

This policy was reviewed in: June 2025

This policy is due to be reviewed in: May 2026

This policy applies across the whole school including EYFS

Contents

Aims	2
Curriculum philosophy.....	3
Curriculum Breakdown.....	5
Pre-Prep	5
Prep Department.....	7
Senior School	8

Aims

Pipers Corner School aims to deliver a broad curriculum in a safe and secure environment and one which offers the flexibility for students to make choices, at the appropriate times, which enable them to maintain a balance but also develop their areas of strength and to learn and make progress in all subjects.

This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All students receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.

The School aims to provide full time supervised education for all students of compulsory school age with a curriculum that has content appropriate for the ages, aptitudes and needs of students including those with Special Education Needs and those who have English as an additional language. This is in accordance with section 8 of the "Education Act 2011". The School provides sufficient resources to fulfil the needs of any student both within the classroom and as part of the SEND provision. The School also provides for the more able students ensuring they are provided with opportunities to attend more challenging activities.

The school curriculum starts with an extended version of the Early Years Foundation Stage framework, covering the seven areas of learning and development. There are also discrete compulsory lessons in Dance, Drama, Music, Forest School, French, Physical Education and Swimming, which are taught by specialist staff. In Key Stage 1 & 2 the curriculum covers a broad range of areas which build year on year. English and Maths receive the largest time allocation with Science, Topic, Religious Studies, Personal, Social & Health Education, French, IT, Music, Art, Dance, Thinking Skills and Drama all occurring weekly. Food and Technology subjects take place within a termly carousel along with Forest School.

Throughout the years of secondary education the core subjects of English, Mathematics, the Sciences (Biology, Chemistry and Physics), Religious Studies (Year 9 and above will be taught as part of the SPIRAL curriculum), Physical Education and Life Skills (PSHEE) (including Citizenship) will be compulsory. From Year 9, students will choose to study at least two of the three Sciences and can opt to study the third science as part of their option choices. The School strongly recommends that students continue to study a language during Year 9 and GCSE years; however, this is not compulsory. In Year 7 and 8 two languages are studied by the vast majority of students. In addition, all students will study Art, Textiles, Drama, Food, Music, Dance, Design and Technology, IT, History, Geography and Religious Studies to the end of Year 8. This broad and compulsory curriculum aims to develop linguistic, literacy, mathematical, scientific, technological, human and social, physical, aesthetic and creative skills in our students.

Personal, Social and Health and Economic Education (PSHEE) is compulsory for all students to age 16. In Pre-Prep and Prep this known as the PSHE Curriculum, in Year 7 & 8 this is known as the Life Skills curriculum and in Year 9, 10 & 11 this is known as SPIRAL. The content of the course reflects the school's aims and ethos, by seeking to develop an appreciation of:

- The individual's place in the community, moral values and responsibility, and an understanding of the needs of others in the immediate and the wider community, paying particular attention to the protected characteristics¹ as set out in the 2010 Equality Act
- An awareness of personal health and well-being to develop themselves as active and healthy citizens.
- Social, political and economic issues.

RSE is an important part of the school curriculum and is mainly delivered through our Life Skills and SPIRAL curriculum (Senior School) and PSHE Curriculum (Pre-Prep and Prep Departments). The provision is also integrated into the Tutor Programme and subject areas. RSE is audited annually to ensure content is reviewed.

Specific study skills programmes are offered to all students at various stages of their schooling as appropriate. The curriculum is also focused on developing key skills of communication, numeracy and IT within its core content.

¹ Protected characteristics are the nine groups protected under the Equality Act 2010. They are: Age / disability / gender reassignment / marriage and civil partnership / pregnancy and maternity / race / religion or belief / sex / sexual orientation

All departments have the responsibility to look to actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. They will identify these within their teaching schemes of work. Aspects are also covered through Life Skills (PSHEE), SPIRAL, Tutor time, assemblies, prefect training, etc.

Careers guidance and advice is given with regard to the statutory guidance produced for the state sector by the Careers Department so that every student leaves Pipers prepared for life in modern Britain. High quality, independent careers guidance is also crucial in helping students emerge from school more fully rounded and ready for the world of work. It is important that Careers guidance shows that all careers are open to all and not limited by gender, background or culture (see Careers Education and Guidance Policy).

In the Sixth Form the School provides an enrichment programme which consists of activities appropriate to their needs such as sport, music, drama, activities, visiting speakers and careers advice in preparation for the world of work or further education. The School aims to fully prepare students for life beyond Pipers Corner School so that when they leave they are able to rise to the challenges, opportunities and experiences of adult life.

Curriculum philosophy

Fundamental to the School's curriculum philosophy is the commitment to providing an educational environment which is challenging and rich in opportunity and which is sufficiently flexible to recognise and support the wide-ranging talents and interests of individual students.

Therefore:

1. To maximise opportunity and efficiency the curriculum is subject based from its beginnings in Pre-Prep and throughout the Pipers learning journey to the Upper Sixth.
2. There is no hierarchy of subjects and the value of creative subjects and the performing arts is therefore recognised in the number of lessons allocated to these subjects alongside the well-balanced core curriculum, for example, all students study Drama and Dance until the end of Year 8.
3. Personal Social and Health Education is co-ordinated by the Life Skills (PSHEE) Co-ordinator in the Senior School and the Head of Pre-Prep and Prep below Year 7 and is delivered by a team of teachers. At Pipers this is called "Life Skills" in the Senior School and is a fundamental component within the SPIRAL curriculum in years 9, 10 and 11. It is an essential component of each student's education within the timetabled curriculum (there are also elements of Life Skills (PSHEE) in the pastoral tutorial programme).
4. Setting is introduced for Mathematics and English in Year 5 and 6 of the Prep Department and in Spelling and Reading Comprehension and French in Year 6. In the Senior School setting is introduced for English and Mathematics in Year 7 and for Science at the start of Year 8.
5. In Years 7 and 8 the majority of subjects that are not setted are streamed. In some cases, subjects are timetabled against other similar subjects and therefore share their setting structure. The technology subjects operate a carousel of activities to enable smaller groups.
6. French is introduced in the Pre-Prep Department and taught as the core modern foreign language until the end of the second year at Senior School. At the beginning of Year 7 students choose to study either German or Spanish as a second modern foreign language.
7. In the GCSE years most students study 9 subjects, five GCSEs in the "core" (English Literature, English Language, Mathematics and two separate Sciences) and four GCSE subjects from the option blocks. In addition, there is a non-examinable core programme of Physical Education, Academic Literacy and our SPIRAL programme.
8. The options programme is extremely flexible and enables students to choose four option subjects which best support the development of individual talents and possible career directions. The Option blocks also include the third science for students wishing to study all three. The blocks are uniquely designed every

year for each particular cohort of students. Subjects run with small numbers of students to ensure maximum opportunity. The value of small classes is recognised by increasing the number of sets in each core subject.

9. The Sixth Form options programme also benefits from the same flexibility. Students study three AS Level subjects in the Lower Sixth and continue to study these subjects to A Level. There may be some exceptions when a student could study a fourth subject, but only with the agreement of the Deputy Head Academic, Head of Year 11 and Head of Sixth; there must also be evidence of grades 8-9 at GCSE level. At Pipers all students sit AS examinations at the end of Year 12. Students have the option to participate in the Extended Project Qualification, Photography, Further Maths and Core Maths. In addition, all follow a non-examination curriculum of Enrichment which includes Physical Education.
10. Teaching staff take part in the wide ranging co-curricular programme by offering a club or activity at least once a week. This is in addition to additional academic booster sessions which are also offered by departments throughout the academic week.
11. The Individual Learning Department develops support programmes for those students needing extra support in English and Mathematics. The Head of Individual Learning is also a qualified Educational Psychologist and oversees all individual learning needs and assessments whether EAL or SEND.
12. All student's needs are reviewed on an individual basis and reasonable adjustments are put into place where necessary. Most adjustments are managed in classrooms by individual teachers following input from the appropriate line manager. Access arrangements are managed by the Head of Individual Learning and allocated students will receive these in class assessments, mock examinations, as well as external examinations (where appropriate).
13. The Careers Department provides access to accurate, up to date careers information and guidance in an impartial manner so enabling students to make informed choices about a wide range of career pathways that they may wish to follow. External speakers and alumni support the work of the Careers Department. Careers guidance is available informally by the Head of Careers and as part of the school curriculum ensuring that all students have the information they need to encourage them to fulfil their potential.

The School is committed to enabling all students at Pipers to grow from dependence to independence so that they emerge successfully as independent learners, prepared for the opportunities, responsibilities and experiences of life in British society.

The school reserves the right to change the curriculum format and content at any time. This policy is reviewed annually by the Deputy Head Academic and monitored as part of an annual review of policies by the governors.

Curriculum Breakdown

Pre-Prep

Early Years Reception Class

In the Reception Class at Pipers we believe that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We aim to create an environment in which the children learn and develop and to provide experiences which relate to their individual needs. We foster a strong partnership between practitioners and parents and/or carers. The Reception children learn to be strong and independent through positive relationships and a stimulating and happy atmosphere.

Pipers is currently exempt from the learning and development requirements of the Early Years Foundation Stage framework. The seven areas of learning and development that comprise the curriculum framework are still the core of our curriculum; however, we do go beyond these to provide a more holistic approach. These areas however cannot be delivered in isolation; they are all equally important and depend upon one another to support a rounded approach to a child's learning and development. All seven areas are used to plan the teaching and activities to ensure that every child has the opportunity to reach their full and unique potential.

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It is important to emphasise that at Pipers we also teach the children how to become learners:

- through playing and exploring, they become engaged, curious and willing to try new things
- through active learning, they learn to be motivated and persistent and to enjoy a sense of achievement
- by creating and thinking critically, they develop their thinking skills so that they can have their own ideas, make links between their experiences and make decisions and choices in their learning

Formal and academic activities take place alongside child initiated learning and are available where possible both inside and outside. Alongside the EYFS curriculum all Reception children have timetabled specialist lessons with a specialist teacher. These are: Forest School, French, Dance, Drama, Music, Physical Education and Swimming.

Year 1 / Year 2

Subject	Number of Lessons	
	Year 1	Year 2
English (plus handwriting)	8 + 1	6 + 1
Mathematics	6	7
Science	1	2
French ⁺	1	1
Geography		1
History		1
Topic	2	
Religious Studies	1	1
Personal, Social and Health Education	1	1
Physical Education and swimming ⁺	2	2
Forest School ⁺	2	2
Computing	1	1
Art and Design [*]	1	1
Dance ^{* +}	1	1
Music ⁺	1	1
Drama ^{* +}	1 (+1) [*]	1 (+1) [*]
Total	30	30

^{*}Drama has an additional lesson from October – December for Nativity rehearsals

⁺Specialist teacher scheduled with class

Prep Department

Year 3 / Year 4 / Year 5* / Year 6

Subject	Number of lessons			
	Year 3	Year 4	Year 5	Year 6
English	9	9	8	8
Mathematics	7	7	7	7
Science	3	3	4	4
French	2	2	2	2
Topic (History & Geography)	2	2	2	2
Thinking Skills	1	1	1	1
Religious Studies	1	1	1	1
PSHE	1	1	1	1
Physical Education	4	4	4	4
Technology and Forest School*	2	2	2	2
IT	1	1	1	1
Art	2	2	2	2
Dance	1	1	1	1
Music	2	2	2	2
Drama	2	2	2	2
Total	40	40	40	40

*A carousel operates for Food, Textiles Design Technology and Forest School (Year 3 to 5) and Food, Design Technology and Forest School (Year 6)

Senior School

Year 7 and Year 8

Year 7	Number of Lessons
Art	2
English	5
Drama	2
Mathematics	5
Science	4
Technology carousels, one rotation in the year	2
DT and IT	2
Textiles and Food	
French	2
Second Language (German or Spanish)	2
History	2
Geography	2
Religious Studies	2
Music	2
Life Skills	1
Physical Education & Swimming	4
Dance	1
Total	40

Year 8	Number of Lessons
English	5
Drama	1
Mathematics	5
Science (2 Biology, 2 Chemistry, 2 Physics)	6
Technology carousels, two rotations in the year	2
DT and IT	2
Textiles and Food	
French	3
Second language (German or Spanish)	3
History	2
Geography	2
Religious Studies	1
Art	2
Music	1
Physical Education & Swimming	3
Dance	1
Life Skills	1
Total	40

Year 9, 10 and 11

Year 9	Number of Lessons
English	6
Mathematics	5
Option A or Core*	4
Option B or Core*	4
Option C or Core*	4
Option D or Core*	4
Option E – languages	4
Options F and G – Two Sciences	8
Enrichment lesson Year 9 Physical Education Year 10 Academic Literacy Year 11 Academic Literacy	1
Total	40

*Core comprises of two x Physical Education and two x SPIRAL. Each student is allocated one block of core lessons.

The following subjects are offered as Options:

Art
Business
Dance
Design and Technology
Drama
Examination Physical Education
Food Science and Nutrition
French
Geography
German
History
IT
Music
Religious Studies
Science (Biology, Chemistry, Physics)
Spanish
Textiles

Additional SPIRAL sessions

All students in Year 7-12 receive an additional 30-minute SPIRAL session each fortnight

Lower Sixth (Year 12)

Core curriculum: two Enrichment lessons and two Physical Education
EPQ, Core Mathematics, AS Photography and AS Further Mathematics are optional
Each option is allocated 8 teaching periods

The following subjects are offered as options:

Art
Biology
Business
Chemistry
Computing
Core Mathematics
Dance
Design and Technology (Product Design)
Drama and Theatre Studies
English Literature
Examination Physical Education
Extended Project Qualification
Food Science and Nutrition
French
Further Mathematics
Geography
German
History
Mathematics
Media Studies
Music
Photography
Physics
Politics
Psychology
Religious Studies
Sociology
Spanish
Textiles

Upper Sixth (Year 13)

Core curriculum: two Enrichment lessons and two Physical Education
Each option is allocated seven teaching periods

The following subjects are offered as options:

Art
Biology
Business
Chemistry
Core Mathematics
Dance
Design and Technology (Product Design)
Drama and Theatre Studies
English Literature
Examination Physical Education
Food Science and Nutrition
French
Further Mathematics
Geography
German
History

IT
Mathematics
Music
Photography
Physics
Politics
Psychology
Religious Studies
Sociology
Spanish
Textiles