

Each day, discovery.



ELTHAM COLLEGE

## **2a Curriculum Policy**

**Last reviewed: September 2025**



## Version Control Information

Reason For Amendment	Name	Date	Main changes
Governor review	Curriculum Committee	Sept 16	Amendments to Section 3 on teaching of the Christian faith, and substituting the word “understanding” for “tolerance” in Section 2.
Annual Review		August 2017	Updated references to other policies.
Removal of conditional language	JHM	February 2018	
Annual Review	JHM	March 2019	Updated references to where curriculum information can be found on the website.
Annual Review	NRD	March 2019	Updated aims of the curriculum to more accurately reflect what is delivered; updated Well-being and PSHE JS section to include references to new RSE framework.
Annual Review	JHM	May 2020	No changes
Annual Review	EBW	August 2021	Linked to new school aims
Wellbeing update	EBW	September 21	New focus incorporated
Spiritual Update	EBW	September 21	
Annual Review	NRD / EBW	August 2022	No changes. In line with current JS & SS practice.
Annual Review	EBW	05/23	No SS changes. In line with current practice.
Annual Review	Joanna Dudley	September 2023	Amendments to section 2a on curriculum handbooks. Updated JS Wellbeing section to include the 5R's, the delivery of the RSE curriculum and an updated topic list.
Annual Review	Joanna Dudley / KLN	July 2024	No JS / SS changes. In line with current practice.
Annual Review	KLN	Sept 2025	No SS changes – in line with current practice.

## Other Related Documents



- Scheme of work for PHSE;
- Learning Support Policy.

## **1 Introduction**

One of the seven school aims is to 'instil a love of learning in students and to achieve excellent academic outcomes'. The school will meet this aim through a broad and balanced curriculum provision, in which it will:

- Ensure that students develop the essential literacy and numeracy skills;
- Foster students' creativity and provide linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative educational experiences;
- Develop logical, critical and imaginative thinking to the highest potential in each student;
- Foster a love of and commitment to learning and develop skills for learning;
- Promote high standards in all learning and teaching;
- Enable students to enjoy and develop skills in physical pursuits and competition, and promote a healthy lifestyle;
- Foster concepts of moral responsibility and awaken an awareness of the spiritual dimension of life; and
- Promote community cohesion.

The school's curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of adult life. It actively promotes the fundamental British values of democracy, law, liberty, respect and tolerance of all faiths and beliefs. It takes account of the National Curriculum for England but does not follow it rigidly.

Students will acquire skills in speaking and listening, literacy and numeracy.

Students with learning difficulties (including those with Education Health Care plans and English as an Additional Language requirements) are identified and supported in accessing the curriculum.

Personal, social and health education reflect the school's aims and ethos. This includes an emphasis upon community cohesion.

Religious education is available for all students.

There are two key transition points – at 11+ and 16+. At each stage we prepare our students for the next phase in their education. We expect the majority of Eltham College Junior School students to take up places at Eltham College and the majority of Year 11 students to transition into the Sixth Form where they will be able to flourish, building on the foundations of good learning and well-established work habits.

Appropriate careers guidance is offered at the senior school, including advice when making options for GCSE or A level courses and when making applications to Higher Education.



## 2 The Curriculum at each Stage

At each stage of a student's education at Eltham College there are plans and schemes of work which are regularly updated and refreshed to support the delivery of the curriculum in line with the following aims:

### 2A Aims of the Curriculum (Eltham College Junior School)

- To offer a broad and balanced range of opportunities for achievement to all students;
- To develop logical, critical and imaginative thinking at the highest level in each student;
- To develop effective use of the English language, both written and spoken;
- To establish sound foundations of numeracy, mathematical, scientific and technological understanding;
- To encourage creativity through active participation in art, dance, drama and music;
- To enable our students to enjoy and develop skills in physical pursuits and competition and to promote ideas for healthy living;
- To foster concepts of moral responsibility and to awaken our students to the spiritual dimension of life;
- To provide opportunities for the growth of leadership, team spirit, co-operative tolerance and compassion;
- To inspire a love of learning for its own sake and to value scholarship;
- To prepare our students to take up places in Senior Schools, and especially Eltham College, where they will be able to flourish, building upon foundations of good learning and well-established work habits.
- To equip students for the opportunities, responsibilities, and experiences of adult life.

More detailed information about the curriculum coverage for each subject at the Junior School is available in a Curriculum Guide booklet, specific to each year group. Parents attend an information evening at the start of the school year where these booklets are referenced and discussed. They are also available [on the school website](#).

More detailed aims and the full details of the curriculum for the Senior School can be found on the School's website including Curriculum Booklets for GCSE and A level. A summary of these aims is provided below:

### 2B Aims of the Curriculum (Years 7 to 11)

- To encourage enthusiastic, enquiring and informed minds;
- To foster all forms of communication: in oral and written English; through drama, music and art; in at least one foreign language; and through mathematical, scientific and technological discovery;
- To provide opportunities for self-expression and aesthetic appreciation;
- To promote individual excellence through the pursuit of sporting, recreational and cultural activities;



- To develop moral and spiritual values within a Christian environment, and to teach understanding of others' views;
- To provide a balance between the various areas of learning, and to allow an informal choice for further study;
- To foster a continuous and progressive acquisition of knowledge and concepts, and a development of skills and attitudes;
- To provide a rich educational environment which encourages a range of teaching and learning styles;
- To create carefully defined schemes of work which allow for differentiation of teaching matched to the abilities of the students;
- To enable students to develop their special interests up to and beyond GCSE with a view to A level courses.

## **2C Aims of the Curriculum (Sixth Form)**

- To provide the opportunity to study subjects in depth through and beyond A level, and to conduct research as a foundation for future courses in Higher Education;
- To develop the skills of time management and to promote through self-discipline, self-motivation and self-assessment the management and responsibility for students' own learning;
- To provide a diagnostic assessment of skills and aptitudes related to further study and future careers;
- To encourage enthusiastic, enquiring and informed minds;
- To provide opportunities for self-expression and aesthetic appreciation;
- To promote individual excellence through the pursuit of academic, sporting, creative, recreational and cultural activities;
- To develop moral and spiritual values within a Christian environment, and to teach understanding of others' views;
- To foster a continuous and progressive acquisition of knowledge and concepts, and a development of skills and attitudes;
- To provide a rich educational environment which encourages a range of teaching and learning styles;
- To foster a sense of community within the College and provide the opportunity to contribute to the community outside;
- To provide the opportunity to play a key role in leading through example of behaviour, commitment and participation;
- To enable students to adapt comfortably to the more liberal atmosphere encountered at university.



### **3 Spiritual, Moral, Social and Cultural (SMSC) Education**

The school's fundamental aims provide the foundation for SMSC education at Eltham College.

The spiritual, moral and social dimensions to what we undertake derive from our Christian foundation: a concern for beliefs and values; concern for others and a sense of our role in the local and wider community. This foundation also encourages us to teach the Christian faith clearly, in values and belief, so that young people are in a position to understand it and then to discern for themselves a path to follow (whether or not it is Christian) as they mature.

The cultural dimension is to be found in our commitment to co-curricular involvement – notably in drama and music, and the role of art to enhance our living and working conditions.

#### **Spiritual**

Students are encouraged to develop a spiritual awareness, which may be described as a set of beliefs, principles and values and includes an understanding of and respect for others. In plain words, they are encouraged to develop a sense of humanity and of their place within the bigger framework of life.

Students are also encouraged to stand up for what they believe and to critique, question or challenge aspects of life which constrain fundamental human principles. Opportunities for this arise in most taught subjects.

Students are encouraged to develop a sense of the intangible and abstract – such as beauty, truth, goodness. Opportunities arise in all subjects; the sciences, the humanities and the arts. Expressive subjects in particular offer opportunities for students to develop their own sense of these enduring human experiences.

#### **Moral**

Students are encouraged to develop a set of values which guides their personal behaviour and encourages them to appreciate those of other individuals and of society.

A range of curricular subjects and extra-curricular activities provides opportunities for moral debate and for distinguishing right from wrong. Work in the classroom and activities outside encourage co-operation, working together, respect for each other's point of view and empathy.

Weekly assemblies and the Christian Chapel programme provide a framework for discussion of and exploration of moral issues, while the House system provides numerous opportunities for putting moral principles into practice.

#### **Social Development**

Students are provided with a wide range of opportunities for developing social awareness both inside and outside the classroom, but especially through team games, drama, music, outdoor activities and community service.

Together with assemblies and House activities, these foster a sense of community and what it means to live in a community with all its obligations and opportunities for participation.

The School Council provides an opportunity for representation and democratic participation.



Prefect-ship offers opportunities in the senior part of the College for leadership and participation, so too does captainship of representative or House sports and activities, or participation in the Duke of Edinburgh Award Scheme.

### **Cultural Development**

Students' awareness of their cultural background locally and nationally, and their place in the world is fostered in a number of ways.

The study of modern foreign languages and the associated programme of exchange visits ensure that every student can engage with at least two European and one Asian country and ways of life. The study of Latin provides a background for understanding the roots of British and western European culture, while the study of RS provides an insight not only into western spiritual and moral values, but touches upon the culture of other major world religions. History lessons in the Lower School provide a study of the roots of English History, while the study of some literature from other cultural backgrounds in English provides for cultural diversity.

A rich programme of music concerts, drama productions and art exhibitions puts culture at the heart of the Eltham College experience.

Theatre visits, trips and gallery visits all extend cultural awareness. An extensive travel programme of exchanges, visits and travel provide a rich opportunity for students to develop their appreciation and understanding of other cultures.



## **4 Wellbeing (incorporating Personal, Social and Health Education)**

### **Junior School**

The aim of Wellbeing and personal, social and health education (PSHE) teaching within Eltham College Junior School is to ensure that every student has access to the knowledge and skills that will enable them to remain safe and healthy, to contribute positively in any aspect of school life and the wider community and to enjoy and achieve, both in and out of school.

Our curriculum is designed to provide students with opportunities to learn and achieve as well as promoting their moral, social and cultural development and embedding our 5 R's of Wellbeing. It also provides students with some preparation for adulthood, with the opportunities, responsibilities and experiences that this inevitably brings. Students are encouraged to have respect for others, including those who may experience discrimination for any reason. In the Junior school, Wellbeing teachers are supported by the school nurse for the delivery of the RSE elements of the curriculum.

Some of the main topics covered are:

Year 3: cooperation, friendships, recognising and respecting diversity, being respectful and tolerant, managing risks including drugs, online safety, helped and being helped, being healthy, sex and relationships education.

Year 4: recognising feelings, bullying, assertive skills, differences, stereotypes, managing risk, cigarette and alcohol use, helping others and the environment, media influence, money, healthy choices, sex and relationships education.

Year 5 and 6: feelings, friendships, assertive skills, celebrating differences, social media pressure, online safety, legal drugs, rights and respect, money, growing independence, sex and relationship education.

Further detailed information can be found in the PSHE policy.

### **Senior School**

The Wellbeing programme is delivered in wide-ranging forms to all years of the school under the direction of the Head of Wellbeing. Our Wellbeing programme can be clearly identified by students and staff through the use of our 5 Rs of Wellbeing, and the development of a clearly defined curriculum model. The various areas of the Wellbeing programme are encompassed within the following five strands:

- Respect: Developing an understanding of personal core values, and an awareness of diversity and equality in all its forms.
- Relationships: Understanding and managing different types of relationships, including friendships and intimate relationships, and identifying unhealthy relationships including bullying, persuasion and coercion.
- Responsibility: Making healthy lifestyle choices, and being able to identify, assess and manage risk in order to keep themselves and others safe.
- Resilience: Managing change, and developing the skills and strategies to cope with challenging circumstances and being able to reflect on and evaluate the impact of the choices made.



Readiness: Understanding a range of career and life pathways, developing the skills need for independence and understanding the wider world.

In Years 7-9, the Wellbeing programme is delivered by the Form Tutor, supported by the school nurse for the delivery of the RSE elements of the curriculum, and utilising visiting speakers where appropriate.

In Years 10-11 a carousel system is employed, supported by a team of specialist teachers, including the school nurse, and visiting speakers. The programme incorporates elements from each of the 5 Rs of Wellbeing and builds upon the content that has been covered in lower years.

In the Sixth Form, PSHE issues are dealt with through a variety of lectures and seminars, within weekly year group sessions and through the Community Service Programme.

Full details of the Wellbeing programme can be found on the school's website, and further details about Relationships and Sex Education can be found in the RSE Policy.