. Pupils have regular Enrichment sessions throughout the year, the opportunity to take up Ballet lessons and Drama is incorporated through the curriculum and multiple performances throughout the year. In Year 2 pupils have the opportunity to take up individual Music lessons. This, together with increasing use of Prep School facilities, helps to ensure a smooth transition into Year 3.

The Sport and PE provision is taught by a range of staff including the Pre-Prep and EYFS PE and Games coordinator and uses all of the schools Sport facilities. Early Years have a focus on skill development, gross motor control and are taught the basics of team games using different equipment. Years 1 and 2 have a greater emphasis on specific Games techniques e.g. hockey, tag rugby, netball, football, athletics, cricket and tennis, along with continued skill development e.g. agility, balance, coordination, stamina. All pupils have swimming lessons throughout the year, with classes swimming on alternate weeks.

Performing Arts is encouraged for all the children and termly opportunities are provided for children to perform to an audience including Harvest Festival, Christmas Nativity, Summer Term year 1 and 2 play, alongside a range of Open Mornings and Workshops.

Further variety is brought into the curriculum through a comprehensive programme of Pre-Prep Clubs, as an option for after school for Reception, Year 1 and 2. In addition the curriculum is enhanced by a wide variety of trips and visitors all of which provide further opportunities to extend academic achievement alongside pupils' personal development.

For a more detailed explanation of the curriculum please refer to the Pre-Prep Schemes of Work.

Prep School (Years 3 to 8)

Between Years 3 and 8 the curriculum is devised by the school.

The school has devised its own schemes of work incorporating Long Term, Medium Term and Short Term Planning. Long Term and Medium Term Plans are reviewed on a termly basis in each subject. Schemes of work up to and including Year 6 are related to but not constrained by the Primary Curriculum.

In Years 3 and 4 the Primary Curriculum is taught within a creative curriculum format. The creative curriculum is based on a history or geography topic for a term, for example, The Rainforest. This 'topic' is covered in depth and encompasses all subjects within the timetable. English, humanities and art are particularly linked whilst science, mathematics and other subjects are incorporated where relevant.

The curriculum from years 3-6 focuses on skills and encourages investigation, evaluation and presentation. During year 5 and 6, senior school preparation begins through online platforms, study skills lessons in year 5, and set preps so that pupils have the best chance of fulfilling their potential when applying for senior schools. Children are able to develop their speaking and listening skills, IT skills and collaboration skills whilst also applying newly acquired knowledge in academic lessons, games sessions and through the SKILLS programme.

In Years 7 and 8 the English, Mathematics, Science, French and Latin Curriculum accords to the Common Entrance syllabus composed by ISEB. The Geography, History and Theology, Philosophy and Ethics (T.P.E) curriculum link together creating a Pinewood School Humanities curriculum. The Year 7 themes are Power, Influence & Globalisation and Conflict & Resolution. Topics for Year 7 in History include the rise and fall of the British Empire, the Napoleonic Wars, WW1, the inter-war years and the Suffragettes. In Geography the pupils study Globalisation, Conflict of Europe and Global problems. Year 8 topics embrace the theme of 'Big Issues' and answer key questions, such as Churchill: Hero or Villain? What are your human rights? British identity, civil rights, current affairs and debates are also covered as the children move towards deeper critical thinking and analysis skills needed for their senior schools. In Geography pupils focus on tourism, good or bad? What are Ecosystems and why are they being destroyed? Since 2017 pupils have not taken CE papers in History, Geography and TPE and instead complete a portfolio of work which may be sent to senior schools.

Complementing the academic curriculum, years 7 and 8 also participate in the Innovation Curriculum; this comprises modules in Design and Technology, Digital Literacy, and Computing and Future Engineering. Through these modules, children develop their critical thinking skills, build on their technical knowledge, as well as develop collaboration and invention skills vital for the future.

The curriculum is also enriched through specialist lessons in year 8 focussing on art, drama, music or entrepreneurship.

The Humanities Fair - Year 8.
In designated groups, pupils research and create a presentation to showcase their chosen 'environmental issue'.
To highlight/raise awareness about a problem or issue and to inform others;

OR

To inform others about an organisation or product that is dealing with the problem;

Success criteria:

1. I can use my knowledge and understanding of the topic to make effective links between Geography, History, TPE and the wider world.
2. I can communicate my ideas effectively both verbally and in a written form.
3. I can work collaboratively with others.
4. I can present and express my group's ideas clearly and knowledgeably to an audience.

Presentations are delivered to children, staff and parents in the front hall in the summer term and this gives the pupils an opportunity to showcase what they have learnt and inform others about their chosen issue. Presentations are assessed in the form of a tick sheet that is completed by visitors and returned.
All groups are graded and the grade forms part of their end of year accreditation which is a record of what they have achieved in Humanities in the Upper School.

In Years 7 and 8 set 1 for all academic set blocks will go beyond the CE syllabus and some pupils in these sets will attempt an academic scholarship. Pupils are placed in set 1 according to their ability in English and Maths blocks, enabling all pupils to be working and achieving at the most appropriate level. This means we have our most able mathematicians in set 1 and our most able language learners in set 1.

All pupils in year 8 will sit Common Entrance papers in Maths, English, Science in June with the majority also sitting French and/or Latin. The pupils selected to take an academic scholarship is based on pupils' progress, academic attainment and attitudes, and innate ability as indicated by VR and NVR tests.

Planning

All plans and schemes of work have been devised to -

i) take into account the ages, aptitudes and needs of all pupils

ii) not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Long Term Plans – These are broad outlines, indicating progression in knowledge from year to year. These are available on the School's website site in the form of a termly Curriculum Plan

Medium Term Plans - These are the more detailed plans which give guidance on the objectives and specifically show what is to be taught within each topic area. They may also detail success criteria, assessment, and embedded ICT and SMSC links.

Short Term Plans – These are the day-to-day plans of individual teachers, as they plan each step towards achieving the aims and goals set out in the Medium Term Plans. These are used to set out the learning objectives for each lesson, and to identify activities, teaching strategies and resources. They specify differentiation and assessment.

Plans are working documents and are annotated to show how they are adapted to enable pupils to meet their potential and make progress across the curriculum.

All levels of teachers' planning are monitored by Heads of Department and the Director of Studies, and should be available when requested.

In the Foundation Stage, Pre-Prep, and Lower School, the school adopts an interdisciplinary topic approach to curriculum planning, incorporating both the creative curriculum and the Key Stage One Primary Curriculum. The curriculum is planned carefully, to ensure there is coherent and full coverage of all aspects of the curriculum and early learning goals, and that there is planned progression in all curriculum areas which includes the teaching of French from Year 1.

In the Prep School pupils are given the opportunity to experience a wide variety of subjects: History, Geography, Theology, Philosophy and Ethics (T.P.E) French, Classics, Computer Science, Drama, Art, PE, Games, and Life Skills as well as English, Mathematics and Science. As an IAPS school, we pride ourselves on the breadth as well as the depth of the curriculum we offer.

For more details about how Communication, Numeracy and IT skills are developed within the different subjects, please see here.

Delivery

The children in the Nursery attend on a session by session basis. The minimum number of sessions a pupil can attend is 3. In Reception, Years 1 and 2 pupils attend every day (Monday to Friday), in the Prep School pupils attend every day (Monday to Friday) and every day (Monday to Saturday) on a fortnightly basis. The formal curriculum is enriched by day trips, residential visits, invited speakers, productions and themed curriculum days.

Early Years and Pre-Prep classes are organised as mixed ability groups. Differentiated teaching responds to the variety of academic ability. In the Prep School setting takes place in different subjects and in different year groups dependent on the needs of the pupils.

Pupils in years 3 – 8 acquire skills in speaking and listening, literacy and numeracy through the study of the following subjects:

Subject	Year Group and number of lessons for each subject (45 minutes unless stated otherwise)					
	Year 8	Year 7	Year 6	Year 5	Year 4	Year 3
English	5	4	5	5	5	5
Maths	4	4	4	5	5	5
Science	4	4	4	4	2	2
Geography	2	2	2	2	6 × Humanities lessons	
History	2	2	2	2		
TPE	2	2	2	2		
French	3	3	3	2	2	2
Classics	2	2	1 (2 for set 1)			
Computer Science			1	1	1	1
Innovation Curriculum	2	2				
Art	2	2	2	2	2	2
Music	1	1	1	1	2	2
Drama	1	1	1	1	1	1
PE	1	1	1	1	1	1
Life Skills	2	1	1	1	1	1

There are also a number of reading slots throughout the timetable. Children will engage with reading through activities which may include reading for fluency, 1-1 reading time, class readers or independent reading.

For some children, the study of Classics may not be deemed suitable. In these instances, during their normal Classics lesson, they will have LEAP (Literacy, Emotions And Positivity) and Study Skills (led by Learning Skills) lessons. These children are selected through discussions between the Head of Classics, Head of Learning Skills and Head of Emotional Health and Well-Being.

Prep is set through the week appropriate to the age and ability of the pupil. (See Prep Policy)

Provision when a child is absent for illness or emotional reasons

If a pupil is off and feeling unwell, no work is expected to be set . When a pupil is absent from school for longer than 48 hours due to health-related reasons but is otherwise feeling well, work should be set on Google Classroom for that pupil. If a pupil is absent due to emotional or anxiety reasons, work will be set on Google Classroom for that pupil. Teachers are not expected to teach "live" lessons for absent pupils. Form tutors will "check in" with the pupil at least twice a week via email.

Work set online for absent pupils should be marked according to the School Marking Policy.

Provision on a Saturday

The Deputy Headmaster with the Director of Sport draws up a Saturday plan depending on when matches are being played.

Inclusion and Differentiation

The curriculum at Pinewood is designed to be accessed by all pupils who attend the school. If it is necessary to modify some pupils' access to the curriculum, in order to meet their individual needs, then this is done with parental consultation.

If a pupil has learning difficulties, Pinewood does all it can to meet these individual needs through the school's Learning Skills Department. This is carefully overseen by the Head of Learning Skills/SENCO who liaises with staff who are responsible for the individual pupils' needs at that stage in their education. The Learning Skills Department can provide in-class support, support away from the classroom (small group or one to one), and guidance to the class teachers. Children who have English as an additional language are assessed and where necessary a Personalised Learning Form (PLF) is drawn up meeting their individual needs. These are catered for by class teaching staff and the Learning Skills Department. Details of EHC plans are available in the SEND policy.

If a pupil is identified as having specific and outstanding strengths in a subject Pinewood does all it can to meet their needs through the school's Enrichment Department and a variety of extension opportunities promoted and led by Heads of Departments, for example maths competitions, set 1 trips in year 7 and 8, soloist concerts, drama performances, and sporting fixtures . These are monitored and reviewed by HoDs, the Head of Enrichment, Head of Scholars and the Director of Studies. Pupils are identified through standardised assessments, results in end of year exams and termly assessments, and through teacher identification during classes.

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Pupils in years 3 are placed into sets for Maths at some point in the academic year (normally after Christmas), dependent on the needs of the cohort and year 4 are set for Maths. Pupils are then put into sets in year 5 based on two blocks; English, French and the Humanities, and Maths and Science. A separate block for French and Latin is formed in years 7 and 8, if staffing and pupil numbers allow.

Please also refer to the School's Equality, Diversity and Inclusion Policy.

English as an Additional Language

Part 1 2 (2) (c)

At Pinewood, we celebrate the fact that a number of our children speak more than one language and the diversity that this can bring to the school environment. We also recognise that this means that these children may have particular learning requirements linked to their progress in learning English as an Additional Language, which may affect all areas of the curriculum. See the EAL policy for further details.

Life Skills and SMSC

Part 1, 2, (2) (d)

Life Skills

The Life Skills Scheme of Work reflects the school's aims and ethos, and encourages respect for other people. The Scheme of Work promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

The Life Skills Scheme of Work from Nursery up to and including Year Eight is based on the 'Jigsaw' programme that adopts a mindfulness approach bringing together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. In the Early Years and in Years One and Two, pupils have a timetabled lesson per week in addition to Circle Time and Assemblies where underpinning values are promoted. In the Prep school, pupils have a 40-minute timetabled lesson each week that is supported by further discussions during form time and a weekly whole-Prep school assembly led by the Headmaster. Pupils are taught Life Skills lessons by form tutors. Upper School children experience one lesson per half term focused on developing good study skill habits to support their independence in their approaches to learning and revision for assessments. Year 7 & 8 also have access to the Teen Tips Wellbeing Hub for children aged 10+ with the intention of children developing good habits of self-care as well as affording an extra layer of support to these students around sensitive subjects. This hub is promoted during Life Skills lessons where there are links to the Well-Being Hub based on the focus for each Jigsaw puzzle piece.

The Life Skills Scheme of Work is made up of 6 puzzles which form half-term units of work

Being me in my world – exploring our place in class, school and the global community
Celebrating Difference – includes anti-bullying and diversity
Dreams and Goals – includes goal setting, aspirations for self and the world, and working together
Healthy Me – includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Relationships – includes understanding friendship, family and other relationships, conflict resolution and communication skills
Changing Me – include sex and relationships education in the context of coping positively with change

The scheme aims to teach children to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others. Lessons have been built around the requirements set out in the latest government guidance on teaching about mental health. Lessons are designed to provide opportunities to practise and enhance the five skills associated with the emotional literacy

(self-awareness, social skills, empathy, motivation and managing feelings) in addition to developing knowledge. The practice of mindfulness is taught in 'Calm Me' time, through visualisation and breathing techniques, enabling children to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning, behaviour and lives.

The Healthy Me Puzzle is where most of the 'traditional' health promotion lessons are taught. In earlier year groups, these lessons include aspects such as what an "Eat Well" plate looks like and the importance of physical activity for a healthy body (and mind). Older children explore the more sophisticated health messages about choice, lifestyle as well as mental and emotional health promotion.

The Scheme of Work does not cover radicalisation and extremist behaviour *explicitly*, but lays down a grounding in which the ideological and emotional roots of extremist beliefs, attitudes and behaviours cannot flourish. It also includes a mapping document that shows how the 5 strands of the British Values agenda have been covered.

The Life Skills Scheme of Work is enhanced by organised activities and event days e.g., Empathy Day.

The Year 8 curriculum is enhanced by a second weekly 40-minute lesson that allows time to explore and learn in more detail some of the statutory requirements in the curriculum. This session is taught in forms and takes a 6-weekly carousel format. In the first session, children complete a baseline assessment and are introduced to the Jigsaw puzzle piece for the term. The next four sessions focus on learning about careers, economics, study skills, online safety and wellbeing. The final lesson in the sequence is taught in single sex groups where children complete an end of topic activity to assess their learning and it also allows the children time to discuss concerns or questions they have in a single sex environment.

Protected Characteristics

Through their Life Skills programme, during academic lessons, and other extracurricular activities, children are encouraged to have respect for the protected characteristics - namely Age, Disability, Gender Reassignment, Marriage and Civil Partnerships, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation. Events such as Black History music workshops, Show the Red Card to Racism, and visits to places such as synagogues, allow children to start understanding different cultures and beliefs. The protected characteristics are explicitly covered in the "Celebrating Difference" piece of the Jigsaw Programme in year 7.

Spiritual, Moral, Social and Cultural Education

The school provides opportunities for the development of SMSC through the direct teaching of Theology, Philosophy and Ethics (T.P.E) and Life Skills. However, SMSC permeates the school and is not defined solely by its discreet and direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. These opportunities are highlighted within the Medium Term plans.

Just as a debate on capital punishment may be found in a Year 7 Theology, Philosophy and Ethics lesson so too a History class may discuss the morality of Henry VIII's divorces. The pupils benefit from a Spiritual, Moral, Social and Cultural education through their varied experiences in the school day such as: chapel services which usually have a moral theme and a prayer; visitors who this year have addressed the pupils in assemblies have done so on issues such as supporting the Swindon Food Bank, developing schools in Africa and helping the local community at Harvest time. School trips to places such as the the Somme battlefields address issues such as right and wrong, just as the school councils address the concerns on a range of issues raised by pupils.

In addition Houses and whole school fundraising allows pupils to support a number of charities and develops their understanding of local and global needs.

Please refer to the PSHE and SMSC Policy for further detail.

Extra-Curricular Activities, including the SKILLS Programme

The school is very proud of its extensive programme of extracurricular activities - known as the SKILLS programme - which offers a range of opportunities for enjoyment, involvement and improvement in both cerebral and physical activities, ranging from chess to karate, from cooking to wood work, from clay pigeon shooting to street dance. Years 3 - 5 have SKILLS on a Monday and Friday, whilst years 6 - 8 have SKILLS on a Tuesday and Thursday. SKILLS options change every term (or half term in the Autumn) with upwards of 15 options available across the 6 SKILLS strands each day. The pupils are encouraged to choose a SKILLS option from a different strand each time in order to develop skills across the range of options available as well as encouraging curiosity in activities that they may not have experienced yet. As the children's options are allocated based on their preferences, once the lists have been released the children are only allowed to swap options in extreme circumstances, which gives the opportunity for perseverance to be developed. Many of the options available to the children encourage the children's development of respect for themselves, their community and their surroundings.

In addition the school has thriving Music, Art and Drama departments with many opportunities to attend a range of music clubs and ensembles, display artwork, and be part of drama performances. In the Summer of year 7 and the Autumn and Spring terms of year 8, a special programme is offered for those with scholarship potential in these areas to enable children to fulfil their potential. Alongside this, the school offers Lamda lessons (parents sign their child up) so that pupils can develop their public speaking skills.

Careers Guidance

Part 1, 2 (2) (f) -

At Pinewood, we endeavour to give all children balanced and unbiased information and experience about careers open to them. Our careers guidance is linked to the Gatsby Benchmarks, namely:

1) Stable careers program - Pinewood endeavours to start to lay the foundations of future career guidance by helping pupils come to have an understanding of their ability and interests. Careers guidance is presented in an impartial manner and helps encourage pupils to fulfil their potential.
2) Learning from career and labour market information - Through visiting speakers, trips and senior school fairs, children are exposed to a number of different career and further education options.
3) Addressing the needs of each pupil - The Headmaster, Deputy Headmaster and Heads of Upper and Middle School can all offer advice and guidance about future senior schools and talks are arranged detailing the process for choosing and applying to next schools. The SKILLS programme helps to give breadth so that pupils can try new areas and explore different possibilities.
4) Linking curriculum learning to careers - Where appropriate, medium and short term plans link to the real world and offer some insights into future careers. For example, science lessons may look at famous scientist
5) Encounters with employers and employees - In Years 5 to 8 this is complemented by a lecture or guest speaker programme when pupils have an opportunity to listen to invited speakers either in person or online.

6) Experiences of workplaces - Through Pinewood's trips programme children have the opportunity to visit a number of workplaces - for example, an Art trip to a catering company, a Geography trip to Land Rover and a maths trip to Bletchley Park.
7) Encounters with further and higher education - There are talks about moving on to senior schools and about safe social media use to pupils and parents. The School also arranges senior school panels and fairs to guide parents and children about the options available. A number of senior schools invite children to take part in events such as the Dean Close strings day.
8) Personal guidance - Form tutors, Heads of Schools, the Deputy Headmaster and Headmaster are all available to offer personal guidance and advice to children and parents. This could include discussions about senior schools, which SKILLS or activities to choose, potential scholarships, or managing timetables to allow children to fulfil their potential.

For further details about how we prepare children for future careers and enhance their economic understanding, please see here.

Post-Scholarship Programme

Following the scholarship exams, children continue to be challenged academically and extend their learning. During CE week children are involved in a Service week of 'giving back to the community' both at Pinewood and beyond. They also take part in competitions such as the UKMT Junior Maths Challenge and go on a History trip, and other enrichment activities. The Head of Scholars puts together the programme. The programme is also designed to ensure they are also prepared for senior school and takes into account their abilities and individual needs.

Pupils Below Compulsory School Age

Part 1, 2 (2) (f)

The Early Years Foundation stage adheres to the DfE Curriculum Guidance for the Foundation Stage which includes seven areas of learning, divided into 3 Prime areas and 4 Specific areas:

Prime Areas of learning
Communication and Language
Personal, Social & Emotional Development
Physical Development

Specific Areas of learning
Literacy
Mathematics
Understanding of the World
Expressive Arts and Design

The curriculum and its programme of activities are appropriate to the educational needs of our pupils in relation to their personal, social, emotional and physical development and communication and language skills.

Assessment and Reporting

Part 1, 2 (2) (h)

The school ensures that all pupils have the opportunity to learn and make excellent progress. See the Assessment and Reporting Policy for further details.

Preparation for Life in British Society

Part 1, 2 (2) (i)

Our Life Skills programme actively encourages preparation for life in British society through the Jigsaw programme where content regularly covers the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of others. Relationship and Sex education is delivered at an appropriate age.

Weekly Headmaster assemblies, supported by more specific section assemblies, cover a range of social topics, linking back to the School's core values of Curiosity, Perseverance and Respect. Through the school's SKILLS programme and Pinewood Adventure, pupils are given many opportunities to experience different areas of life beyond the school grounds, including visits to local care homes, charities, various education centres, environmental organisations and outward bound centres.

Please also see the Prevent Policy for further details on how the school prevents people from being drawn into terrorism.

Roles and Responsibilities

The Director of HR holds the job descriptions for all teachers in Prep School and Pre-Prep and also Heads of Departments and are available on request.

Overall responsibility for the Curriculum

The Headmaster has overall responsibility for the curriculum. The Director of Studies oversees curriculum planning and provides guidance to Heads of Department through INSET and Heads of Department meetings (other aspects of this monitoring of the curriculum are detailed in the Monitoring and Evaluation Policy and Assessment Policy*).*

This policy is monitored by the Headmaster and the Director of Studies.

It will be reviewed every year.

Reviewed and Updated September 2026
Reviewed by Sam Downe, Director of Studies
Next Review Date: October 2027