

Prep Curriculum Policy

(Years 3 to 6)

2025-2026

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1. Introduction

This policy sets out the main features of the School's curriculum and is available to parents, prospective parents and others through the Parent Portal and the School's website.

Abbot's Hill is part of Mill Hill Education Group and offers a broad, balanced curriculum and the best possible full-time education for 4–11-year-olds. We provide excellence in education through a curriculum that develops inquisitive, independent thinkers with a love of learning. We understand that the curriculum should create an environment where questioning, academic risk-taking, exploratory thinking, the freedom to learn from mistakes and a growth mindset are all encouraged. We intend that our curriculum should instill certain qualities in our pupils: a desire to learn, an ability to work independently and collaboratively and resilience when errors are made. Our curriculum aims to prepare pupils for the transition into the senior School curriculum as well as to enable them to build life skills.

Educational opportunities are planned to allow all pupils to achieve and to make excellent progress across the whole curriculum. Our curriculum is inspiring and innovative, and it enables Abbot's Hill pupils to be:

- increasingly independent in their thinking and in the tasks they carry out
- organised and ready to learn
- willing to face new challenges and embrace opportunity
- collaborative and to work effectively and efficiently as a team
- self-aware and to realise their learning potential
- creative and resourceful
- critical thinkers
- the best they can

Our curriculum aims to:

- uphold the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- promote equality and diversity
- provide subject matter appropriate for the ages and aptitudes of pupils, including those with Special Educational Needs and Disabilities (SEND)
- provide appropriate differentiation and support for pupils with SEND and considers the needs of pupils with an EHCP (Education Health and Care Plan)
- provide academic challenge and rigour
- provide a comprehensive programme of Personal, Social, Health, and Economic Education (PSHE) education, including Relationships and Sex Education (RSE), which reflects the School's aims and ethos, and which encourages respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010
- introduce pupils to different career possibilities in an impartial manner
- encourage pupils to be ambitious and to make informed choices
- provide a broad, exciting and accessible programme of co-curricular activities

2. Organisation of the Curriculum

The curriculum, which broadly follows the National Curriculum, aims to provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative learning.

All areas of the curriculum are subject to regular reviews following advice from the DfE. The Deputy Head, Prep liaises with Subject Co-ordinators and the Prep Teaching Team to ensure the curriculum is inspiring, appropriately challenging, balanced and reflects the School's aims and objectives. Subject Co-ordinators produce termly Subject Plans which are added to a Curriculum Overview for each cohort. The Curriculum Overviews are published on the Parent Portal at the start of each term.

Class timetables are carefully planned to maximise learning across the primary curriculum. English lessons and Mathematics lessons take place in the morning each day, and the additional foundation and specialist subject lessons are spread across the week. The pupils have specialist teachers for Physical Education, Swimming, Music, Drama and French. Subject lessons may be replaced on occasions with day trips, workshops, residential trips, individual music lessons and LAMDA lessons. Parents are fully informed of the Prep School's teaching and learning expectations in the Parent Handbook, which is updated on an annual basis.

The curriculum plan in the table below shows the number of one-hour periods per week allocated to each subject throughout the Prep School:

| Subject/Years | Year 3 and 4 | Year 5 and 6 |
|-------------------------|--------------|--------------|
| English | 5 | 5 |
| Mathematics | 5 | 5 |
| Science | 2 | 2 |
| French | 1 | 1 |
| Geography | 1 | 1 |
| History | 1 | 1 |
| Computing | 1 | 1 |
| Art & Design Technology | 1 | 2 |
| Music | 1 | 1 |
| Drama | 1 | 1 |
| PE | 1 | 1 |
| Swimming | 1 | 1 |

| | | |
|----------------------------|---|---|
| Games | 1 | 1 |
| PER | 1 | 1 |
| PSHE | 1 | 1 |
| Woodland School | 1 | 2 |
| Literacy & Numeracy skills | 1 | 2 |

Cross-curricular

On occasions, cross-curricular links between different subjects may occur. Such opportunities are embraced to enrich the pupils' learning experience.

Pupils are gradually introduced to the expectations of behaviour in a modern British society as they progress through the School. This begins with positive social and behaviour skill development to ensure that each pupil understands what it means to be kind and supportive of others. The School values and aims are used to reinforce positive behaviour.

3. Personal, Social, Health, and Economic Education (PSHE)

Abbot's Hill follows the 'Jigsaw' PSHE programme of learning which has wellbeing and mental health at its core. We place great emphasis on the mental wellbeing of the pupils.

Each year group focuses on the same 'puzzle piece' (theme) each half term, exploring areas and developing their skills at an age appropriate, level. These are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Relationships
- Changing Me
- Healthy Me

Within each of these aspects, pupils also learn about British Values of Democracy; Rule of Law; individual liberty; mutual respect and appreciation of those of different faiths and beliefs. The 'Changing Me' and 'Relationships' puzzle pieces link to the Department for Education's RSE and Health Curriculum requirements (compulsory from September 2020).

As of 2024, the whole School is working towards the Carnegie Mental Health Award and we have a significant number of staff members in leadership roles across the School who have completed their Youth Mental Health First Aid (with Mental First Aid England accreditation).

4. Careers Information

As part of their education at Abbot's Hill, pupils are exposed to various careers which adults may pursue. Visiting professionals are invited to speak to pupils about their careers and information is given in an impartial manner.

5. Homework

Homework tasks give pupils the opportunity to become more independent learners, to develop their organisational skills and to take responsibility for consolidating understanding and furthering academic progress. Pupils are encouraged to complete set tasks on their own at home. Tasks are usually uploaded onto a learning platform that can be accessed from home and pupils have a week to complete the tasks.

6. Provision for Pupils with Special Educational Needs and Disabilities (SEND)

The School is committed to allowing equality of access and opportunity to all pupils, regardless of their background, ability and any individual difficulties or disabilities which they may experience. The Learning Support Team plays a key role in this work, seeking to identify, through screening and ongoing monitoring, the needs of individual pupils and putting in place strategies and, where necessary, additional assistance designed to help them fulfil their potential. Pupils who have a Special Educational Need or Learning Difficulty and/or Disability have a pupil passport that they produce with the support of the SENDCo. The curriculum and/or resources may be modified to take account of their needs, as appropriate. Such decisions are made by the Deputy Head, Prep, the SENDCo and the pupils' parents. Where a pupil has an Education, Health and Care Plan (EHCP), the requirements of this are closely followed to ensure that the School provides an effective and accessible educational experience. The progress of all pupils on the School's Learning Support Register is regularly reviewed and support is amended as appropriate.

7. English as an Additional Language (EAL)

For pupils whose first language is not English, additional support is provided, as appropriate, by the SENDCo. Interventions and support in class may be provided by the School if appropriate, particularly in the core areas of reading, writing, speaking and listening to allow non-native speakers of English to fully access the curriculum, to develop their knowledge and skills and to enjoy all of the social and cultural aspects of life at the School. For further detail, see the Group's EAL Policy.

This Review: September 2025

Next Review: August 2026

This policy has been approved by the Executive Team.