



CURRICULUM POLICY

REVIEW DATE: July 2026

LATEST REVIEW DUE: July 2027

STAFF RESPONSIBLE: Mr Gareth Green (Assistant Head Academic)

CHAIR OF GOVERNORS: Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- Assessment and Reporting Policy
- Marking Policy
- Scholarship Policy
- Supervision Policy
- Special Educational Needs Policy
- EAL Policy

Rights Respecting School Policy Statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the following articles:

- Article 3 - Best interest of the child
- Article 4 - Making rights real
- Article 12 - Respect for children's views
- Article 28 - Access to education
- Article 29 - Aims of education

This policy has been designed in line with the school's Ethos and Aims.

At St. Michael's Preparatory School, we are committed to developing the whole child in line with our school values: *Challenge, Curiosity, Community, and Courtesy*. We provide a stimulating and balanced curriculum designed to nurture academic excellence, physical health, creativity, and personal growth. Pupils are encouraged to embrace academic challenges, engage with sporting opportunities, and express themselves through the performing arts. This holistic approach ensures that every child is supported and inspired to thrive within a caring, inclusive environment, working in partnership with parents and carers. St. Michael's will provide a stimulating and balanced curriculum which will provide age appropriate learning for all its pupils in a nurturing and supportive environment in partnership with parents and carers. This policy also refers to provision for the EYFS setting. Please note that individual departments may have their own individual processes.

The points below outline St. Michael's Preparatory School's curricular policy in relation to the DCSF Regulations Standard 1 (Curriculum), pursuant to the Education Act 2002 (UK) and its subsequent amendments.



St Michael's Curriculum Provides for the following:

1. Full-Time Supervised Education

The full-time supervised education for pupils of compulsory school age gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

2. Subject Matter Appropriate for Ages and Aptitudes

Subject matter is matched to the ages and aptitudes of pupils, including those pupils with a statement.

Departmental Curriculum Structures

Early Years Foundation Stage (EYFS) - Nursery and Reception

EYFS covers the years from the beginning of Nursery to the end of the Reception. Staff work alongside the children using play as a fundamental method of learning. Children learn skills, acquire new knowledge and demonstrate their understanding through the seven areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas are:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

The prime areas are those most essential for a child's healthy development and future learning. As they grow, these skills will support the child as they extend their development in the specific areas. None of these areas can be delivered in isolation from the others; they are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the Early Years Foundation Stage. We promote these values through our aims and values, our curriculum and enrichment activities.

The Nursery children benefit from 1 specialist games, music and swimming lesson on a weekly basis. Children in Reception benefit from 3 music lessons and 4 games lessons, one of which is swimming.



Years 1 – 4 (Pre-Prep and Junior School Sections)

In Years 1-4 the pupils will follow the curriculum outlined in the school's long-term and medium-term planning documents which are largely informed by the Key Stage 1 (KS1) and Key Stage 2 (KS2) components of the National Curriculum (September, 2014). However, we have the independence to offer academic opportunities beyond the National Curriculum, or to exclude or adapt elements of it.

This will be achieved by teaching the following subjects:

English (including phonics); Mathematics; Science; History; Geography; Religious Education (RE); Music; Drama; Craft, Engineering; Forest School; Reasoning; Art; Physical Education (PE, including swimming); ICT and Personal, Social, Health, Education (PSHE).

At St. Michael's School we offer additional time for the provision of creative arts and games. Each week pupils in Year 1 & 2 benefit from 3 music lessons and 4 games lessons, one of which is swimming. In Year 3 & 4 the children benefit from 6 games lessons (which include a swimming lesson) and 3 Music lessons. In addition to this, pupils in Year 3 & 4 currently receive a weekly minimum of 2 lessons each in Art and Engineering.

For a more detailed explanation of topics covered within the subjects, please refer to the school's long-term curriculum plans available to current parents via the portal. Some of the study areas available as options to the teachers, for example in History, Geography and other subjects, may be changed by teachers in the school so that pupils study areas of the children/teacher's choice and design as long as the key skills continue to be taught at age appropriate levels.

The curriculum in these years may well be broader than the National Curriculum; for example, the formal learning of French begins in Year 3.

Years 5 - 6 (Middle School)

In Years 5-6 the pupils will follow the curriculum outlined in the school's long-term and medium-term planning documents which are largely informed by the Key Stage 2 (KS2) components of the National Curriculum (September, 2014). However, we have the independence to offer academic opportunities beyond the National Curriculum, or to exclude or adapt elements of it.

This will be achieved by teaching the following subjects:

English; Mathematics; Science; History; Geography; Religious Education (RE); French; Music; Drama; Engineering; Art; Physical Education (PE), Swimming; and Personal, Social, Health Education (PSHE).

As with Years 1-4, pupils in Years 5-6 will also benefit from extracurricular time in games and the creative arts.



Pupils in the Middle and Senior School are provided with individual lockers in their Form rooms. This is for the storage of books, resources and personal items. Lockers should be managed and kept organised on a daily basis so that pupils do not carry extremely heavy bags around the school site. The Head checks the form rooms during the weekend for general tidiness and lockers are expected to be tidy.

St. Michael's draws upon best practice from the existing CE syllabus, the Key Stage 3 National Curriculum or other curricula. The school remains committed to preparing pupils for whichever entry examinations or final assessments are required. These will include Pre-tests for Year 7 or Year 9 entry, such as the ISEB Common Pre-test, or Common Entrance for those schools which require it.

Years 7 - Shell (Senior School)

In Years 7–8 the majority of pupils will continue to follow a curriculum increasingly informed by the Common Entrance (CE) syllabus and/or the criteria set by individual secondary schools. Preparation for entry tests for other schools will continue to be provided for those pupils who need it. In Year 8 this will include preparation for any academic and non-academic scholarship examinations as appropriate to individual pupils.

This will be achieved by teaching the following subjects:

English; Mathematics; Science; History; Geography; Religious Education (RE); French; Music; Drama; Engineering; Art; Physical Education (PE), Swimming; and Personal, Social, Health Education (PSHE).

As with Years 1-6, pupils in Years 5-Shell will also benefit from extracurricular time in games and the creative arts.

The pupils of Y7-8 benefit from being split into three sets in English and Maths, unless numbers in the year group total less than twenty-four. In this instance, children will be split into two sets. Where possible, a teaching assistant will support individuals / small groups within the classroom setting. Sets are determined by the teachers of St. Michael's school. Where changes are required or requested (in all subjects), these will be in consultation with the pupil's subject teacher and with the Assistant Head (Academic). When changes are made within an academic year, parents are notified.

For information regarding Scholarships, please refer to our Scholarship Policy.

The Shell Year

The Shell year at St. Michael's functions as a de facto Year 9, although it does not cover the full breadth of the Key Stage 3 (KS3) national curriculum for Year 9. The primary purpose of the Shell year is to prepare pupils for a successful transition to Hautlieu School, Jersey's only state grammar school. The curriculum is designed to consolidate and extend pupils' academic foundations while focusing on the skills and knowledge required for Hautlieu's entry assessments.



To support a smooth transition, we align our curriculum with Hautlieu's examination boards wherever possible, ensuring continuity in subject content and assessment style. Admission to Hautlieu is dependent on pupils meeting the school's entry criteria.

Operational Curriculum Policies

Class Splits

Towards the end of the academic year, form teachers are tasked with the important and sensitive job of arranging future class splits. These decisions are made by considering both academic and pastoral profiles of all pupils in the year group. On occasion, parents may be concerned that their child might not be happy with their future form group. Although we will listen to concerns so that we are able to fully support pupils, decisions concerning class splits are final and are non-negotiable.

Homework (Prep) Routine

- Homework (also known as 'Prep') is viewed as an important tool in the consolidation of work covered and the tracking of progression within a subject. It is intended to be a piece of independently completed work designed to reinforce in-class learning.
- Homework in the Pre-Prep is at the discretion of the class teachers and is in addition to expectations of daily reading, spellings and maths facts. Homework is designed to reinforce and extend work done in class.
- Homework for pupils in Y3-4 is completed at home twice a week. One will be to reinforce spelling and the other to reinforce maths. Pupils will be given a few evenings to complete the work.
- Homework in Year 5 constitutes one prep a night, and an expected 30 minutes of individual reading.
- Homework in Years 6-Shell constitutes two preps a night from Monday to Thursday. This can be completed at home and should last no longer than 60 minutes for both subjects combined.
- Pupils in Y5-Shell have an option to complete their prep at home, or within allotted activity times at the end of the school day. Whether completed at home or at school, St. Michael's has high expectations of the quantity and quality of homework. Where work is considered below the expected level of the child, it may be required that the work is repeated.
- Pupils who are completing their prep at school must not be removed part of the way through the prep session. Pupils who need to leave early must be collected before or after prep, but not during. Where possible, parents should always inform the Headmaster and office well in advance of taking their child out of prep. Children must also be signed out at the office when they leave at a different time from expected. This ruling also applies to all other activities.



Co-curricular selection and performance ensemble criteria

As a proudly inclusive, non-selective school, St. Michael's is committed to cultivating the talents of every pupil. We are ambitious for our children and regularly provide high-profile opportunities for them to represent the school in leading dramatic roles, first-team sports fixtures, and select choir or orchestra performances. Concurrently, the school works tirelessly to ensure that all children receive opportunities to participate in some shape or form; to achieve this, we actively coordinate inclusive platforms such as whole-school choir events, supporting cast roles in stage productions, and developmental sports fixtures designed to build confidence, skills, and camaraderie.

When representing the school in elite competitive fixtures, select musical ensembles, or milestone dramatic productions, selection is at times determined on a merit-based framework. To support this process and foster a culture of dedication, the school highly encourages and frequently expects pupils to demonstrate consistent commitment by attending our scheduled after-school clubs and activities prior to being chosen for a top-tier team or event.

The school concurrently recognises that family schedules, transport variables, or external obligations mean some children are logistically unable to attend every after-school session. These circumstances are fully taken into consideration by our teaching staff; consequently, after-school club attendance is viewed with discretion and a degree of flexibility when making decisions regarding team and performance selections.

Should parents require any clarification regarding selection pathways, performance casting, or squad criteria, they are invited to contact the relevant Head of Department directly for guidance.

Inclusion, Diversity and Civic Value Provisions

3. Inclusion and English as an Additional Language (EAL)

The school shall provide an education which enables all pupils within a class to make progress, including pupils with statements and those for whom English is an additional language. Arrangements will be made for those pupils who have English as an additional language (EAL). Please see our EAL Policy for more information. Extra 1:1 support focusing on the skills of verbal and written English will be offered to EAL pupils. This could take place either within or outside of the school timetable. Depending on the provision, there may be an additional cost to parents/carers.

4. Special Educational Needs and Disabilities (SEND)

Where a pupil has a Statement of Special Educational Needs (or Education and Health Care Plan), education is provided which fulfils its requirements. Pupils who are able to satisfy the usual criteria for entrance but who require additional support, or have Special Educational Needs or Disabilities (SEND), are welcome within the school. The school will do everything it reasonably can to ensure that the requirements for these pupils' learning are met. Please see the Special Educational Needs (SEND) policy for further information.

Throughout the school, these pupils will be given additional support, as appropriate, either through being withdrawn for 1:1 or through small-group work, or through 1:1 or small-group support within the classroom. The school also offers support to learners who would benefit from additional literacy support in Years 5-8 through the Core Skills programme. The content and structure of lessons for pupils requiring learning support will be planned in conjunction with the SEND department and the Form teachers, and through consultation with the pupils'



IEPs and Pupil Passports. Consultation with parents and outside specialists, such as Educational Psychologists, will also be sought and followed where appropriate, the cost of which will be covered by parents.

5. Personal, Social and Health Education (PSHE) & British Values

The School has a PSHE curriculum which reflects the school's aims and ethos. The PSHE policy covers the key features of social and cultural education required for pupils to be prepared for the opportunities and responsibilities of life outside school and within the school community. This includes individual, or collective, discussion on choosing and preparing for the right choice of senior school.

The school 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 in a number of ways:

- **Democracy:** We ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes.
- **The Rule of Law:** To promote an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety, all pupils discuss the school's Code of Conduct as well as specific classroom rules, focusing on reasons for the need for such rules and the implications of life without them. In an age-appropriate manner, parallels are drawn with society and the role of public institutions such as the police.
- **Mutual Respect and Tolerance:** We promote an understanding that the freedom to choose and hold other faiths and beliefs is protected in law, and we promote an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated. These differences are never the cause of prejudicial or discriminatory behaviour. We use teaching resources from a wide variety of sources in the teaching of Religious Education to help pupils understand a range of faiths, and we undertake trips to various places of worship including Synagogues and Mosques, as well as invite speakers from different cultures and faiths into the school to address the pupils (including members of the community who celebrate Diwali or Hanukkah).
- **Combating Discrimination:** To promote an understanding of the importance of identifying and combating discrimination, we teach as part of our PSHE programme that an individual cannot be discriminated against because of race, colour, gender, sexuality or political views, and that there are specific rules against this discrimination in Jersey.

6. Careers Guidance

Appropriate careers guidance is provided for pupils receiving secondary education (i.e., Years 7-Shell). As part of the PSHE curriculum, pupils in Years 7, 8 and Shell will be taught appropriate skills and knowledge to help inform them of the world of work beyond the school environment. This includes helping them to recognise their relative strengths and weaknesses in the classroom and how to use and address them.



Pupils also receive guidance through visiting speakers or groups and through educational visits to sites or in-school careers workshops (such as the Y8 Enrichment Week), where pupils can experience or enquire about the world of work. Pupils' attention will also be drawn to the world of work at appropriate points in their subject learning. For example, the role of archaeologists and archivists is highlighted during the history syllabus; the role of hydrologists and town planners is referred to in geography.

7. Provisions for Pupils Below Compulsory School Age

Where the school has pupils below compulsory school age, a programme of activities is provided which is appropriate to their needs, as detailed in our Nursery provisions.

8. Opportunity to Learn and Make Progress

The school will ensure that the quality of teaching, resources and teaching environments is suitable for the purpose of education, ensuring all pupils have the opportunity to learn and make progress.

9. Preparation for Adult Life

Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life is introduced and explored through the school PSHE programme, particularly in Years 7, 8 and Shell. This is supported through age-appropriate assemblies, often involving guest speakers or groups, and section-led events, such as the Shell Bronze Duke of Edinburgh Award and the Year 8 Enrichment Week. Across the school, pupils also have the opportunity to develop in this field through on- and off-island trips, especially residential trips, such as the Activities Week for Years 5-8, and Activity Days in Year 3 and 4.

Transition to Secondary Schooling

Future Schooling Consultations

It is assumed that, subject to his or her parents remaining resident in the Island, a pupil will stay in the school until entry to Secondary School. It is recommended that parents discuss their plans for the secondary education of their children with the Headmaster or the Academic Assistant Head, and keep them informed of any changes to their plans at an early stage. Parents have every right to express their hopes and expectations over the choice of future schooling. The school naturally respects these wishes, but it must retain a prime responsibility to offer professional advice in recommending what it perceives to be in a pupil's best interests.

References

In the interests of the pupil, the Headmaster and / or Assistant Heads (Academic / Pastoral) may supply information and a reference to any Educational Institution which parents propose their child may attend, and such references shall be confidential between the School and such Educational Institution. The school will provide references for up to three senior school applications. Any additional references beyond this number will incur a fee, which will be added to the following term's invoice.



The Head and / or Assistant Heads (Academic / Pastoral) will take care to ensure that all information supplied is accurate and any opinion given on a pupil's ability and character is fair. Please be aware that all unauthorised absences are recorded on school reports and senior school references as a matter of policy. Neither the School nor the Headmaster will be liable for any decisions made by the receiving Educational Institution resulting from opinions reasonably given in, or correct statements of fact contained in, any reference or report.

Senior School Visits and Interviews

Parents are required to inform St. Michael's of forthcoming school visits, where the school will register the pupil as an approved absence. The majority of senior schools now require potential pupils to participate in an interview. St. Michael's offers interview practice to all pupils prior to senior school interviews. Each pupil has the opportunity to develop their interview skills in two separate sessions. Parents are expected to give the school office sufficient notice of future school visits and interviews.

Permission for Early Departure: Island Representation

Pupils who are representing the Island in sports, competitions, or other representative activities may be granted permission to leave school early to attend training sessions or competitions. In such circumstances, written permission must be requested in advance through the child's Form Teacher and Head of Section. This ensures that all staff are aware of the pupil's absence and that appropriate arrangements are in place to support their learning and attendance record.