



Prep School Curriculum Policy 2025-2026

**This procedure will be reviewed annually to ensure
compliance with current regulations**

Approved/reviewed by Head of Prep

Date of review

Date of next review



Prep School Curriculum Policy 2025-2026

Introduction

It is the policy of Runnymede College that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Therefore, in terms of the curriculum, every child is entitled to and shall have access to a curriculum that is broad, deep and balanced. It will deliver an education suited to all pupils across the full age and ability range, taking into account the individual aptitudes and needs of each child.

The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes the formal requirements of the National Curriculum as well as many other cross-curricular learning opportunities that enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. Spiritual, moral, social and cultural education, including the promotion of Fundamental British Values, have high priority within the curriculum.

Aims

The curriculum is the means by which the School achieves its objective of educating children. It allows children to acquire the expertise that they need for the opportunities, responsibilities and experiences of Senior school and beyond.

The School aims, through the curriculum, to enable children to:

- grow into positive, responsible citizens who can learn, work and co-operate with others
- foster self-motivation
- acquire and develop their knowledge, understanding and skills in the subjects taught
- apply intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves
- make progress according to their ability and achieve their full potential, including those with a Special Education Need or Disability (including any children who may have an EHC plan) or those with English as an additional language (EAL)
- gain experience in linguistic, mathematical, scientific, technological, mental, social and emotional, physical, personal, human and aesthetic and creative education in line with advice given by the DfE.

The curriculum is organised so that it promotes co-operation and understanding between all members of the community. The rights enjoyed by each person in our society are valued and each child in the school is respected for who they are.

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. It does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.



Prep School Curriculum Policy 2025-2026

Objectives

The objectives of the Runnymede College curriculum are to:

- deliver and report on a stimulating, broad and balanced curriculum for all children, from Year 4 to Year 8, which provides age and ability appropriate subject matter for every child
- create a programme of study that contains subject matter which is both personally fulfilling and appropriately targeted to meet the needs of a mixed ability cohort
- promote a positive attitude towards learning, so that children enjoy coming to school, become responsible learners and acquire the skills required for lifelong learning
- enable all children to learn, make progress and develop their skills to the best of their ability
- provide an accessible education for children with a Special Education Need or Disability or those with English as an additional language. (Please see the Special Educational Needs and Disability Policy)
- enable children to acquire skills in speaking, listening, literacy and numeracy
- aim for excellence across the curriculum by setting achievable goals
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- enable children to explore and develop an understanding of their own culture and those of others
- teach children to have an awareness of their own spiritual development, and to understand right from wrong
- utilise effective strategies for managing behaviour and encouraging pupils to act responsibly
- provide a whole school PSHE programme, which reflects the aims and ethos of Runnymede College
- show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons
- regularly assess children's progress in both formative and summative ways and use the information to inform planning and teaching
- prepare children for entrance into Senior schools



Prep School Curriculum Policy 2025-2026

Subjects

Below is a list of the lessons taught across the Prep School. Where a subject is not taught to all year groups, further details have been added in brackets.

- English,
- Mathematics,
- Science
- Computing
- Spanish/Lengua
- Sociales (Years 6-8)
- French
- Geography
- History
- Art
- Music
- Physical Education
- Drama
- PSHE.

School Hours

Registration	Period 1	Break	Period 2	Period 3	Lunch	Period 4	Break	Period 5	Registration
8.50 - 9.20	9.20 - 10.20	10.20 - 10.40	10.40 - 11.40	11.40 - 12.40	12.40 - 1.40	1.40 - 2.40	2.40 - 3.00	3.00 - 3.50	3.50 - 4.00
30 mins	1 hour	20 mins	1 hour	1 hour	1 hour	1 hour	20 mins	50 minutes	10 mins



Prep School Curriculum Policy 2025-2026

Curriculum

Linguistic

At Runnymede College, our commitment to linguistic excellence extends to the inclusion of Spanish as an integral part of our diverse and comprehensive curriculum. While a generous timetable allocation is dedicated to English across all year groups, we recognise the value of providing a multilingual environment. Alongside English, students gain direct linguistic experiences in Spanish, further enriching their language proficiency.

Subjects that offer direct linguistic experience include not only English and Spanish, but also Drama and French. These subjects contribute to a well-rounded linguistic education, offering students exposure to different linguistic nuances and cultural contexts.

However, our dedication to fostering communication skills goes beyond specific language subjects. In all areas of the curriculum, including Science, Mathematics, and Humanities, students actively practise speaking, listening, writing, and reading in both English and Spanish. This holistic approach ensures that language skills are seamlessly integrated into all aspects of learning, preparing our students for effective communication in an increasingly interconnected world.

Mathematical

There is a generous timetable allocation to Mathematics across the year groups. However, mathematical experience is also gained in many other subject areas such as Science, Humanities and Computing.

Mathematical teaching methods are varied to suit different learning styles and abilities. These would include practical activities, written tasks, investigation and discussion.

Scientific

There is a comprehensively planned Science curriculum which is designed to promote knowledge and understanding, develop skills and encourage the processes of enquiry, discovery, observation, recording and drawing conclusions. A wide variety of practical tasks, experiments and investigations are included where relevant. All children will receive a proportion of their Science lessons in the laboratory, practising practical skills.

Technological

Design Technology is combined with Art and offers direct technological experience in terms of developing ideas, planning and making projects, the use of a wide range of materials and tools and the evaluation of projects. Experience in IT is via timetabled Computing lessons.

Social and Emotional

The Humanities subjects (Geography and History) and PSHE form the core input to social experience. These enable pupils to understand society, the world, and their place within it. Huge contributions to this are also made through the School's commitment to sustainability and other environmental issues. A number of charities are supported and a varied programme of assemblies are delivered. Extra experiences are provided through visits to museums, visiting speakers and theme days such as Victorians.



Prep School Curriculum Policy 2025-2026

Physical

The School has a wide range of facilities and resources. These facilities enable a wide variety of physical activities to take place.

There is timetabled provision throughout the week for Physical Education with specialist staff for all pupils. The comprehensive programme includes the development of large and small movement and motor skills, co-ordination, physical control and a wide variety of sporting skills. Knowledge and understanding of the principles of fitness and health are also developed with additional input from the Science and PSHE curriculum.

Aesthetic and Creative

The main subject areas contributing to this area of experience are English, Art, Music, Drama and Dance (within the P.E. curriculum). Children are encouraged to think and react creatively to the many stimuli that arise within lessons. Extra experiences are provided through theatre trips and in-house music and theatrical events.

Planning

This policy is supported in the delivery of a quality education by appropriate plans and schemes of work. The following plans are produced by Heads of academic subjects, co-ordinated by the Deputy Head Academic (Prep school).

Long-term plans

These contain topic plans for each year group, term by term for the academic year. A version of these are circulated to parents at the start of each term.

Medium-term plans

These contain a week-by-week breakdown of the long-term plans for each year group. They are produced by Heads of Department at the start of each term.

Short-term plans

These are written by teachers on a weekly and/or daily basis. They are used to set out clear learning objectives for each lesson with consideration for pupil outcomes, resources, and activities to be used in the lesson.

Recognition is given to the individual styles of teachers and teachers assume responsibility for producing short-term plans that are effective and enhance their teaching performance. Ongoing assessment and monitoring of pupil performance is recorded and informs future planning, so that pupils can progress.