Curriculum

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1 Policy statement

1.1 The curriculum at Embley represents one of the ways in which we attempt to achieve the stated aims of the School. It is enriched by a wide range of co-curricular activities and offers all pupils the opportunity to explore and access their full academic potential. The school provides for the full-time supervised education of pupils of compulsory school age (ages 5-16).

1.2 The academic curriculum at Embley is broad, rich and challenging and is designed to meet the needs of the range of abilities and aptitudes of all our pupils, in order to foster talents and fulfil potential. It supports the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1.3 The curriculum encompasses all the planned activities which we organise in order to promote learning, personal growth and development. It includes not only the formal lessons taught, but also the range of co-curricular activities that the school organises in order to enrich the experience of the pupils in our care. It also includes the 'hidden curriculum', which young people perceive and understand from the expectations placed on them and from the way in which they are treated. The school provides subject matter appropriate of all ages and abilities.

1.4 All pupils have equal access to the curriculum, and we ensure it enables all students to have the opportunity to learn and to make progress, including those with special educational needs or learning difficulties, those for whom English is an additional language and the most able.

1.5 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.6 Embley is fully committed to ensuring that the application of this Curriculum Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

1.6.1 The curriculum actively promotes inclusion, respect and understanding of diversity and does not unlawfully discriminate against pupils with protected characteristics as defined by the Equality Act 2010.

1.7 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.7.1 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

Statement of School's Aims and Ethos
Teaching and Learning Policy
Assessment, Recording and Reporting Policy
Special Educational Needs and Disability
PHSE Policy/ Schemes of Work
Careers Policy

1.7.2 This document is reviewed annually by the Head of Prep School and the Director of Studies, Senior School, or sooner if required by changes to legislation, regulation or school practice.

1.7.3 The next scheduled date for review is August 2027.

2 Aims

2.1 To ensure that all pupils at Embley will become resilient, creative, independent learners who are flexible and proactive, who can solve problems, make decisions, think critically, communicate ideas effectively and who work well within teams and can lead themselves and others to perform up to and beyond their potential and to take advantage of educational opportunities in later life.

2.2 To educate the whole person; all pupils have common needs to develop skills and attitudes necessary for their individual autonomy, and for the work, and for political and social participation in our democratic society. Curriculum provision at Embley precludes the promotion of partisan political views in the teaching of any subject in the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.

2.3 To give pupils the experience of learning in an environment which is a caring community where life is enjoyable, where each pupil's individual needs are supported.

2.4 To enable all pupils to develop as fully as possible their abilities, interests and aptitudes, and to make adequate provision if necessary for those who are in any way disadvantaged.

2.5 To ensure the subject matter is appropriate for the ages and aptitudes of all the pupils, including any pupils with an EHCP whose needs are reviewed annually.

2.6 To ensure that where a pupil has an EHCP, the education provided fulfils its requirements.

2.7 To allow pupils to develop lively enquiring minds, to be capable of independent thought and to enjoy learning so that they may be encouraged to develop a curriculum which ensures contact with major areas of knowledge and experience which helps children to know more about themselves and the society in which they live.

2.8 To give pupils the skills necessary to respond effectively to social, economic and political changes and to changing patterns of work.

2.9 To develop the social skills necessary to work successfully with other people.

2.10 To equip pupils for their adult roles in society and to help them to understand the responsibilities of being parents, citizens and consumers.

2.11 To encourage appreciation and concern for their environment.

2.12 To develop interests and skills which will continue to give personal satisfaction in the use of leisure time.

2.13 To encourage pupils to develop physical fitness.

2.14 To ensure that the curriculum for pupils above compulsory school age should allow scope for their talents and interests and help to prepare them for the opportunities, responsibilities and experiences of adult life in British society.

3 Functional skills

3.1 Through the curriculum we provide opportunities for all pupils to experience education in the areas listed below. Subjects that play a key role are mentioned in brackets however, the areas listed below are communicated through a range of different subjects as well as through more general aspects of a pupil's experience in school, such as through the tutorial programme, PSHE, assemblies, the Careers programme and the Co-Curricular programme. The PSHE curriculum includes age-appropriate Relationships Education, Relationships and Sex Education (RSE) and Health Education, delivered in accordance with statutory guidance and the school's separate RSHE Policy.

3.2 Linguistic: Pupils develop their communication skills and increase their command of language through listening, speaking, reading and writing through a variety of
subject areas (for example, by requiring all pupils to take English Language, as well recommending that at least one modern foreign language is followed at GCSE level).

3.2 Mathematical: Pupils develop their knowledge and understanding of mathematics in a variety of ways, including practical activity, exploration and discussion. They are encouraged to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly (for example, by requiring all pupils to take Mathematics to at least GCSE level).

3.3 Scientific: Pupils' increase their knowledge and understanding of nature, materials and forces and develop the skills associated with scientific enquiry: observing, forming hypotheses, conducting experiments, recording and evaluating their findings in a safe environment (for example, by requiring all pupils to take all three Science subjects to GCSE level).

3.4 Technological: Pupils develop a range of ICT skills in relation to information literacy, staying safe online, programming and graphics design. Through Design and Technology, they are encouraged to work with tools, equipment, materials and components, in a safe environment, to produce good quality products. Evaluation of process and products are key to this (for example, by providing ICT education throughout the curriculum and Design & Technology for all from Key Stage 1 to Key Stage

> 3.41 Online safety is embedded throughout the curriculum. Pupils are taught digital literacy, cyber security, responsible use of technology, the safe management of online relationships and how to evaluate critically the information they encounter online.

3.5 Human and Social: Pupils' will develop an understanding of the relationship between people and their environments. They explore how human action, now and in the past, has influenced events and conditions (for example, through pupils' experience of Geography, History, RS, Government & Politics and PSHE).

3.6 Physical: Pupils develop their physical control and co-ordination as well as their tactical skills and imaginative responses and are encouraged to evaluate and improve their performance. Pupils' will also acquire knowledge and understanding of the principles of fitness and health (for example, by requiring all pupils to take PE and Games lessons every week throughout the School).

3.7 Aesthetic and creative: There are aesthetic and creative aspects to all subjects, but those that make a particularly strong contribution to the processes of making, composing and inventing are art,

music, drama, the study of literature and dance as they call for personal, imaginative, and often practical, responses (for example, through the study of Art, Music, Music Technology, Drama, Photography and Textiles; studying English literature to GCSE and developing creative writing through English language to GCSE).

3.8 Spiritual, moral and cultural: Pupils develop their moral and spiritual side and their ability to empathise. They develop a knowledge and understanding of different cultures (for example, through their study of RS, Geography, Language, PSHE, School assemblies and Form/Tutor periods).

3.9 Through our curriculum we highlight these skills and strive to ensure that all curriculum areas contribute to a child's overall progress in all these skills.

3.10 Pupils also participate in a PSHE programme, which reflects the schools aims and ethos and is delivered in a broad and appropriate manner and that this encourages respect for other people (paying particular regard to the protected characteristics set out in the 2010 Act). PSHE is delivered as a discrete subject throughout the Prep School and in Years 7, 8 and 9 in the Senior School. In Years 10, 11, 12 and 13, PSHE is delivered by tutors. Further details of the PSHE provision can be found in the PSHE Policy and Schemes of Work.

4 Promoting Fundamental British Values

4.1 The School has, from the outset, held the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs at the heart of all aspects of this community. These values are actively promoted in every facet of school life: among and between staff and students; in all policies and practices where the freedom to be oneself exists within the scope of respect for law and order.

4.2 Such Liberty being mindful of the need actively to embrace difference, be that of nationality, belief or religion. In so doing, the school ensures that principles are actively promoted which:

4.2.1 enable pupils to develop their self-knowledge, self-esteem and self-confidence;

4.2.2 enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

4.2.3 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;

4.2.4 enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

4.2.5 further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

4.2.6 encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;

4.2.7 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.

5 Preparation for Life in British Society

5.1 The Curriculum works to develop in every young person the values, skills and behaviours they need to get on in life.

5.2 All children receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience, grit and compassion, which underpin success in education and allow them to make a positive contribution to society.

6 Prevent Duty

6.1 The School is aware of its duties under the Counter-Terrorism and Security Act 2015 ("the Prevent Duty").

6.2 The content of the Curriculum and the interaction of teaching of staff with children, both in curricular and in co-curricular activity whether on site or on excursions should take into account the School's responsibilities under the Prevent Duty.

6.3 Within the School, concerns or identified risks should be referred to the Designated Safeguarding Lead for guidance.

6.4 The School will work with local safeguarding partners and other relevant agencies to seek advice, support and guidance drawing on multi-agency expertise to support pupils and prevent exposure to extremist views and political indoctrination. This will include, where appropriate, seeking advice regarding external visitors, speakers, contractors and hirers of school facilities.

7 Co-curricular Programme

7.1 In all parts of the school the curriculum is enriched by an extensive and varied co-curricular programme.

7.2 This programme also enhances the opportunities for SMSC Education and for developing our key learning habits.

8 Prep School - Organisation and Planning

8.1 At Embley we plan the curriculum in 3 phases:

8.1.1 Long-term planning indicates which subjects are being taught and is reviewed on a yearly basis.

8.1.2 Medium-term plans, set out sequenced teaching content.

8.1.3 Our short-term plans are those which our teachers write on a weekly or daily basis.

8.2 Our EYFS curriculum planning focuses on the Early Learning Goals developing young people's skills and experiences, as set out in this document. These seven areas of learning are:

a) Communication and language;
b) Physical development;
c) Personal, social and emotional development;
d) Literacy;
e) Mathematics;
f) Understanding the world;
g) Expressive arts and design.

NB-Points a-c are considered to be the 'prime' areas which are the basis for successful learning in the other four specific areas (d-g).

8.3 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Each area of the educational plan is implemented through planned, purposeful play and through a mix of adult led and child-initiated activity. Teaching in the EYFS setting builds on the experiences of the children as they progress through the Embley Nursery and Reception Class.

8.4 Each child in EYFS is assigned a key person to help ensure that every child's learning and care is tailored to meet their individual needs.

8.5 The EYFS setting takes reasonable steps to provide opportunities for children to develop and use their home language when they play, supporting their language development at home.

8.6 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

8.7 The Head, and the Heads of English and Science in the Prep School are responsible for the day-to-day organization of the curriculum. The Head of Prep ensures that all classes are taught a broad and balanced curriculum.

9 Senior School

9.1 In Year 7 all pupils follow a common curriculum in which the time allocation for each subject is carefully balanced to give all an appropriate exposure to the linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative spiritual, moral and cultural.

9.2 Pupils will study the following subjects: English, Drama, Spanish, History, Geography, Philosophy and Religion, Mathematics, Science (covering Physics, Chemistry and Biology) Design &Technology, Art, Music, Physical Education, Food Technology, ICT and PSHE.

9.3 In Year 9 pupils continue with these subjects but reduce to one language either French or Spanish.

9.4 Pupils are taught in ability sets in Maths from Year 8 and English and Science from Year 9, with the opportunity to move from one set to another as appropriate.

9.5 All Year 7-9 pupils participate in one Games afternoon per week

GCSE Subjects:

9.6.1 In Years 10 and 11 all pupils study a core curriculum of: English, English Literature, Mathematics and Dual Award Science.

9.6.2 The pupils then have a free choice of four further subjects from Triple Science,

Geography, History, Philosophy and Religion, French, Spanish, Art & Design (Art, Photography), Business Studies, Drama, Music, Design Technology, Physical Education and Computer Science.

9.6.3 All Year 10 and 11 pupils also follow courses in PSHE, Physical Education PE and have one Games afternoon per week.

9.6.4 The school week in the Senior School consists of thirty fifty-minute periods and five thirty-minute tutorial periods. Each area of the curriculum is allowed sufficient time for its contribution to be effective.

9.6.5 Time allocations for each subject from Years 7 - 11 are shown in the table in Appendix 2 to this policy.

10 The post 16 curriculum

10.1 The post 16 curriculum is responsive to the needs and demands of the pupils; it offers a broad range of academic courses, together with, an enrichment programme, the opportunity to complete an Extended Project and guidance appropriate to sixth form study. There are also many opportunities for leadership for Sixth Form pupils.

10.2 The post 16 curriculum is supported by a series of HE conferences, international university roadshows and Nightingale lectures.

10.3 A level Choices:

10.3.1 Subjects offered include all those offered at GCSE. New subjects are also offered as follows: Economics, Government and Politics, Further Mathematics, and Extended Project Qualification. A full list can be seen in Appendix 2.

10.3.2 In the Sixth Form A Level subjects are taught on five periods per week in Year 12 and 6 periods a week in Year 13. Each pupil has a free choice of four subjects, although some may begin on three subjects. The Lower Sixth programme includes the opportunity to complete a Level 3 Extended Project Qualification (EPQ). Through working towards the EPQ students will gain valuable experience in independent research as well as a deeper knowledge and understanding of a topic of interest to them.

10.3.3 All Sixth Form students have one Games afternoon per week included in their timetables.

11 Teaching children with Additional Learning Needs

11.1 The curriculum at Embley is designed to meet all the needs of the children in our care. IEPs/Pupil Passports will be provided for all pupils with significant learning difficulties or disabilities. Provision for pupils with Special Educational Needs and Disabilities (SEND) is informed by the SEND Code of Practice (2015) and the school's SEND Policy.

11.2 We understand that there are children within all classes with different abilities and needs and so we strive to ensure our curriculum meets their needs in the following ways:

11.2.1 We set open ended tasks which can therefore ensure a variety of responses

11.2.2 We differentiate work through task, the use of success criteria and through outcome to ensure we meet the needs of all abilities

11.2.3 We use a wide range of resources and teaching strategies

11.2.4 We use Teaching Assistants where appropriate to support the work of individuals or small groups

11.3 Information is available to all teachers regarding those pupils with special educational needs, including ISPs where appropriate. Some pupils receive 1:1 support in literacy and numeracy during certain lessons.

11.4 For those who are identified as highly able the school also provides enrichment opportunities via lectures, and the scholars project as well as ensuring that stretch and challenge is provided through the curriculum.

12 Teaching children with English as an Additional Language

12.1 EAL pupils are assessed prior to or on arrival at Embley and additional, appropriate support is provided for pupils for whom English is an additional language.

12.2 There is a Three-Year Sixth Form course which is aimed at overseas students who need to improve their proficiency in the English language to an appropriate standard before embarking on a two-year A level course.

13 Higher Education & Careers Guidance

13.1 Embley provides assistance to help pupils to choose GCSE and post 16 courses. We work with pupils through the curriculum, tutor system and PSHE provision to ensure they know themselves and how their strengths, weaknesses and interests relate to the world of work.

13.2 Careers education is delivered through the PSHE programme and Future Friday activities in tutor time. The careers programme is informed by the Gatsby Benchmarks and provides impartial information, advice and guidance regarding education, training and employment pathways.

13.3 Higher Education advice is provided by our UCAS team. Each Lower Sixth student is assigned a UCAS mentor to help guide and advise them through the process.

EMBLEY
HAMPSHIRE

Appendix 1 - Prep School Summary Table (Key Stage 1 & 2) 2026-2027

YEAR	**1**	**2**	**3**	**4**	**5**	**6**
Art	1	1	1	1	1	1
Design & Technology	1	1	1	1	1	1
Drama	1	1	1	1	1	1
English	6	6	5	5	5	5
Humanities KS1	2	2	N/A	N/A	N/A	N/A
Geography	N/A	N/A	1	1	1	1
History	N/A	N/A	1	1	1	1
ICT	1	1	1	1	1	1
Mathematics	6	6	5	5	5	5
Natural Sciences	2	2	1	1	1	1
Modern Foreign Languages	1	1	1	1	2	2
Music	1	1	1	1	1	1
PE	1	1	1	1	1	1
Games	2	2	4	4	4	4
Science	2	2	2	2	2	2
Philosophy & Religion	1	1	1	1	1	1
PSHE	1	1	1	1	1	1
Form Time	1	1	1	1	1	1
TOTAL	**30**	**30**	**30**	**30**	**30**	**30**

Appendix 2 – Senior School Summary Table – Number of lessons per week (30 period week).

YEAR	7	8	9	10	11	12	13
Art & Design	1	1	1				
Biology	1	1	1				
Chemistry	1	1	1				
Design & Technology	1	1	1				
Drama	1	1	1				
English	4	4	4	5	5		
Geography	2	2	2				
History	2	2	2				
ICT	1	1	1				
Mathematics	4	4	4	4	4		
Spanish	2	2	3*				
French	2	2	3*				
Music	1	1	1				
PE	1	2	2	0.5	0.5		
Games	2	2	2	2	2	2	2
Physics	1	1	1				
Option1				3	3	5	6
Option2				3	3	5	6
Option3				3	3	5	6
Option4				3	3	5	6
Option5						5	6
Science	4			6	6		
Religious Studies	1	1	1				
PSHE	1	1	1	0.5	0.5		
GCSE retake Maths & English						2	

Sixth Form Enrichment							1

*French or Spanish in Year 9

Appendix 3 – Embley Curriculum – Senior School subjects generally offered as options at examination level.

	GCSE	A2
Art	✓	✓
Biology	✓	✓
Business Studies	✓	✓
Chemistry	✓	✓
Citizenship	✓	×
Design & Technology Graphics	✓	×
Drama	✓	✓
Economics	×	✓
English	✓core	×
English Literature	✓core	✓
French	✓	✓
Geography	✓	✓
Government & Politics	×	✓
History	✓	✓
ICT	✓	✓
Mathematics	✓core	✓
Further Mathematics	✓	✓
Music	✓	✓
PE	✓	✓
Physics	✓	✓
Photography	✓	✓
Psychology	×	✓
Religious Studies	✓	✓
Science (Combined)	✓core	×
Spanish	✓	✓

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