

Curriculum Policy

Applies to Pre-Prep and EYFS

Reviewed and approved:	Head of Pre-Prep & Pre-Prep Head of Curriculum March 2025
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This policy should be read in conjunction with the following policies: Learning Support (SEN), PSHEE, Relationships & Sex Education', Safeguarding, Monitoring of Progress & Standards, SMSC

Introduction

Dragon School provides a wide-ranging and balanced curriculum where children are educated in all aspects of learning: linguistic, mathematical, scientific, technological, human, social and physical, aesthetic and creative.

The curriculum is tailored to suit the aptitudes of all children including those who have special educational needs (SEN) and/or disabilities, including those who have an Education, Health Care (EHC) Plan. The children are taught in mixed ability classes and lessons are adapted to meet learning needs to enable good progress across the curriculum. Children are supported further through small group intervention, extension groups and tailored 1-1 support from the Learning Support Team.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need to lead fulfilling lives.

The curriculum effectively promotes and reinforces British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs ensuring that children develop a well-rounded respect for people of diverse faiths and culture.

Values and Aims

The Dragon Pre-Prep aims to provide a safe and exciting learning environment in which the children's personal and academic development can be nurtured. We aim to enable the children to become confident and curious learners who are motivated to find out more and have the freedom and willingness to embrace all the new experiences they will meet. A bespoke pastoral curriculum gives the children the skills to interact positively with those around them, respect the differences between members of the community and who can work well as a team. The curriculum is continually adapted to ensure that children can achieve the best possible outcomes in all areas of school life and are equipped to get the most out of the next stage of their education.

The Pre-Prep curriculum has as its basis the school's aims and values which are;

To inspire, encourage and develop free-thinking, confident young people who reach for the sun.

The Dragon has traditionally fostered informal and friendly relationships between staff and pupils which are underpinned by the school Values of Kindness, Courage and Respect; these permeate the daily life all members of the school.

We promote healthy relationships with our parent body to support the children's learning and encourage them to participate in the school's community.

Aims in Action

We strive to support the children as they grow into independent and motivated learners who are prepared for the next stage of their development. To achieve this, our broad, balanced and creative curriculum is, age appropriate and thoroughly planned on a long- and medium-term basis in Year Group teams supported by lesson plans which look at the detail of learning.

A theme for each half term ensures children are immersed in their learning and develop their curiosity make good progress in their Dragon learning journey. Extra-curricular activities, PSHEE lessons and assemblies complete the all-round Dragon experience.

As a result of this learning experience. The children will:

- acquire speaking, listening, literacy and numeracy skills.
- feel valued in a happy and secure learning environment
- enjoy coming to school and acquire a solid basis for lifelong learning.
- develop lively, enquiring minds where they question rather than merely accept.
- acquire knowledge and understanding which will equip them for future challenges.
- grow into positive citizens in society, have respect for themselves and high self-esteem and be able to live and work cooperatively with others.
- understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- understand right from wrong and uphold the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- develop an investigative spirit, be able to think independently and work creatively towards the solution of problems and learn from each other.
- be able to research, plan and structure his/her ideas.
- be able to apply their knowledge and draw conclusions.
- work with others and be respectful of their views.
- be able to present ideas orally to both their peer group and a wider audience.
- recognise that learning takes place outside the classroom as well as within.

Early Years Foundation Stage (EYFS) Curriculum

The Early Years Foundation Stage is distinct in its identity. The curriculum is holistic and ambitious and supports the development of all areas of learning. It is play-based in its approach, with a particular focus on developing language and extending vocabulary. It is

planned in accordance with the 'Statutory Framework for the Early Years Foundation Stage 2024' and communicated with our Dragon families via our Curriculum Map on a half termly basis.

Under the guiding theme of Learning and Development there are seven clear areas. The three prime areas are:

- Communication and Language.
- Physical Development.
- Personal, Social & Emotional Development.

These prime areas are strengthened and applied through four specific areas:

- Literacy.
- Mathematics.
- Understanding of the World.
- Expressive Arts and Design.

Years 1 - 3 Curriculum (Pre-Prep)

The curriculum is organised and planned for using a thematic approach through which most subjects are taught. This is communicated with our Dragon families via our Curriculum Map on a half termly basis. This approach to teaching and learning is designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time needed to reflect, consolidate and transfer their learning. There are strong links between subjects and children see their work as being connected, relevant and purposeful. The curriculum is creative, skills based, and knowledge supported, making learning motivational and successful. It is at this stage in a child's development that he/she begins to learn how to research independently and, where appropriate, we encourage each child to do so using a range of resources

PSHEE

The PSHEE Curriculum reflects the School's aims and ethos and actively promotes our Values of Kindness, Courage and Respect the latter including respect of the protected characteristics as set out in the Equality Act 2010 Act This aspect of the curriculum plays a key part in the development of the children and is taught both through specific teaching opportunities as they naturally occur, assemblies and in a weekly lesson taught by Class Teachers scaffolded by the online platform Jigsaw.

The key themes covered are:

- Being me in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships
- Changing me