Curriculum Policy

Document control

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Policy summary

This policy explains the education we provide: a broad and balanced curriculum, well matched to the age, aptitude and needs of every pupil, including those with special educational needs and disabilities and those with an education, health and care plan. It covers the Prep School from Reception to Year 6 and the Senior School to the Upper Sixth, and it explains how the curriculum is planned, delivered, resourced and reviewed, how careers guidance and independent advice are provided, and how personal, social, health and economic education, relationships and sex education and the promotion of fundamental British values are delivered across it.

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1 Why this matters

A school's curriculum is the sum of what it chooses to teach and why. At Cokethorpe we believe that a broad, well-sequenced and genuinely interesting curriculum is the most powerful thing we can offer a young person. The wider the range of subjects and experiences we provide, the greater the chance that each pupil will find the field in which their ability comes alive — and the better prepared they are for the choices, responsibilities and opportunities that follow.

Our curriculum is designed to be relevant, viable and accessible. It acknowledges the national context and the qualifications our pupils will take, while remaining recognisably ours: broad in the Prep School and lower Senior School, increasingly specialised as pupils move towards public examinations, and always grounded in the values of respect and integrity that shape life at Cokethorpe.

2. What we are seeking to achieve

Through the curriculum we want our pupils to become:

- successful learners who enjoy learning, make progress and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens who make a positive contribution to society.

To support this, the School provides:

- full-time supervised education for pupils of compulsory school age, giving experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- a curriculum, schemes of work and plans that take account of the ages, aptitudes and needs of all pupils, including those with an education, health and care (EHC) plan;
- the acquisition of speaking, listening, literacy and numeracy skills across the whole curriculum;
- personal, social, health and economic education that reflects the School's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- access to accurate, up-to-date and impartial careers guidance that enables pupils to make informed choices about a broad range of options and encourages them to fulfil their potential;
- the opportunity for all pupils to learn and make progress; and
- effective preparation for the opportunities, responsibilities and experiences of life in British society.

The curriculum, our schemes of work and our plans do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3. Scope and application

This policy applies to the whole School — the Pre-Prep and Prep School (including the Reception class, which follows the Early Years Foundation Stage) and the Senior School from First Form to Upper Sixth. It applies to all teaching staff, to Heads of Department, to

those who lead and support teaching and learning, and to visiting and peripatetic staff in respect of the provision they deliver.

This policy covers what is taught and how the curriculum is planned and reviewed. Homework, assessment, feedback, reporting to parents and academic scholarships and awards are covered by the Academic Policy. Public examinations and non-examination assessment are covered by the Examinations Policy.

4. Definitions

Term	Meaning in this policy
The Prep School	The Pre-Prep and Prep School, covering Reception to Year 6.
The Senior School	First Form to Upper Sixth.
Areas of experience	The linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative areas of learning referred to in the Independent School Standards, together with the spiritual dimension the School provides through Religious Studies, Civics, assemblies and LIF-Ed.
LIF-Ed	The School's personal, social, health and economic education programme, taught in a weekly timetabled lesson across the School.
Scheme of work	The planned sequence of teaching for a subject in a given year group, held in the Departmental Handbook and maintained by the Head of Department.
EHC plan	An education, health and care plan issued by a local authority.
Learning Support Department	The department responsible for identifying and supporting pupils with special educational needs, a disability or English as an additional language.
Futures	The department responsible for careers education, information, advice and guidance.

5. Roles and responsibilities

Role	Responsibility for the curriculum
The Governors (delegated to the Education sub-Committee)	Approve this policy and satisfy themselves that the curriculum meets the Independent School Standards and reflects the School's aims and ethos.
The Head	Is accountable to the Governors for the quality of education provided and for the implementation of this policy.

Deputy Head Academic	Owns this policy. Leads curriculum design, structure and change across the School; approves proposed curriculum and awarding-body changes; oversees GCSE and Sixth Form option processes; monitors the quality of teaching and learning; reports to the Head and Governors.
Head of Prep School	Leads the curriculum in the Pre-Prep and Prep School, including the Early Years Foundation Stage in Reception.
Head of Sixth Form	Advises on Sixth Form pathways and subject choices and takes part in Sixth Form entry discussions.
Heads of Department	Design, sequence and maintain schemes of work; select awarding bodies and specifications in discussion with the Deputy Head Academic; assure the quality of teaching in the department; advise the Deputy Head Academic of proposed revisions.
Teaching staff	Plan and teach in line with the departmental scheme of work; adapt teaching so that every pupil can access the curriculum; contribute to review.
Head of Learning Support	Advises on adaptation, access arrangements and support for pupils with SEND, a disability, an EHC plan or English as an additional language.
Head of Futures	Leads careers education, information, advice and guidance across the School.
Senior Leadership Team	Reviews the curriculum annually and considers proposals for change.

6. Our curriculum framework

Cokethorpe offers a range of subjects which, while interesting and valuable in their own right, also serve as means of expression and development. Across the whole School, the core curriculum gives every pupil the opportunity to acquire skills in speaking and listening, literacy and numeracy, which are then developed in every other subject.

From Reception to Fifth Form the curriculum contains compulsory subjects that provide experience in each of the areas set out below. A summary of the subjects that deliver each area is at Appendix A.

Linguistic

Language and communication run through every strand of the Prep curriculum, anchored by the balance of independent writing and study of high-quality texts to build comprehension, grammar and punctuation, supported by dedicated spelling lesson.s Weekly specialist Drama lessons extend this into spoken language, developing listening,

speaking, self-esteem and confidence, while MFL (French from Reception, Spanish from Year 4) introduces speaking, reading and listening in another language. Humanities and PSHE reinforce linguistic development through discussion-based learning, and pupils are expected to carry these skills into how they access and express themselves across all other subjects.

In the Senior School, English Language and English Literature form a compulsory part of the curriculum through to GCSE. From entry to the Senior School to the end of the Third Form it is compulsory for pupils to study at least one Modern Foreign Language. Pupils in the First and Second Form also study Latin, which becomes optional at Third Form. A Modern Foreign Language is not compulsory at GCSE but is highly encouraged.

Mathematical

In the Prep School, Mathematics is taught daily through a recall, fluency and mastery approach, with regular mental arithmetic sessions to secure calculation strategies and rapid recall, alongside investigative work on open-ended problems that builds reasoning and curiosity about the subject. This mathematical thinking is reinforced elsewhere in the curriculum, particularly through Science's use of data and measurement and Computing's coding strand, both of which draw on logical and numerical reasoning.

Mathematics is studied throughout the Senior School to GCSE. Pupils are encouraged to take part in additional competitions to supplement the core curriculum, including the Maths Challenge. Mathematical principles are also introduced through data-logging and analysis in the Sciences. Computer Science is studied in the First and Second Form and optionally thereafter to GCSE.

Scientific

In the Prep School, Science covers the content of the National Curriculum and extends into non-statutory content, building pupils' knowledge of scientific methods, processes and uses so they can explain phenomena, investigate, predict and analyse causes. Hands-on investigative activities are prioritised to develop experimental methodology, and from Year 6 pupils are taught by a Science specialist in the Senior School lab. Computing's coding work and the design-and-make process in Art/DT provide further opportunities for systematic, scientific problem-solving.

On entry to the Senior School, pupils up to Second Form study General Science, which introduces them to learning from each of the disciplines. From Third Form the sciences are taught separately and pupils proceed to either the Separate or the Combined pathway, according to aptitude. All pupils study Science to GCSE, unless there is a significant reason for this not being the case. Additional opportunities exist within the Co-Curricular programme to develop and broaden Scientific interest.

Technological

All pupils in First and Second Form follow courses in Computer Science and Design and Technology (including CAD), and many continue with one or both into Third Form and to

GCSE. Opportunities to develop technological skills also exist within the Co-Curricular programme.

Human and social

History, Geography and RE are taught as discrete subjects from Year 1, exposing pupils to a wide range of topics that broaden their knowledge and prompt discussion, often woven into cross-curricular themes. MFL builds cultural awareness and a sense of global citizenship, while PSHE explicitly addresses pupils' relationships, identity and place within their community. Team fixtures in PE and ensemble performance in Music build collaboration and social skill, and RE's focus on respect, sensitivity and tolerance for different religions and cultures underpins the school's wider social values.

In the Senior School, all pupils study History, Geography and Religious Studies in First, Second and Third Form. These subjects are not compulsory at GCSE, but many pupils take at least one of them. Alongside this, a compulsory programme – 'The Forum' - provides First to Third Form pupils opportunity to develop oracy, critical thinking and ethics.

Aesthetic and creative

Art, taught in the Prep School in specialist room by a specialist teacher, introduces pupils to a wide range of artists, craftspeople and designers and encourages them to develop their own style while being inspired by others. Music mirrors this through its focus on creating and performing, supported by specialist teachers, regular performances and extra-curricular options such as choir and visiting instrumental teachers. English's creative writing process, Drama, and the design work in DT extend this creative thread across the curriculum.

In addition to creative writing in English, all pupils in the Senior School follow courses in Music, Drama, Art, Design and Technology and Computer Science through to the end of the Second Form. At this stage, pupils make choices which enable a greater degree of specialism. Many pupils also learn a musical instrument and take LAMDA lessons. Additional opportunities sit within the Co-Curricular programme to develop creativity.

Physical

Weekly PE and Games lessons in the Prep School develop physical literacy — skills, confidence, knowledge and understanding — alongside creativity, competitiveness, teamwork and a positive attitude to an active, healthy lifestyle. From Year 3, pupils compete in fixtures against other schools in hockey, netball, football, rugby, cricket and cross-country, and swimming is taught weekly from Reception to Year 4. Performance-based subjects such as Drama and Music, and the practical skills built in Art and DT, add a further physical and motor-skill dimension.

In the Senior School, all pupils have timetabled PE and Games in the First and Second Form, and timetabled Games from Third Form to Upper Sixth. From Third Form, PE is available as an option including theoretical as well as practical work. The Games programme includes traditional team sports such as Rugby, Hockey, Football, Netball and Cricket, as well as Climbing, Rifle-shooting, Kayaking and Sailing. The Co-Curricular programme also offers opportunity for physical activity.

Spiritual

In the Prep School, RE gives pupils direct exposure to different religions, traditions and cultures, promoting respect, sensitivity and tolerance. This is reinforced by the Wellbeing strand of PSHE, which gives pupils dedicated time to pause and reflect on their own wellbeing and that of others, and by the school's values, embodied in the Cokethorpe characters and reinforced through assemblies and weekly Life Lessons.

In the Senior School, all pupils have lessons in Religious in the First and Second Form. Regular assemblies are a key means of developing human and social education and of promoting spiritual, moral, social and cultural development, supported by timetabled LIF-Ed lessons across the School.

7. Teaching groups and setting

Most subjects are taught in mixed-ability groups. In certain subjects, such as Mathematics and Latin, setting may be used at the discretion of the Head of Department. At GCSE level, setting is introduced in the Sciences, Maths and English. This enables more bespoke delivery of the curriculum. Sets are flexible and pupils may move between them as appropriate.

8. The curriculum in the Prep School, including the Early Years Foundation Stage

The curriculum is taught in three key stages, Early Years Foundation Stage (EYFS), Key Stage 1(KS1) and Key Stage 2 (KS2).

EYFS

In Reception, the 'Statutory Framework for the Early Years Foundation Stage' provides the context for the learning and development that occurs in the children's first year in the Pre-Prep. The curriculum is holistic and ambitious and supports the development of all areas of learning. It is play-based in its approach, with a particular focus on developing language and extending vocabulary. Reception staff are mindful of the diverse needs of children, the different experiences, interests, skills and knowledge that they bring to the classroom; and all students are valued equally.

The EYFS curriculum has been designed to balance core skills in literacy and numeracy alongside a variety of other subjects taught by specialists such as Art, Music, Drama, French, PE and swimming. It is planned in accordance with the 'Statutory Framework for the Early Years Foundation Stage 2024. The 'Early Learning Goals' consist of three prime areas and four specific areas. The goals are delivered through teacher led and well planned, purposeful independent activities.

The Prime Areas cover the knowledge and skills which are the foundation of future progress. These begin to develop quickly in response to relationships and experience and run through and support learning in all other areas. They are:

- Communication and Language.
- Physical Development.

- Personal, Social & Emotional Development.

These prime areas are strengthened and applied through four specific areas:
- Literacy.
- Mathematics.
- Understanding of the World.
- Expressive Arts and Design.

Key Stage One (Years 1and 2 - Pre-Prep)
The curriculum is organised and planned for using a thematic approach through which most subjects are taught. This approach to teaching and learning is designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time needed to reflect, consolidate and transfer their learning. There are strong links between subjects and children see their work as being connected, relevant and purposeful. The curriculum is creative, skills based, and knowledge supported, making learning motivational and successful. It is at this stage in a child's development that he/she begins to learn how to research independently and, where appropriate, we encourage each child to do so using a range of resources

Key Stage Two (Years 3–6)
Our Key Stage Two curriculum is broad, balanced and ambitious, extending beyond National Curriculum expectations. It is designed to inspire curiosity, challenge thinking and foster a lifelong love of learning, while helping pupils develop the knowledge, skills and character needed to thrive.

Core Curriculum Principles
Across all subjects, we aim to develop pupils who are:
- Curious and enthusiastic learners
- Confident communicators and critical thinkers
- Creative and resilient problem-solvers
- Responsible and compassionate members of their community
- Respectful of different cultures, perspectives and beliefs
- Well-prepared for the opportunities and challenges of the future

9. The curriculum from First to Third Form

The First to Third Form curriculum is deliberately broad. Its purpose is to keep options open, to let pupils discover where their strengths and interests lie, and to build the knowledge and skills on which GCSE study depends. At the end of the Second Form, pupils are presented with opportunity to shape the curriculum they wish to pursue in Third Form. The following subjects make up the 'core' curriculum:

Maths, English, Biology, Chemistry, Physics, History, Geography, The Forum, an MFL (either French or Spanish.

Alongside this, pupils select four from the following list:

Art, Computer Science, Design Technology, Drama, Latin, Music, Physical Education, a second MFL.

10. GCSE choices and the Fourth and Fifth Form

In the Third Form, pupils begin to consider their GCSE subject choices. All pupils study English, Mathematics and Science. The default pathway is Combined Science, unless the pupil chooses Separate Science in place of an optional subject. A Modern Language is not compulsory, but pupils are strongly encouraged to choose at least one.

The selection of optional subjects follows a collaborative consultation process involving the pupil, parents, teachers, tutors and the Deputy Head Academic. The School makes every effort to accommodate pupil preferences, although not all subject combinations are possible because of timetabling and resource constraints.

The majority of pupils take 9 GCSEs at the end of the Fifth Form. For some pupils, alternative arrangements may be made so that they achieve grades enabling them to progress to more appropriate routes of study. The School reserves the right to refuse entry to an examination where it is felt that sitting it would not be in the best interests of the pupil; this decision is taken only after consultation with the pupil and their parents or guardians.

11 The Sixth Form

Formal consideration of Sixth Form options begins at the end of the Fourth Form, although younger pupils with a clear academic direction are encouraged to seek informal guidance from teaching staff, tutors and prospective universities.

Depending on their GCSE profile, students begin with either four or three A Level subjects and are encouraged to undertake an Extended Project Qualification. For students for whom the A Level programme is not appropriate, the School offers the Extended Diploma BTEC qualification in Business; where appropriate it is possible to study the Diploma alongside a carefully selected A Level. Students would typically be expected to have a minimum of five grades 9–4. While the majority of this programme is made up of assessed coursework, there are examined components.

It is assumed that all Fifth Form pupils will wish to continue into the Sixth Form at Cokethorpe, and no formal application is required. After completing their mock GCSE examinations, pupils submit their subject preferences, which are reviewed in a meeting with either the Deputy Head Academic or the Head of Sixth Form, during which adjustments may be made if necessary.

We are committed to helping pupils make informed and suitable choices. Access to specific courses may be declined if entry requirements are not met. Offers of Sixth Form places are made following these discussions, are based on appropriate A Level subject choices and performance in the mock GCSEs, and are conditional upon achieving the required grades in the final GCSE examinations. The School also reserves the right to decline entry to the Sixth Form where it believes that a pupil may not contribute positively to the academic environment.

Entry requirements

Pathway	Requirement
Four A Level subjects	An average of at least 7 points across the pupil's best 8 GCSEs
Three A Level subjects	An average of at least 6 points across the pupil's best 8 GCSEs
BTEC Extended Diploma	An average of at least 5 points across the pupil's best 8 GCSEs

Subject-specific requirements are detailed in the Sixth Form Information Booklet. Generally, pupils should have achieved at least a grade 6 in any subject they wish to continue at A Level. In addition:

- Mathematics: minimum grade 7 at GCSE;
- Physics and Chemistry: minimum grade 7 in the relevant GCSEs;

12. Access, adaptation and challenge for every pupil

The curriculum is for every pupil. Our schemes of work and teaching take account of the ages, aptitudes and needs of all pupils, including those with an EHC plan, and are adapted so that pupils with special educational needs, a disability or English as an additional language can learn and make progress alongside their peers.

Teachers are supported by the Learning Support Department, which advises on adaptation, provides targeted support and arranges access arrangements for assessments and examinations where a pupil qualifies for them. Detailed arrangements are set out in the Learning Support Policy and the School's Accessibility Plan.

Equally, we expect the curriculum to stretch pupils who are working beyond age-related expectations. Departments plan for challenge within lessons, academic enrichment, competitions and wider reading extend learning beyond the specification. Arrangements for stretch and challenge and for academic scholarships are set out in the Academic Policy.

13. Personal, social, health and economic education, and relationships, sex and health education

LIF-Ed is the vehicle through which relationships and sex education is delivered, and every pupil has a LIF-Ed lesson each week. Alongside relationships and sex education, LIF-Ed lessons address mental and physical health and wellbeing, digital literacy and safety, transitions, independence and financial planning, with a strong emphasis on understanding the law, listening to each other and discussing opinions.

Our relationships, sex and health education reflects the Department for Education's current guidance and is described in full in the School's RSE Policy, including the arrangements for parents to view materials and to request that their child be withdrawn from sex education where the right to do so applies.

Through LIF-Ed, tutor time and cross-curricular themes, pupils explore diversity, inclusion and equality, developing empathy and understanding for others, with particular regard to the protected characteristics set out in the Equality Act 2010.

14. Fundamental British values and political impartiality

Our 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. These values are integrated into lessons, assemblies and School life, and are developed further through the study of History, Geography and Religious Studies, engagement with the arts and literature, and participation in community projects and cultural events.

Where political issues are brought to the attention of pupils, staff must offer a balanced presentation of opposing views and must not promote partisan political views. Fuller guidance is set out in the School's Spiritual, Moral, Social and Cultural Education Policy.

15. Careers education, information, advice and guidance

From Reception onwards, pupils have access to accurate, up-to-date and impartial careers education and guidance, led by the Futures department. Provision includes:

- one-to-one careers interviews at appropriate points;
- access to Unifrog;
- employer engagement activities;
- work experience opportunities;
- information on a broad range of post-16 and post-18 pathways;
- guidance on transitions within School, including the move to the Senior School and subject choices; and
- workshops and talks.

The Futures programme is designed to help pupils make informed decisions and fulfil their potential, regardless of background or starting point, and is presented impartially. It is built around the principles of the Gatsby Benchmarks, and draws on Department for Education guidance 'Careers guidance and access for education and training providers' (last updated 23 June 2026).

16. Physical education, Games and Wellbeing

The School takes seriously its responsibility to ensure that the curriculum promotes physical and mental health. The Games programme is extensive and offers a range of experience appropriate to the needs and abilities of each pupil. Games is taught twice a week. Alongside traditional team sports, pupils may choose kayaking, climbing, rifle shooting, outdoor education or supervised strength and conditioning work. There is a strong sense of competition, and an equally strong emphasis on inclusion and engagement.

All pupils from Year 1to Second Form also have PE lessons twice a fortnight, in which they learn core skills. Pupils from Reception to Year 4 have a weekly swimming lesson. PE becomes optional at Third Form but remains very popular through to A Level.

17. Curriculum planning, schemes of work and change

This policy is supported by appropriate plans and schemes of work. Each department maintains a Departmental Handbook containing its schemes of work, which set out what is taught, in what sequence and to what standard for each year group. Heads of Department are responsible for keeping these current and for making them available to the Deputy Head Academic.

Heads of Department select appropriate examination boards and specifications for GCSE and A Level courses. Any proposed change must be discussed with the Deputy Head Academic and should be raised early in the academic year so that there is adequate time to prepare. All curriculum changes must be communicated to the Deputy Head Academic by the end of the Michaelmas Term prior to implementation in the following September.

Heads of Department are expected to advise the Deputy Head Academic of any revisions they believe should be made to this policy. Revision and refinement may be necessary at other points in the year where the curriculum changes.

18. Monitoring and evaluation

The Deputy Head Academic, supported by the Head of Prep School, Assistant Heads (Learning and Teaching, and Assessment, Reporting and Progress), and Heads of Department, monitors the curriculum and the quality of teaching and learning through:

- regular curriculum reviews;
- monitoring of teaching and learning, including lesson visits and work sampling;
- review of schemes of work and departmental handbooks;
- analysis of assessment and examination outcomes;
- pupil voice and feedback; and
- staff training and development.

The Senior Leadership Team reviews the curriculum annually. Findings are reported to the Head and, as appropriate, to the Governors, so that the curriculum remains relevant, inclusive and effective.

19. Personal data and record keeping

Curriculum, option and pathway decisions generate personal data about pupils, including assessment information, learning support records, access arrangement records and careers records. These are processed in accordance with the UK GDPR and the Data Protection Act 2018 and in line with the School's Privacy Notice and Data Protection Policy.

Records are retained in accordance with the School's guidance on the storage and retention of records. The School has not appointed a Bursar (the School's designated data protection

contact); the Bursar is the School's designated data protection contact and may be contacted at bursar@cokethorpe.org or on 01993 892327.

20. Training and communication

This policy is available to all teaching staff and forms part of the induction of new teaching staff. Heads of Department are responsible for ensuring that members of their department understand the curriculum requirements that apply to their subject. Curriculum information for parents and pupils is provided through the Sixth Form Information Booklet, option booklets, parents' evenings and the School website.

21 Monitoring, review and publication

This policy is reviewed annually by the Deputy Head Academic and the Senior Leadership Team, and at any point where a change in the curriculum, in legislation or in statutory guidance makes earlier review appropriate. Approval arrangements and publication are recorded in the document control table.

22. Related School policies and procedures

This policy should be read in conjunction with the following School policies and procedures:

- Academic Policy (homework, assessment and feedback, reporting, scholarships and awards)
- Examinations Policy
- Examinations Contingency Plan
- Use of Word Processors in Examinations Policy
- Plagiarism Policy
- Policy on the Use of Artificial Intelligence (AI Policy)
- Digital Technology Policy
- Learning Support Policy
- Accessibility Plan
- Equal Opportunities Policy for Pupils
- Relationships and Sex Education Policy
- Spiritual, Moral, Social and Cultural Education Policy
- Early Years Foundation Stage policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Privacy Notice and Data Protection Policy
- Complaints Procedure Policy

23. Legislation, regulation and guidance

This policy has been written with regard to:

- The Education (Independent School Standards) Regulations 2014 (as amended), in particular Part 1(quality of education provided);

- the Department for Education's Independent school standards guidance, published within "Regulating independent schools" (last updated 2 April 2026) — https://www.gov.uk/government/publications/regulating-independent-schools;
- the Independent Schools Inspectorate inspection framework and handbook — https://www.isi.net/;
- the Education Act 1996, in particular section 8 (compulsory school age);
- the Equality Act 2010;
- the Early Years Foundation Stage statutory framework;
- the Department for Education's relationships, sex and health education guidance;
- the Department for Education's statutory guidance "Careers guidance and access for education and training providers" (last updated 23 June 2026) — https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools;
- Keeping Children Safe in Education 2026, which comes into force on 1 September 2026;
- the UK GDPR and the Data Protection Act 2018.

Where guidance is revised, this policy refers to the current version rather than to a fixed edition, unless the edition is material.

Appendix A — Areas of experience and the subjects that deliver them

Area of experience	Prep School (Reception–Year 6)	Senior School (First Form–Upper Sixth)
Linguistic	English; French from Reception; short courses in Spanish, Italian and German (Years 4–6); Latin (Year 6)	English Language and English Literature to GCSE; at least one Modern Foreign Language to the end of Third Form; Latin in First and Second Form, optional thereafter
Mathematical	Mathematics; Computing (Years 1–6)	Mathematics to GCSE; Computer Science in First and Second Form, optional to GCSE
Scientific	Science	General Science to Second Form; separate sciences from Third Form (Separate or Combined pathway); Science to GCSE
Technological	Design and Technology (taught alongside Art)	Computer Science and Design and Technology (including CAD) in First and Second Form, continuing optionally to GCSE
Human and social	History; Geography; Religious Studies	History, Geography and Religious Studies in First, Second and Third Form; optional to GCSE
Aesthetic and creative	Music; Drama; Art; Design and Technology	Music, Drama, Art, Design and Technology and Computer Science to Second Form; optional to GCSE; instrumental tuition and LAMDA
Physical	PE and Games; weekly swimming (Reception–Year 4); Forest School and Outdoor Learning	PE twice a fortnight to Second Form; Games twice a week throughout; PE optional from Third Form to A Level
Spiritual	Religious Studies; assemblies; Forest School (Pre-Prep)	Religious Studies to Second Form; Civics in Third Form; assemblies; LIF-Ed across the School
Personal, social, health and economic	LIF-Ed (PSHE in Prep School)	LIF-Ed (one lesson each week)