BURGESS HILL
— PREP —

Curriculum Policy Statement – Prep School including EYFS	2a (i)
Responsible for Initiating Review of Policy	Assistant Head - Prep
Committee to Review	SLT
Last Review Date	September 2025
Review Period	Three Years
Approved by (Committee and Date)	SLT September 2025
Approved by Board of Governors	JEC – November 2025
Effective Date of Policy	September 2025
Next Review Date	September 2028
Related Policies	Curriculum synopsis – Prep School

The Curriculum aims to:

- prepare pupils for the opportunities, responsibilities, experiences and expectations of the next stage in their education and promote a lifelong love of learning
- be inclusive by providing opportunities for all pupils (including those with mild special educational needs, learning difficulties and EAL pupils) to develop their skills and knowledge and to realise their full potential
- promote the spiritual, moral, social and cultural development of all pupils
- encourage pupils to use their initiative and develop their independence
- encourage the personal, social and academic development of pupils
- provide opportunities for students to be creative and inquisitive
- challenge and support pupils as appropriate in a caring atmosphere
- to embrace and utilise technology in all forms

To achieve these aims the curriculum should:

- be holistic in approach which will prepare pupils to meet the challenges of life through social and emotional development and resilience
- be broad to ensure that each pupil is able to develop a wide range of skills and understanding
- be balanced to ensure that each element of the curriculum is given appropriate emphasis to achieve the above aims
- ensure that pupils are able to access the full range of curriculum subjects and extra-curricular activities that they choose
- be personalised to ensure that the individual needs of each pupil are met through the provision of appropriate choice, pace, challenge and support at all levels
- be stimulating and creative to promote independent and inquisitive learners
- be progressive to build upon prior knowledge and experience through the introduction of appropriate challenge at all levels
- provide opportunities for each pupil to find and develop their specific strengths
- foster the development of transferrable skills and cross-curricular understanding
- be designed to meet the specific learning needs of girls but be free of gender stereotypes
- be designed to promote individual pathways and flexibility within a structure informed but not constrained by the National Curriculum
- Incorporate all statutory requirements for Relationships and Sex Education (RSE)