



SURBITON

HIGH SCHOOL

Surbiton High Boys' Preparatory School Curriculum

Table of Contents

Aims and Ethos	2
Policy Statement	3
Curriculum Structure	5
Early Years Foundation Stage	5
Key Stage 1	5
Key Stage 2	6
Procedures for review and development of the curriculum	8
Document Information.....	8



SURBITON

HIGH SCHOOL

Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** all its students to discover and embrace their individual talents, within United Learning's core mission to bring out "the best in everyone". We combine an intellectually rigorous academic environment with outstanding pastoral care and outstanding co-curricular opportunities; through this provision, we encourage our students to live out our **School values**, and become compassionate, respectful, courageous, and inquisitive members of the community.

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk



SURBITON

HIGH SCHOOL

Policy Statement

The Surbiton High School curriculum is designed to meet the overall School aim of bringing out the best in everyone: to discover the best in everyone, to expect the best in everyone, and to support everyone to achieve his or her personal best.

Surbiton High School provides full-time supervised education for pupils of compulsory school age (ages rising 5-16) and education appropriate to pupils at the EYFS and pupils aged 16-19. This policy covers the Boys' Prep which educates boys between the ages of rising 5-11. The curriculum is designed to allow scope for the development of their talents and interests at all stages, as well as to act as an effective preparation for life in British society. The curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Surbiton High School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also ensures the development of skills in speaking, listening, literacy and numeracy through a range of integrated teaching methods and activities across all subjects. Further detail on our teaching and learning implementation can be found within our School's Teaching and Learning Policy.

The curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, the most able and for those for whom English is an additional language. For the latter, the School takes reasonable steps to provide opportunities for the pupils to develop and use their home language in play and learning, thus supporting their language development at home.

In addition, we provide a PSHCE programme (ref: PSHCE policy) which gives pupils experience in Personal, Social, Health and Citizenship Education and Career Guidance appropriate to the age and ability of its pupils. It reflects the aims and ethos of the school, encouraging respect for other people (paying particular regard to the protected characteristics set out in the 2010 equality Act). Details of how the programme is delivered can be found in the relevant policy document (PSHCE policy and Schemes of Work). Opportunities for Spiritual, Moral, Social and Cultural (SMSC) education are embedded across the curriculum. More details can be found in the PSHCE Policy and schemes of work.

The curriculum provision 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 the pupils, they are offered a balanced presentation of opposing views.

The curriculum is planned to be appropriate to the age, gender, ethnicity and aptitude of its pupils; where a pupil has identified specific learning difficulties, appropriate support and guidance is provided through their Individual Education Plan/Learner Profile; where a pupil has a statement of Special Educational Needs, education is provided to meet its requirements (Ref: SEND Policy) and reviewed annually.

Our specific curriculum aims are: -

- to provide a variety of learning experiences that are broad, balanced, challenging and enriching
- to nurture intellectual curiosity, creativity and independent thinking
- to create opportunities for leadership and challenge



SURBITON

HIGH SCHOOL

- to foster a lifelong love of learning
- to encourage hard work and commitment
- to develop the skills of speaking, listening, literacy and numeracy
- to ensure continuity and progression
- to develop spiritual, moral, social and cultural values
- to prepare pupils effectively for their subsequent education and the opportunities, responsibilities and experience of adult life
- to develop our pupils' learning habits – most notably perseverance, empathy and listening, managing distractions, collaboration and questioning

Surbiton High School implements a written policy on the curriculum, which is supported by curriculum overviews and planning documentation.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of the Boys' Preparatory School, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to relevant parties, including parents and prospective parents, in accordance with our statement on the provision of information, and should be read in conjunction with our Special Educational Needs and Disabilities Policy.

This document is reviewed annually by Ed Fielding, Deputy Head of Boys' Preparatory School, or as events or legislation require, and in addition is subsequently checked and monitored by the School's Assistant Principal for Compliance, Health and Safety. Once checked by the Compliance Officer, this policy is sent to LGB Members so that they can familiarise themselves with it, discuss it, and monitor its implementation going forwards. The next scheduled date for review is May 2026.



SURBITON

HIGH SCHOOL

Curriculum Structure

Early Years Foundation Stage

There are 5 teaching hours each day split into 10 teaching periods. In the Early Years classroom (Reception) learning takes place in sessions that are less restricted by time constraints. The provision of activities in the Early Years, Reception classrooms is appropriate to their educational needs in relation to personal, social, emotional and physical development, communication and language skills.

Each area of the educational plan is implemented through planned, purposeful and interactive activities.

There are 2 members of staff who are the key persons for Reception children and are responsible for ensuring that their learning and care is tailored to their individual needs. This is complimented by 1 member of staff as a teaching assistant.

The seven Areas of Learning and development– 3 prime and 4 specific:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These areas are distributed appropriately across the week. Pupils are provided with adult led, adult framed and child-initiated activities during the week. Specialist teaching begins in the Early Years for Languages (French), PE and Music. The boys have 2 lessons of Spanish, 2 lessons of Music, 1 lesson of Choir, 2 lessons of PE and 3 lessons of Games per week.

In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS.

Key Stage 1

There are 5 teaching hours each day split into 10 teaching periods. Each year group has a half-termly or termly topic. Where meaningful links can be made, subjects will align with the particular topic. On occasion, the timetable will be amended to support this topic-based approach to teaching and learning. This may include project-based learning weeks or other learning opportunities.

The curriculum becomes more formal at this stage of the boys' learning and specialist teaching continues for Languages (Spanish), PE and Music.

In Year 1, Swimming is taught as part of the timetabled PE and Games lessons.

A smooth transition is provided for the boys moving from Key Stage 1 to Key Stage 2. Continuity and progression of learning are ensured through close tracking and staff discussion.

Please see structure below. The time is in hours.



SURBITON

HIGH SCHOOL

	Year 1	Year 2
Assemblies	1	1
Maths	5	5
English	4	5
Reading	1	1
Phonics	2	2
Science	1.5	1.5
Humanities (History & Geography)	1	1
PRS	0.5	0.5
PSHCE	1	1
PE	1	1
Swimming	1	0
Games	1.5	1.5
Art	1	1
Music	1	1
Choir	0.5	0.5
MFL	1	1
Mentoring	0	0
Computing	1	1
Total	25	25

Key Stage 2

There are 5.5 teaching hours each day split into 10 teaching periods.

Each year group has a half-termly or termly topic. Where meaningful links can be made, subjects will align with the particular topic. On occasion, the timetable will be amended to support this topic-based approach to teaching and learning. This may include project-based learning weeks or other learning opportunities.

Through formative and summative assessment, we identify pupils who would benefit from stretch and challenge activities. These are provided through careful planning, a mastery approach to teaching and learning, and other additional opportunities within the curriculum, including the co-curricular programme.

Languages (Spanish and French) are taught throughout Key Stage 2, with the exception of Year 3 who learn Spanish.

From Key Stage 2 the teaching becomes less Form Teacher-based and takes on a more specialist teacher approach.

Year 3: In addition to specialist teaching for Languages, PE and Music, certain other subjects may be taught by teachers other than the Form Teacher, dependent on current staff specialism.

Years 4 and 5: The boys in these year groups are taught by specialists for the majority of the curriculum. All English and Mathematics lessons are taught in mixed ability classes.



SURBITON

HIGH SCHOOL

Year 6: The boys are split into 3 mixed-ability English and Maths groups.

Selected boys sit 10+ to secure a place into Year 7 at senior school. When the boys reach Year 6, they sit the 11+ entrance exams in Autumn Term to gain a place in one of the local Independent Senior Schools or selective Grammar Schools.

Please see below. The time is in hours.

	Year 3	Year 4	Year 5	Year 6
Assemblies	1	1	1	1
Maths	5	5	5	5
English	5	5	5	5
Reading	1.5	1	0.5	0
Phonics	0	0	0	0
Science	1.5	1.5	2	2
Humanities (History & Geography)	1.5	1.5	1.5	1.5
PRS	1	1	1	1
PSHCE	1	1	1	1
PE	1	1	1	1
Swimming	0	0	0	0
Games	3	3	3	3
Art	1	1	1	1
Music	1	1	1	1
Choir	0.5	0.5	0.5	0.5
Drama	0	0	0	0.5
MFL	1	1	1	1
Mentoring	1	1	1	1
Computing	1	1	1	1
VR&NVR	0.5	0.5	0.5	0.5
Touch typing	0	0.5	0.5	0.5
Total	27.5	27.5	27.5	27.5



SURBITON

HIGH SCHOOL

Procedures for review and development of the curriculum

Whole school curriculum reviews are conducted at regular intervals. All teaching staff are involved in curriculum reviews to ensure that the curriculum is current, engaging and meets the needs of all pupils.

Document Information

Version Number	4
Reason for Version Change	Annual review
Name of owner/author	Ed Fielding
Name of individual/department responsible	Ed Fielding, Deputy Head of Boys' Prep School
Name of Governor with oversight	Catherine Hitchcock
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