SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

CURRICULUM POLICY

Policy owner:	Deputy Head Academic
Approved by:	Executive Head
Date of last review:	September 2026
Next review:	September 2027

This policy should be read in conjunction with the following documentation:

- SHS High Learning Potential (HLP) and More Able, Gifted and Talented Policy
- SHS Learning Enrichment Policy
- SHS EAL Policy
- SHS Curriculum Policy
- ISI Independent School Standards
- DfE Teacher Standards
- SHS High Learning Potential (HLP) and More Able Gifted and Talented Register

The curriculum at Shrewsbury House School supports and reinforces the aims of the School which are to:

- Nurture a love of learning, whilst developing an innate desire to aim high in all aspects of the curriculum.

- Encourage reflection, curiosity and enquiry, supporting our pupils' development as innovative critical thinkers and independent learners.

- Seek opportunities to combine different disciplines to advance knowledge and solve problems.

- Develop key mathematical, scientific and linguistic skills, allowing all pupils to acquire speaking, listening, literacy and numeracy skills across all phases.

- Provide a variety of co-curricular opportunities that encourage our pupils to discover and explore their interests and talents.

- Build resilience in our pupils by supporting our pupils' mental, emotional, and physical health and well-being, while fostering resilience. Support pupils to actively listen and to vocally contribute ideas clearly.

- Further enhance our pupil's moral character through the development of their social and

cultural knowledge and understanding.

- Foster global awareness and develop empathy and respect in line with the school's values.Cultivate digital literacy and the required skills to use technology effectively and safely.

- In Years 7 & 8, prepare our pupils for their futures through an awareness of an ever-changing world by ensuring that they have the necessary knowledge and skills to lead purposeful and responsible lives.

- Actively promote fundamental British values, including: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Implementation of the Curriculum

- The Deputy Head Academic, working with the Heads of Department, seeks to devise an academic curriculum that is broad, balanced, relevant and challenging.

- Notable academic successes are shared in the Governors' Report.

- Guidance for Heads of Department regarding key focus areas for teaching, learning and the curriculum is outlined in the first Head of Department meeting at the start of the new academic year.

- Routine expectations of Subject Teachers in relation to supporting the curriculum are also outlined in the School Staff Reference Book.

- PSHE and Relationships and Sex Education (RSE) are delivered by Tutors and qualified visiting speakers in line with statutory DfE guidance. The PSHE framework encourages respect for all people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

Structure of the Curriculum

All pupils learn: English, Maths, Science, Art, Drama, Music, Design and Technology, Computing, French, Geography, History, Theology, Philosophy and Religion, Physical Education, Games, Swimming, and PSHE. Alongside these subjects, Year 3 pupils are also taught 'Opening Minds' to build confidence and resilience. Year 4 pupils are also taught STEAM to develop problem-solving. Year 3 and Year 4 pupils also have Foundation Skills in the curriculum to embed key English and Maths knowledge and techniques. Year 6-8 have Presentation Skills to focus on human connection through spoken clarity and attentive understanding. Pupils in Year 5-8 are also taught Latin. Greek is an optional subject that is run after school for boys in Years 5-8.

Years 7-8 also take part in the 'Discovery Programme' where they select courses of their choice that go beyond the normal curriculum. The aim is to develop curiosity, broaden skill sets and to explore topics, subjects and issues pertaining to the world today. The boys change course each term. In Year 8, pupils will combine: Computing, Design and Technology and Art into a subject called 'Innovation' in the Spring Term.

iPads and Chromebooks are used by all pupils at Shrewsbury House School, with appropriate levels of screen time factored into the curriculum plans. These technological devices support the preparation for pretests as well as developing motivation and creativity, independent and collaborative learning. Schemes of work, teaching methods and classroom learning are adapted to suit the ages, aptitudes,

and needs of all pupils, including those with SEND, EHCPs, and EAL. Technological devices (iPads and Chromebooks) are integrated to support differentiation, accessibility and individual pupil progress across the curriculum. In the Younger Years, Reception and Year 1 use iPads only- Chromebooks are introduced in Year 2. In line with the statutory Early Years Foundation Stage (EYFS) framework, Reception screen time is strictly limited to prioritise active learning, physical development and real-world communication.

The school aims to promote its core values of: Respect, Perseverance, Integrity, Compassion, Aspiration when opportunities present themselves in the curriculum. We also promote the Spiritual, Moral, Social and Cultural (SMSC) development of our pupils. SMSC is embedded through the School's pastoral system; the Shrewsbury House Way and the co-curricular programme.

Personal, Social and Health Education (PSHE) and Theology, Philosophy and Religion (TPR) and school assemblies allow pupils to develop self-awareness and respect for their own and other cultures. The PSHE syllabus, Opening Minds and the use of Tooled-Up Education also focuses on Mental Health and Pupil Wellbeing, allowing children to understand and reflect on their own mental and emotional health. Co-curricular activities such as the School Council and Eco Committee provide opportunities for pupils to share their opinions and develop informed decisions.

Assemblies are also used to include 'Reflection Time' in order to collect their thoughts and reflect on their spirituality. There are numerous opportunities for pupils to show initiative through support for local and national charity events. Assemblies and talks by guest speakers on the Discovery Programme help provide pupils with future career guidance. Career talks during the post-CE/Scholarship Programme in Year 8 further assists in preparing pupils for the next stage in their lives and educational careers.

Art, Drama, Design and Technology and Music are essential contributors to the curriculum at SHS reflecting their significance in facilitating creativity, self-expression, cultural appreciation, emotional wellbeing, and cognitive and holistic development.

Sport, Physical Education and Games are well represented where pupils develop both physically, mentally and socially. In particular, Swimming has been timetabled for every year group in order to support the pupils' wellbeing. The Games programme develops the traits of: leadership, teamwork, character and sportsmanship. All pupils play games three times a week and there are regular midweek or Saturday morning fixtures. The School fields as many teams as possible. The aim is to ensure that every boy has the opportunity to represent the School. Excellent facilities and strong coaching allow pupils to develop their skills in the core sports as well as having the opportunity to try non-core sports such as: hockey, rowing and athletics.

Heads of Department are encouraged to develop a rich, broad and creative curriculum that increases in cognitive complexity from Years 3-8. The Heads of Department are responsible for creating Curriculum Overviews for parents to review prior to the start of each term as well as create schemes of work for each year group. Both schemes of work and curriculum overviews are reviewed by the Deputy Head Academic.

In the Younger Years, children have a varied curriculum that also incorporates outdoor learning. Continuous provision is used in Reception and to transition to Year 1. In Year 2, children transition to more formal learning, in preparation for their move to the main Prep School. Pupils have one Games and one PE lesson a week, as well as a 1-hour Swimming session. This provides the balance between formal learning and an emphasis on pupil wellbeing and physical activity. Phonics is taught daily, first thing in the morning, to teach the fundamentals of early reading and in Year 2, focus on spelling

patterns.

In Reception, the curriculum follows the statutory Early Years Foundation Stage (EYFS) framework, supporting holistic development through continuous provision, guided activities and child-initiated outdoor learning. Learning and teaching focus on progress across the seven statutory areas of learning and development

Prime Areas:

- **Communication and Language -** developing active listening, clear spoken expression and conversational confidence.
- **Personal, Social and Emotional Development -** building emotional self-regulation, empathy, self-awareness and positive relationships with peers.
- **Physical Development -** developing gross and fine motor control through structured PE, Games, timetabled Swimming and continuous physical exploration.

Specific Areas:

- **Literacy -** establishing fundamental reading and writing skills through daily systematic phonics instruction and early mark-making.
- **Mathematics -** building deep numerical comprehension, spatial reasoning and pattern recognition.
- **Understanding the World -** cultivating natural curiosity about local communities, diverse cultures, technology, and the natural world.
- **Expressive Arts and Design -** fostering self-expression and creative thinking through visual art, music, drama and imaginative play.

Children's progress toward the Early Learning Goals (ELGs) at the end of Reception is underpinned by the Characteristics of Effective Teaching and Learning—playing and exploring, active learning, and creating and thinking critically—ensuring a seamless transition into Year 1 and Key Stage 1.

Prep in the Younger Years is set as follows:

- Daily reading for Reception, Year 1 and Year 2.
- Spellings for Year 2 are set weekly, focusing on common exception words and spelling patterns.
- An activity on Doodle Maths (Discovery Learning) every week, focusing on times tables or a mathematics skill.
- A piece of Topic homework every week.

The Timetable

The weekly timetable consists of 45 periods that are split into 9 period days. Each lesson is 35 minutes long and all subjects run as a single or double lesson. There is a 3 minute gap between lessons. There are 3 periods before breaktime and 3 periods before and after lunch.

PSHEE is delivered through tutor periods, assemblies and dedicated timetabled sessions.

Reception follows the statutory framework for the Early Years Foundation stage (EYFS) and utilises continuous provision and outdoor learning; it is therefore not structured under the 45 period timetable below.

Curriculum Spread	Y8	Y7	Y6	Y5	Y4	Y3	Y2	Y1
English	6	6	6	7	7	7	5	5
Maths	6	6	6	7	7	7	5	5
Science	5	5	5	4	3	3	2	2
French	4	3	3	3	2	2	1	1
Geography	2	3	2	2	2	2	1	1
History	2	2	2	2	2	2	1	1
TPR	2	2	2	2	1	1	1	1
Latin	3	3	3	2				
PSHEE								
Swimming			1	1	1	2	2	2
PE			2	2	2	2	1	1
Swimming/PE	1	1						
Games	6	6	6	6	6	6	2	2
Innovation	3							
Art		1	1	1	1	1	1	1
Music	1	1	1	1	1	1	1	1
Drama	1	1	1	1	1	1	1	1
DT		1	1	1	1	1	1	1
Reasoning			1	2	2	1		
Computer Coding Robotics (CCR)		1	1	1	1	1	1	1
STEAM					1			
Foundation Skills					4	5		
Presentation Skills	1	1	1					
Discovery Programme	2	2						
Total	**45**	**45**	**45**	**45**	**45**	**45**	**26**	**26**

Prep

Prep is set on a regular basis from Year 3-8. It is used to consolidate and extend understanding and contribute to the development of independent learning skills. On occasion, a pupil may be required to catch up on work missed due to absence or a music lesson. The boys will catch-up on the missed work and the timeframe will be taken into account in order to avoid overloading the pupil.

Prep demands increase gradually as pupils get older. The time allocation per prep task, for each year group, is as follows. Years 3-5 are expected to spend 20-30 minutes per prep set and Years 6 and 8 are expected to spend 35-40 minutes per prep set. There is no prep set on a Wednesday - 'Prep-Free Wednesday'. The number of preps for each year group are as follows:

- Year 3 have four preps a week
- Year 4 have seven preps a week
- Years 5-8 have eight preps a week

Independent reading is also encouraged alongside the set prep timetable. The pupils are also expected to read for 10 minutes a night.

For Foundation Skills, Years 3 and 4 have the self-driven option of 10 minutes of supplementation through the Discovery Learning Platform for English and Maths.

Pupils will either stick the prep timetable into their prep diary (Year 3 only) and note down their prep when it has been given or refer to Google Classroom (Year 4-8) where prep is posted by the subject teacher for parents to see.

Prep can be set as either online or offline tasks.

With regard to research being set as part of their prep, all pupils are provided with specific links to websites or resources.

When parents have supported any prep, boys are encouraged to make a note of this. We ask that a note is made to that effect on the boy's work. If boys are struggling with the level of the prep or are spending more than the advised time, parents are advised to alert the relevant teacher via email or through a short note in the prep diary (Year 3 only).

Scholarship

Pupils at Shrewsbury House School that demonstrate exceptional academic abilities, passion for learning and self-drive are selected for the Scholarship Stream in Year 7 (7S). Their progress is reviewed mid-year by the Deputy Head Academic and the Director of Scholarship and Assessment alongside classroom progress and performance in the School Exams and Standardised Tests. If the Scholarship Stream continues to be the correct pathway for the pupil, they will continue in the Scholarship Class (8S) in Year 8.

Scholarship lessons are appropriately challenging. Pupils are expected to be self-motivated. There is a pace to the learning as well as a particular focus on broadening and deepening a pupil's education.

All Departments provide numerous opportunities for pupils to develop their talents.

Clubs and Co-Curricular

There are over numerous clubs that enrich the curriculum. The School Council and Eco Committee develop leadership skills and pupil voice in relation to developing key areas of school life. Most departments run extra-curricular clubs.

The School Library

The Library is a vital resource that supports the School's curriculum and helps to develop a love of reading and learning amongst the pupils. It provides a diverse range of books, opportunities to play chess and resources that enrich the educational experience of pupils. As well as encouraging a lifelong love of reading, the library is also designed to encourage the Accelerated Reader Programme by offering a wide selection of books across various subjects, genres, and reading levels. The library's collection is regularly updated to ensure relevance and cater to the evolving needs of the curriculum.

Resources

All the teaching resources, which a department requires, are provided. Every boy is equipped with

text books, reading materials or access to online resources (such as Google Classroom) and specialist equipment by the School.

Trips and Outings During the Term

Activity weeks are organised at the end of the academic year for Year 3-8. Other educational trips are organised by Heads of Department throughout the year.