Lancing Prep Hove

A Lancing College Preparatory School

Curriculum Policy

2026-27

This policy should be read in conjunction with:

- Staff handbook
- Assessment policy
- Marking and Feedback Policy
- Curriculum information booklets
- Teaching and Learning Policy
- LPH Pupil Passport
- SEND, EAL and AGT policy
- PSHEE Policy and schemes of work
- RSE Policy
- AI Policy

Introduction

Lancing Prep Hove provides full time, supervised education for pupils of compulsory school age. This provides pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical and creative education.

Our curriculum includes planned activities to promote learning, personal growth and development, which are enriched by a wide variety of extra-curricular activities whilst actively promoting pupil wellbing. It is underpinned by a 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want the children to grow into positive, responsible people who can work and cooperate with others, while at the same time developing their knowledge and skills in order to achieve their true potential.

Subject matter is appropriate for the ages, aptitudes and need of all pupils, including any with an EHCP. We seek the highest standards of attainment for all our children.

We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners who ask appropriate questions in order to deepen understanding.
Above all, we believe in making learning enjoyable and rewarding.

Curriculum Aims

The LPH Leadership ensures that all pupils' education and experience of the school's curriculum results from leaders' effective implementation of appropriate plans, schemes of work, and programmes of activities that are appropriate to pupils' needs in the following areas:

- Linguistic
- Mathematical
- Scientific
- Technological
- human and social
- physical
- aesthetic and creative
- speaking, listening, literacy and numeracy so that all pupils have the opportunity to learn and make progress.

The LPH Leadership ensures that pupils' experience of the curriculum takes into account pupils' ages, aptitudes and needs, including those with special educational needs and/or disabilities.

For pupils below compulsory school age, the LPH leadership ensures that pupils experience a programme of activities which is appropriate to their educational needs in relation to their communication and language development, with reference to the Early Years Foundation Stage statutory framework currently in place.

Teaching, learning and assessment

The LPH Leadership ensures that:

Teaching

- enables all pupils to acquire new knowledge and make good progress according to their ability and does not discriminate against pupils or promote partisan political views;
- does 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;
- A framework is in place to evaluate pupils' work and performance regularly and thoroughly, which refers to the school's aims as provided to parents, and national norms (please refer to Assessment Policy)
- Particulars of the school's academic performance during the preceding school year, including the results of any public examinations, are made available to parents of pupils and prospective pupils.

The LPH Leadership ensures that teachers at the school:

- plan lessons well whilst demonstrating good knowledge and understanding of the subject matter being taught, and with understanding of the aptitudes, needs and prior attainment of pupils, gained from regular and thorough assessment of pupils' work

- use effective teaching methods and activities;
- manage class time and pupils' behaviour effectively;
- use a range of good quality classroom resources well so that all pupils acquire new knowledge, increase their understanding, and develop their skills (make good progress) according to their ability in the subjects taught, and are interested in their work; apply intellectual, physical and creative effort, act responsibly and are self-motivated, thinking and learning for themselves;
- actively promote pupil wellbeing.

Curriculum Objectives

To encourage every pupil to make the most of his/her intellectual potential by:

a. creating rigorous learning experiences and promoting high standards of achievement and equal opportunities for all pupils of all abilities, irrespective of their gender, background, race or religious belief

b. creating lively and stimulating environments which enhance their powers of learning and reasoning

c. delivering a broad curriculum in order to provide intellectual, moral, spiritual, emotional, cultural and physical education of the highest quality

d. promoting a positive approach to learning and equipping the pupils with the skills necessary to become lifelong independent learners

e. offering expert and rigorous teaching to all pupils regardless of their academic level

f. supporting those with learning difficulties and challenging and stretching the more able

g. ensuring that pupils are equipped with appropriate study skills to be able to evaluate, reflect on and manage their own learning.

In addition the curriculum aims to develop individuals by:

a. providing experiences of a wide range of age-appropriate activities (Art, DT, Music, Drama, Dance, Sport etc.) so that pupils can discover an interest and talent outside the classroom

b. encouraging every pupil to be thoughtful, sympathetic and tolerant of others whilst developing the self-confidence to express and defend ideas and opinions

c. enabling pupils to develop a respect for themselves and high self-esteem and to be able to live and work co-operatively with others

d. developing in pupils a respect for other people, their property and their environment

e. helping pupils to become physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life

Implicit in these curricular objectives are the aims and objectives of Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The curriculum plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan, and 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. (in accordance with *the Casey Review* published December 2016)

Specific curriculum regulatory matters

a. The school provides 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, aesthetic and creative education.

b. Lessons are well planned, enabling pupils to acquire speaking, listening and numeracy skills at a pace appropriate to their needs.

c. The language of instruction (written and spoken) in all lessons is English. Where pupils do not have English as their first language, appropriate help and guidance is given in accordance with guidelines provided in the schools EAL policy which can be found on the website.

d. A programme of personal, social, health (including mental health awareness) and economic education (PSHEE) is provided for all pupils. This programme 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 Equality Act which are:

Age
Disability
Gender reassignment
Marriage and civil partnership
Pregnancy and maternity
Race
Religion or belief
Sex
Sexual orientation;

e. Pupils are prepared for a future beyond school, at their senior school and beyond, and thus are given age-appropriate careers guidance, in a number of ways. This guidance is presented in an impartial manner, usually through the PSHEE curriculum, enabling pupils to begin to make informed choices about a broad range of career options and helping to encourage them to fulfil their potential.

f. Pupils receive either **relationships education** or **relationships and sex education** (as applicable) and the latest statutory guidance relating to relationships education, relationships and sex education (RSE) and health education as set out in the Standards and other relevant legislation is followed. For further information, please refer to the school's *RSE Policy*.

g. Where there are pupils below compulsory school age, there is a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

h. Where the school has pupils above compulsory school age there is a programme of activities which is appropriate to their needs

i. Pupils are encouraged and expected to learn and make good progress; they are given opportunities to facilitate this via the curriculum provided. This is monitored departmentally, by the Director of Studies, the SENDCO by use of standardised tests and via reports (monitored by class teachers) and sent to parents at regular intervals. For further information, please refer to the *Assessment Policy*.

j. The curriculum is designed to enable pupils to develop individual talents and interests and to help to prepare them for opportunities, responsibilities and experiences

of life in British society. The curriculum promotes the fundamental British Values of Democracy, the Rule of Law, Individual Liberty and Mutual Respect;

k. The curriculum contains subject matter appropriate for the ages and aptitudes of pupils, including those with specific learning difficulties and any with an Education, Health and Care (EHC) plan. Where appropriate, the curriculum in the EYFS follows the learning and development requirements set out in the EYFS Statutory Framework, comprising the seven areas of learning and development, the educational programmes, the early learning goals and the assessment requirements.

l. Where a pupil has an EHC plan an Individual Education Plan (IEP) will be provided by the SENCO in accordance with the Local Authority guidelines. If LPH has pupils who are identified as having special educational needs and/or disabilities (SEND), including pupils with an education, health and care (EHC) plan, the LPH leadership ensures that policies, plans, schemes of work, teaching and assessment take into account their needs. Details of the educational and welfare provisions for pupils with EHC Plans and for pupils for whom English is an additional language is available as required by the relevant standards.
Please see the *Learning Support Policy* for further information

m. The school enjoys a substantial reputation as an academic institution. We are not only concerned with scholarships or obvious awards, but we remain keen to stretch the children as far as they can comfortably manage, but at the same time accept that making mistakes is part of the learning process.

Areas of experience

The delivery of the curriculum will enable pupils to develop skills and make progress in the following key areas of experience:

1. Linguistic: This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. There are lessons in written and spoken English and these linguistic skills are also developed through the delivery of other subjects in the curriculum
2. Mathematical: Pupils are helped 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. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion as well as an emphasis on problem-solving.
3. Scientific: Pupils have the opportunity to increase their knowledge and understanding of nature, materials and forces and whilst developing the skills

associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

4. Technological: Technological skills are developed through the use of Information and Communication technology (ICT) as well as Design Technology and digital literacy is actively promoted. Pupils have the opportunity to plan and develop their ideas, work with a variety of tools, equipment and products to produce an end product with which they should feel proud. They will have an opportunity to evaluate what they have done and the process behind it.

5. Human and social: Through the delivery of subjects such as history and geography, pupils will have an opportunity to learn about and reflect on people and their environment, and how human action, now and in the past, has influenced events and conditions.

6. Physical: Through the delivery of regular sporting opportunities and timetabled Physical Education/Games, pupils develop physical control and co-ordination as well as their tactical skills. A key part of the process is self-evaluation and reflecting on how performance could be improved. Pupils will also gain a working knowledge and understanding of the importance of health and this will be re-enforced through the delivery of PSHEE. In accordance with the Equality Act 2010, both boys and girls will be afforded equal sporting opportunities.

7. Aesthetic and creative: Through the delivery of art, music and drama, pupils have the opportunity to be creative and make things as well as having the opportunity to evaluate their work in order to make progress.

8. Spiritual, Moral, Social and Cultural (SMSC) development may be delivered through REP and PSHE lessons or through other curricular areas such as assemblies etc.

For further information on any of the above, please refer to individual department policies/handbooks and supporting schemes of work.

Oganisation of the academic curriculum

We follow the EYFS, and thereafter study all National Curriculum subjects, as well as REP (Religion, Ethics & Philosophy). French is introduced in the EYFS, Latin in summer term of Year 6, and Spanish or German from Year 7. Senior pupils follow sit assessments written by the school in the core subjects, humanities and languages. The curriculum is enriched by the study of Art, Technology, Music, Drama, Computing, PE, Games, PSHE and Critical Thinking. The LPH Passport is followed in Year 7 and 8, pulling together academia, citizenship and co-curricular areas to enable the senior pupils to leave with an award that reflects their contribution to the school.

PSHEE (Personal, Social, Health & Economic Education)

PSHEE takes place in discreet lessons as well as through academic subjects, form periods, assemblies, trips, workshops and visiting speakers. PSHE is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. It reflects the school's aims, namely, to love learning, develop independence of thought, to have a strong set of values, and to care for the whole community. This happens through themed topics such as our annual whole school Anti-Bullying Week, Money Week and Annual Charity Election. Themes of Education for Social Responsibility (ESR) are shared across the school throughout the year, in particular on Make A Difference Day. The PSHEE programme is enriched by a Cultural Passport, different for each year group, which contains new experiences and challenges appropriate to the age of the children. As part of a whole school approach, PSHEE develops the qualities and attributes pupils need to thrive as individuals, family members and members of wider society.

The school uses National Online Safety which offers teaching resources for the classroom, training resources for teachers, and resources for parents. The school also supports and is supported by Ditch the Label, a national charity, based locally, which promotes and supports anti-bullying and digital literacy.

Critical Thinking

Pupils in years 3-6 have CT lessons, in which they explore the key themes of communication, collaboration, problem solving, study skills, invention & creativity, and critical thinking. In Years 5 and 6, 'pattern, logic & reasoning' are added to the CT curriculum to help with preparation for the pre-tests which will be crucial to the majority of children's 11+ pre-tests for senior school.

We know that the world is changing, and equipping our pupils with the tools to succeed in life must be about more than enabling them to leave school with a collection of certificates or exam grades. In order to flourish and thrive tomorrow, pupils must learn how to be methodical, self-aware, imaginative, resourceful and much more besides. In CT, pupils and teachers value the journey taken with learning experiences as of equal, or more, importance than the end product.

Organisation and Planning

The school is divided into 2 departments: Pre-Prep (Pre School, Reception, Year 1 and Year 2) and Prep (Years 3-8).

In the EYFS, our curriculum is designed to meet the criteria outlined in the EYFS framework, with the aim of our children learning through play and discovery.

Learning is planned by our EYFS teachers and stems from the children's own interests and lines of enquiry. The programme of activities is appropriate to the children's educational needs in relation to the EYFS 7 areas of learning, namely the 3 prime areas (Communication and Language; Physical Development; Personal, Social and Emotional Development) and 4 specific areas (Literacy; Maths; Understanding the World; Expressive Arts and Design). All areas are delivered through a balance of adult led and child led initiated activities. Our programme is designed to be broad and challenging to allow each child to develop their talents fully and is appropriate to their educational needs.

The teaching of reading is a priority and standards are high. Children are introduced to phonics in Pre-School and this programme continues into Reception where the children quickly learn to blend sounds to read words. Great emphasis is placed on the enjoyment and understanding of the written word.

In Years 1-6 the school's curriculum broadly follows the requirements set out in the National Curriculum. Within this, we have the flexibility to provide an enriched educational experience which is wider and deeper than that prescribed. French is taught from EYFS, and Prep classes enjoy the addition of Critical Thinking and REP (Religion, Ethics & Philosophy), and Latin in the summer term of Year 6.

In the late autumn of Year 6, many pupils sit the ISEB pre-tests as part of senior schools' admissions or pre-testing programmes. These are online tests comprising verbal, non-verbal, English and Maths reasoning sections. Following these, the different schools have additional requirements which tend to be tested in the early part of the spring term.

The Curriculum and Inclusion

All pupils at Lancing Prep Hove learn and make progress. The curriculum is designed and differentiated to provide access and opportunity for all pupils who attend the school, whatever their needs. Planning across the school is completed to an agreed format and contains details of the work to be covered. Detailed short-term planning is carried out by the class / subject teacher, which includes the differentiation needed to meet the needs of those who require extension or support. A variety of teaching and learning methods are used to suit the range of learning styles in each form.

Roles and Responsibilities

The curriculum is monitored by the Director of Studies, although responsibilities are delegated to Heads of Department who:

- provide a strategic lead and direction for the subject

- support and advise colleagues on issues related to the subject
- monitor all planning documents in that subject area
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject
- hold curriculum meetings, which focus on specific subject issues and development

The Governors monitor the success of the curriculum at the Education Committee which meets termly.

Review

This policy will be reviewed annually by the Director of Studies, in consultation with academic staff.

The last review was in August 2026; the next will be August 2027.