BURGESS HILL PREP

Curriculum Synopsis – Prep School including EYFS	2 b (i)

Responsible for Initiating Review of Policy	Assistant Head - Prep
Committee to Review	Prep School SLT
Last Review Date	September 2025
Review Period	Annual
Approved by (Committee and Date)	Prep School SLT August 2025
Approved by Board of Governors	JEC – November 2025
Effective Date of Policy	September 2025
Next Review Date	September 2026
Related Policies	Curriculum Policy Statement – Prep School

Early Years Foundation Stage

EYFS Statutory Framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children. The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress.
Development Matters, a non-statutory curriculum guidance for the EYFS, is utilised by Nursery practitioners to support them in their delivery of the EYFS learning and development requirements and to evidence progress in each individual child's learning, development and care.

The EYFS learning and development requirements comprise of:

- the seven areas of learning and development and the educational programmes (described below)
- the early learning goals (ELG's), which summarise the knowledge, skills and understanding that all young children should have gained by the end of pre - prep
- the assessment requirements (when and how practitioners must assess children's achievements, and when and how they should discuss children's progress with parents and/or carers)

EYFS areas of learning:

Prime Areas:

- *Communication & Language*
- *Physical Development*
- *Personal Social & Emotional Development*

Specific Areas:

- *Literacy*
- *Mathematics*
- *Understanding of the world*
- *Expressive Arts and Design*

KEY STAGE 1 and KEY STAGE 2

The schemes of work in the Prep School are informed but not constrained by the National Curriculum. We provide a broad and balanced programme to include Mathematics, English, Science, Technology, Computing, French, History, Geography, Art, Music and Physical Education. All students have a weekly PSHE lesson that includes Citizenship aspects that are also delivered across the curriculum and, in particular, are embedded in schemes of work for RE, Geography and History. Cross-curricular themes are pursued regularly with an emphasis upon breaking down barriers between subjects and the development of cross-curricular projects.

RELIGIOUS EDUCATION/ETHICS

Irrespective of their personal commitment all pupils attend lessons of Religious Education or Ethics. The PSHE programme includes discussion of ethics and moral issues and British values. The work covered is wide ranging both in approach and content. By studying many faiths, it is hoped that the pupils develop tolerance of others' views and a spiritual dimension. The School does not ever seek to impose specific views on any of the students but rather to widen their horizons in order that they can make their own choices.

In key stage one we aim to develop pupil knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. Develop their use of subject-specific vocabulary. To raise questions and begin to express their own views in response to the material they learn about, and in response to questions about their ideas.

In key stage two we aim to extend pupil knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They are introduced to an extended range of sources and subject-specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

The Co-Curricular Enrichment Programme

Curricular Enrichment provides many activities that pupils can choose to do beyond their academic pursuits and the normal requirements of their life in school. Developing pupils' social, moral, spiritual and cultural strengths will allow them to succeed in education, work and society.

We aim to provide a varied co-curricular enrichment programme that allows and recognises the many activities our pupils can get involved in. At the end of each year an audit is taken by the Assistant Head Prep School in order to review the activities being offered. This involves reviewing the attendance of activities and meeting with pupils in order to gain an insight into their opinions and views on which activities they feel would be enjoyed and beneficial going forwards into the next academic year.