PREP SCHOOL CURRICULUM POLICY (303 PS) including British Values

Including EYFS

a) The Prep School implements a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in the sub-paragraph below and is drawn up and implemented effectively; and

b) The written policy, plans and schemes of work-

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, and mutual respect and tolerance of those with different faiths and beliefs.

The matters are-

- Full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), to Year 6, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- That pupils acquire speaking, listening, literacy and numeracy skills.
- Personal, social, health and economic education which-
  - i. Reflects the school's aims and ethos; and
  - ii. Encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).
- 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.
- That all pupils have the opportunity to learn and make progress; and
- Provide effective preparation of pupils for the opportunities, responsibilities and experiences of British Society.

Timings of the School Day

The hours (weekly) are as follows:

	Nursery
8:25am	**Registration**
8:25-11:30am	Session 1
11:50-12:55	**Lunch**
12:15-3.15pm	Session 2
1:15pm	**Registration**
3:15pm	**End of School**

	Reception	KS1	KS2
Registration Form Time	Registration 8.25	Registration 8.25	Registration 8.25
Period 1	8.30-9.10 40 mins	8.30-9.10 40 mins	8.30-9.10 40 mins
Period 2	9.10-9.50 40 mins	9.10-9.50 40 mins	9.10-9.50 40 mins
Period 3	9.50-10.30 40 mins	9.50-10.30 40 mins	9.50-10.30 40 mins
Break	10.30-10.50 20 mins	10.30-10.50 20 mins	10.30-10.50 20 mins
Period 4	10.50-11.30 40 mins	10.50-11.30 40 mins	10.50-11.30 40 mins
Form time/Assembly	11.30-11.50 20 mins	11.30-11.50 20 mins	11.30-11.50 20 mins
Period 5	12.55-1.35 40 mins	12.55-1.35 40 mins	11.50-12.30 40 mins
Lunch	11.50-12.55 65 mins	11.50-12.55 65 mins	12.30-1.35 65 mins
Lesson 6	Registration 1.35-2.15 40 mins	Registration 1.35-2.15 40 mins	Registration 1.35-2.15 40 mins
Period 7	2:15-2.55 40 mins	2:15-2.55 40 mins	2:15-2.55 40 mins
Period 8	2:55-3.15 20 mins	2.55 -3.20 25 mins	2.55-3.35 40 mins
Finish	3.15	3.20	3.35

EYFS 8am - 8:25am drop off
EYFS 3: 15pm
KS1 8am to 8:25 am drop off
KS1 3:20pm pick up
KS2 8am to 8:25am drop off
KS2 3:35pm pick up

1. **Full-time supervised education for pupils, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.**

The EYFS Statutory Framework and the National Curriculum for Year 1 to Year 6 forms the basic framework across Nursery to Year 6. This is then adapted and enriched by a range of additional programmes of learning, either created by SHS staff, or from external schemes of work. The curriculum embraces all areas of experience: Linguistic, Mathematical, Scientific, Technological, Human and Social, Physical, Aesthetic and Creative. Religious education is taught as it is a major way to providing human and social education and promoting spiritual, moral, social and cultural development. A connected curriculum 'Learning Adventures' incorporating cross-curricular work and projects encourage pupils to see the connections between learning domains.
Sutton High Prep School provides a curriculum which:

- meets the needs of all girls.
- provides continuity and progression.

- offers balance, breadth and enrichment.
- promotes learning attributes such as resilience and confidence – our SHS superpowers.

The curriculum in the Prep School is delivered in three stages, with careful planning to ensure progression across all three stages. Links between Subject Leaders in Prep School and Senior School also ensure continuity from KS2 into KS3.

The range of pupil ability is broader at Sutton High School than in some other independent and maintained selective schools. Where appropriate, the curriculum for individual girls is adjusted to meet their needs, for example by providing additional support in English as an Additional Language or providing Additional Learning Need or SEND support. Pupils identified as most able are offered appropriate additional activities as opportunities arise.

The EYFS Stage

This is an integrated unit comprising of a class of mixed age groups, Nursery and Pre-Reception, NP and NS (Nursery pupils, 'rising three', 6 weeks before they turn 3 years old, Pre-Reception, the year the pupil turns 4 years old) and Reception classes, RP and RS (Reception pupils, the year the pupil turns 5 years old).

The EYFS Statutory Framework sets out the learning and development requirements comprising:

i. The seven areas of learning and development and the educational programmes.
ii. The early learning goals; and
iii. The assessment requirements

EYFS Area of Learning	**EYFS** Directed teaching time Cross-curricular child-initiated activities
Physical Development	Both gross and fine motor skills included, are continuous throughout whole day including lunchtimes and specialist PE lessons.
Communication and Language	Continuous throughout whole day including lunchtimes.
PSED **Personal, Social and Emotional Development**	Continuous throughout whole day including lunchtimes.
Literacy	Daily dedicated phonics/writing/reading sessions, plus free supporting and reinforcement activities.
Mathematics	Daily dedicated counting/ number/ shape, space and measure sessions, plus specific activities through play-based activities to reinforce mathematical understanding.
Understanding the World	Directed through play-based activities plus dedicated sessions per week.

Expressive Arts and Design	Directed Art and Design activities during the week, plus continuous provision with role play, plus specialist sessions for music and singing twice a week and dance through PE sessions.

See EYFS Policy, Schemes of Work and Weekly Plans.

Whilst focused group teaching takes place in the Foundation Stage, there is a balance of child and adult-led activities. We are committed to the importance of play-based learning. There is an expectation that the balance will move towards adult-led activities in preparation for Year 1. Specialist teaching in Music and PE, including swimming, begins at three years old and the girls also learn French.

Assessment for EYFS – see 301 PS ARR policy

Ongoing observation takes account of the Early Learning Goals and pupils are assessed in line with the Foundation Stage Profile. The curriculum provided builds on and takes pupils beyond these desired outcomes, and pupils are given the opportunity to access the Key Stage 1 curriculum when appropriate.

The curriculum at Key Stages 1 and Keys Stage 2 is based on the National Curriculum and enriched to meet the individual needs of our girls in the Prep School. A long-term plan provides an overview and connections between subjects and schemes of work for each subject provide termly plans and weekly plans outline the learning objectives and teaching activities. Visits, workshops and themed days provide additional curriculum experiences.

Cross curricular links are planned and the use of a range of technology provides opportunities in context and enables pupils to use and develop a wide range of skills. The Prep School has a bank of iPads, along with laptops, Year 4, Year 5 and Year 6 pupils have a 1:1 device.

See individual Subject Policies, Schemes of Work and Weekly Plans.

Specialist Teaching

Music is taught by a specialist teacher throughout Foundation Stage, Key Stage 1 and Key Stage 2. All girls are taught recorder in Years 2 and 3. The Prep School has a thriving orchestra and there are opportunities for the girls to audition for Melody or Harmony Choirs. Music concerts take place regularly in which all girls participate, for example, Spring concerts Concert, along with EYFS, Year 2, Year 4 and Year 6 plays. There are also informal concerts where girls may perform to a smaller audience. PE, including swimming, gym, dance and games, takes place in our on-site facilities, taught by our own specialist teachers.

Girls in Year 6 are additionally taught Drama, Computing, Art and Science by Senior School teachers. French is taught throughout EYFS, KS1 and KS2. French and Spanish Year 3 to Year 6.

Co-curricular

A wide range of half-termly extra-curricular activities are offered to all girls by the teaching staff, ranging from Creative writing to Mindfulness and Yoga. Certain activities, such as Speech and Drama and Chess club are run external tutors, along with clubs such as Tae Kwando, Ballet and Mandarin.

Activities in PE vary according to the season and girls of all abilities have regular opportunities to try new skills and improve techniques. Girls who are selected to represent the school in a chosen sport receive additional coaching.

Many girls choose to learn an instrument taught by peripatetic teachers.

See extra-curricular activities timetable

Transition

Within the Prep School transition between Foundation Stage, Key Stage 1 and Key Stage 2 is supported by Head of Prep School, Deputy Head of Prep School, EYFS, KS1 Coordinator and KS2 Coordinators, teachers and learning assistants. Prep School Subject Leaders liaise with Senior School Heads of Department to plan curriculum developments and improve transition.

For example, pupils from Nursery to Year 6 are taught by PE staff who teach across the school. In Year 5 and Year 6 there are specialist Senior School teachers. Whole school staff meetings are used to focus on teaching and learning issues such as learning styles, differentiation and inspirational teaching.

EYFS, Key stage 1 and Key stage 2 Curriculum

	EYFS
EYFS is a connected curriculum, one area integrates into another	
Communication & Language	4 lessons + cross curricular
Literacy	7 lessons + cross curricular
Library	1 lesson
Mathematics	6 lessons + cross curricular
Understanding the World *Breathe the Wild Air	5 lessons + cross curricular
Expressive Arts & Design	6 lessons + cross curricular
PD PE – Specialist PD in class	3 lessons + cross curricular
ICT	Included in UTW
CCICT	Cross curricular
Music Specialist	2 lessons
MFL Specialist	1 lesson
PSED Cross-curricular	4 lessons

	Y1	Y2	Y3	Y4	Y5	Y6
Drama	Integrated into lessons where appropriate. Specific plays for Y2, Y4, Y6					1 lesson Drama
English (EYFS to Y2 Read Write Inc)	8 lessons, comprising the below components Writing Comprehension Spelling Library	8 lessons, comprising the below components Writing Comprehension Spelling Library	8 lessons, comprising the below components Writing Comprehension Spelling Library	8 lessons, comprising the below components Writing Comprehension Spelling Library	8 lessons, comprising the below components Writing Comprehension Spelling Library	
Library/Coaching	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	
Maths	8 lessons	8 lessons	8 lessons	8 lessons	8 lessons	
Science	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons
Geography	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons	2 lessons
History	Rotate with Geography half termly	Rotate with Geography half termly	Rotate with Geography half termly	Rotate with Geography half termly	Rotate with Geography half termly	Rotate with Geography half termly
Computing	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
Art	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
D & T	Rotate with Art half term	Rotate with Art half term	Rotate with Art half term	Rotate with Art half term	Rotate with Art half year	Rotate with Art half year
Music	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons	2 lessons
PE	3 lessons	3 lessons	3 lessons	3 lessons	3 lessons	4 lessons
RE	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
MFL French, Spanish	1 lesson	1 lesson	2 lessons	2 lessons	2 lessons	2 lessons
PSHE	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
VR and NVR					In preparation for 11+	
Breathe the Wild Air	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Brains Matter Coaching			1 lesson	1 lesson	1 lesson	1 lesson

Breathe the Wild Air

Orienteering	Conservation	Weather	Animals, Birds and Insect	Plants, Flowers and Trees	Gardening Well-Being

EYFS – Forest School at Nower Woods, Surrey Wildlife Trust

Coaching/Libraryr – This is a coaching lesson which develops executive functioning skills – teachers deliver this by taking focus groups on a weekly basis during the whole-class library lesson. This means each girl takes part in a coaching group on fortnightly basis.

Confident Communicators – this is within English lessons

Community – this lesson includes topics such as 'Ready For Forever' which prepares girls for life beyond school, 'Big Sisters Little Sisters' where pupils from across the school meet to engage in meaningful activities and House Meetings. Timetabling the community lessons means that the profile of these key subject areas is raised.

Specialist Teachers/Senior School Transition Teachers

	Science	Computing	MFL	PE	Music	D&T	Art	Drama
Nursery			PS Specialist 1 lesson/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class			
Reception			PS Specialist 1 lesson/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class			
Year 1			PS Specialist 1 lesson/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class			
Year 2			PS Specialist 1 lesson/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class			
Year 3			PS Specialist 2 lessons/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class 1 recorder lesson			
Year 4			PS Specialist 2 lessons/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class			
Year 5			PS Specialist 3 lessons/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class			
Year 6	Senior Teachers 3 lessons/week for each class		PS Specialist 2 lessons/week for each class	2 lessons/week Year Group 1 swimming lesson/class	PS Specialist 2 lessons/week for each class	Senior Teachers 2 lessons/half a year for each class	Senior Teachers 2 lessons/half a year for each class	Senior Teachers 1 lesson

ASSEMBLIES
Whole School, in person assemblies take place on Mondays and Fridays, delivered by our Head of Prep School. Tuesday and Thursday are alternate Key Stage singing assemblies, delivered by our Prep School head of Music. Wednesday assemblies are delivered by members of the PSLT, around various different academic or pastoral enrichment opportunities (i.e. Challenge Weeks).

BREATHE THE WILD AIR (BtWA)
Nursery and Reception attend Nower Woods every fortnight for Forest School. Year 1 to Year 6 follow a bespoke outdoor learning scheme of work and this is taught in the LookOut.

ENGLISH: The skills of English are integrated across all subject areas and the use of the cross-curricular planning overview encourages and monitors this e.g. English genre will link to the History or Geography focus, where possible, but not always.

LIBRARY/Ready for Forever
Reception to Year 6 have 'Ready for Forever' lessons integrated into their Library lesson and teachers may take classes to the Library at other times, it is very much encouraged.

MATHS: The Prep school maths curriculum follows White Rose Maths, adapted for our environment.

MFL
These lessons begin in Nursery
Nursery to Y2: French
Y3 & Y4: French and Spanish – PS Specialist Teacher
Y6: French and Spanish

CCICT:
Virtual Reality Headsets will be integrated into units of work.
The use of the cross-curricular planning overview will monitor when Computing is being used and it is expected to be integrated into all subject areas, when appropriate.

PSHE:
40 minutes per week is allocated to a specific lesson. Assistant Head (pastoral) teaches Years 1 to Year 6 PSHE lessons to support pastoral needs
Form Time focus is linked to Assemblies to encourage a whole school focus

Taught Time EYFS	285 mins/day 4 hours 45 mins/day 1425 mins/ week 23 hours 45 mins/week (Lunch + 20 mins/day)	Total Time EYFS	8:25am to 3:15pm

	(Finish at 3.15pm)		
Taught Time KS1	290 mins/day 4 hours 50 mins/day 1450 mins/ week 24 hours 10 mins/week (Lunch + 20 mins/day) (Finish at 3.20pm)	Total Time KS1	8:25am to 3:20pm
Taught Time KS2	320 mins/day 5 hours 20 mins/day 1600 mins/ week 26 hours 40 mins/week (Finish at 3.35pam)	Total Time KS2	8:25am to 3:35pm

Key Stage 1
Incorporates Years 1 and 2; shared learning assistants to support the teaching and learning in key lessons.

Key Stage 2
Incorporates Years 3, 4 with two classes in each year group and Years 5 and 6, with three classes in each year group. Lower Key Stage 2 has access to learning support assistants, ALN coordinator and an additional teacher to support the teaching and learning in the classes.

2. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement.

Girls are encouraged to work in different ways. A variety of opportunities are provided, and a range of teaching techniques are used. It is important that pupils are able to develop an ability to work independently, to cooperate as part of a team and to feel confident in taking a leadership role when required. They are also required to use their 'Superpowers' to apply a range of learning skill to all aspects of the curriculum.

Throughout the school, adaptive teaching is used within lessons to ensure that each pupil is given tasks appropriate to their aptitude. This is identified on medium term and weekly planning, and colour coded to highlight the differentiated activities. Staff use extension materials and mastery approaches in order to stretch and challenge able pupils, and often scaffold tasks to support those who need it. Teacher observation and knowledge of each pupil is the most comprehensive tool in assessing the aptitude of pupils and all staff use assessment for learning strategies in their teaching to ensure that all pupils are assessed and make progress. The use of technology contributes to the success of these approaches.

Year groups use subject material to support teaching which is a) specifically aimed at the age group and b) caters for a wide range of aptitudes – it can be accessed at a range of levels and for a variety of teaching and learning opportunities and objectives.

The Head of Prep School and Director of Pupil Progress work closely with class teachers to monitor the needs of individual girls and implement procedures to support their learning. Each class teacher will have access to digital assessment folder.

Small group support in English and Mathematics takes place in year groups and extension activities to challenge able pupils are built into curriculum planning.

Ongoing Teacher Assessment throughout EYFS, KS1 and KS2, both informal and formal, enables a teacher to track progress and to identify girls with areas of weakness or those who show particular ability in any subject.

Girls for whom English is not their first language receive support according to their level of need. These lessons sometimes take the form of individual tuition, small group support or support within the classroom.

See Prep School subject policies, policies for 301 PS Assessment, Recording and Reporting, 312 PS SEND/ALN, 305 PS EAL and also the register within the tracker document for SEND/ALN and More Able pupils.

The results from CATS and PTE/PTM testing enable us to compare our achievement with other GDST schools and also with National standards.

3. Pupils to acquire skills in speaking and listening, literacy and numeracy.

Girls are given many opportunities within the curriculum to express their views, contribute to discussions and to listen to others.

Girls regularly contribute to Assemblies. Wednesday Assemblies are frequently led by individual classes where parents are invited to attend.

A high number of pupils have Speech and Drama tuition and work towards LAMDA examinations. Outstanding results are achieved by the girls, who present a programme of poetry and drama to their families in the Summer Term. Year 2, Year 4 and Year 6 also perform a play during the Autumn, Spring and Summer Term respectively.

All subjects aid numeracy in some way and cross-curricular links between Mathematics and other subjects are developed and highlighted in schemes of work.

4. Where a pupil has an EHC plan, education fulfils its requirements.

Entry to Year 3 and above is determined by an assessment which is age appropriate, and girls are admitted if the provision suits the individual needs of the pupil. The Prep School has an effective SEND/ALN Policy which ensures that provision is made for girls with SEND/ALN. A judgement will be made on application and following discussion with parents, based on the girl's needs and whether the school will be the best possible placement.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our girls. Not all girls with disabilities have learning difficulties and not all girls with SEN meet the definition of disability; this policy covers all of these girls.

See Prep School SEND/ALN policy

5. Personal, Social, Health and Economic education

This is a named subject within the Prep School curriculum; pupils have a 40-minute weekly lesson, along with PSHE being implemented in a broad approach across the school, for example through assemblies. The schemes of work have been written by the PSHE Association and adapted to the specific needs of our pupils. The PSHE curriculum encourages respect for other people, with particular regard to the protected characteristic under the Equality Act 2010.

In regard to PSHE it reflects, the aims and ethos of the school and 'health' includes both physical and mental health. The Prep School has a programme called 'Brains Matter' which teaches the girls about the basics of their brain structure along strategies to support their mental health.

See Prep School PSHE policy and Scheme of Work.

6. All Girls to have the opportunity to learn and make progress

The curriculum is offered to all girls of all abilities and each individual has the opportunity to access the full provision offered. Pupil learning and progression is reviewed systematically.

A programme of assessment begins at the Foundation Stage and tracking of pupil progress takes place throughout Prep School and into Senior School. The data from these assessments is made available to all staff in order to match more fully the girls' needs with the provision offered. Each class teacher has access to digital assessment folder to ensure they understand the specific needs of the cohort and termly tracker meetings are held with class teachers, Head of Prep School and Additional Learning Needs Teacher.

A programme of reporting to parents incorporates two individual meetings between parents and the class teacher. Parents have access to their daughter's work during our Learning Review mornings. There are also opportunities to meet with specialist teachers.

A detailed written report which includes assessment of English, Mathematics and Science for Year 3 to Year 6 and sets future targets in English, Mathematics and Science is given to parents at the end of the academic year. There is an opportunity given to parents to make comments on these.

Class teachers closely monitor the development of their pupils' learning and have an overview of all aspects of progress.

See Prep School subject policies and Schemes of Work, policy for Assessment, Recording and Reporting

7. British Values

This policy applies to all pupils and staff of the school, including the Early Years Foundation Stage.

The school aims to prepare its pupils fully for the opportunities, responsibilities and experiences of life in British society. In doing this, the school fulfils its statutory duty to promote the spiritual, moral, cultural, mental and physical development of all our pupils, and to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are promoted through the curriculum, through extra-curricular activities, and through the routine behaviour expected of pupils and staff. They are embedded in the ethos of the school.

The school's curriculum is designed to:

- ✓ 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.
- ✓ 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; and
- ✓ encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England and Wales.

The examples below give a flavour of how the school seeks to embed these fundamental values.

Democracy

The principle of democracy is explored in subjects such as RE and history, in PSHE and in assemblies. The practice is encountered by pupils in the process of electing form captains, house captains and members of the school council. The school also regularly participates in elections, for example School Council.

The rule of law

The school is governed by rules that pupils are made aware of through induction, assemblies, and in documents such as the *ICT Acceptable Use Agreement*. All staff, parents and pupils, when they join the school, are made aware of the safeguarding policy and procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their own responsibilities and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHE programme and the RE syllabus.

Individual liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high challenge/low threat environment. The school seeks to create the conditions within which pupils can make informed choices. Pupils are encouraged to know, understand and exercise their rights and personal freedoms, and are advised on how to exercise these safely, for example through e-safety talks, assemblies and PSHE lessons.

Pupils are encouraged to develop, reflect on and articulate their own viewpoints. They are given the freedom to make choices in subject options and extra-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect

Respect is central to the ethos of the school and is modelled by pupils and staff alike. The school promotes respect for others in the classroom and in all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes the values of respect and responsibility.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail loss of respect for and understanding of others' opinions.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and this is supported by the programmes of study in other subjects such as the Humanities and PSHE. Pupils are given the opportunity to encounter other perspectives, religions, cultures and languages in numerous ways including extra-curricular activities and trips abroad.

The role of the school in the prevention of political indoctrination

This is implicit in the values described above.

There is no place at the school for the promotion of partisan political views. There are occasions when it is appropriate to present pupils with different political views; in these cases, we undertake to ensure a balanced presentation of those views and, where a personal opinion is expressed, this is grounded in such a way that pupils are clear that it is an opinion and alternative views are possible.

The school is a safe space in which pupils can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

If any pupil were to express discriminatory or extremist opinions or behaviours, these would be challenged as a matter of course.