



**THE CEDARS  
SCHOOL**

## **Curriculum Policy**

### **Introduction**

The Cedars curriculum is broad, balanced and academically rigorous. The emphasis is on teaching boys to think and cultivating a spirit of intellectual adventure through exposure to “the best that has been thought and said”. While recognising – and embracing – our responsibility to prepare our students to be effective in the workplace, we resist an excessively narrow view of the curriculum that would reduce it to employment training only. We believe that fostering the development of the ‘whole person’ and inspiring a profound love of learning are not opposed to preparation for employment; on the contrary, well-rounded, thoughtful and virtuous young men and women will be well prepared for work - and much else besides.

### **Principles**

#### *Entitlement*

We are committed to the principle that all students, regardless of ability, race, cultural background or gender have the right to the highest quality of education we can provide. This means that we seek to ensure:

- breadth and balance for all ;
- appropriate, high levels of expectation and genuine challenge;
- relevance, continuity and progression in learning;

by providing courses of study and teaching methods tailored to the wide range of needs, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

#### *Access*

The principle of entitlement presents us with a responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Teaching staff are expected to ensure that, wherever possible, students who are having difficulty or becoming demotivated are identified early and provided with appropriate support, encouragement, guidance and (if necessary) different teaching styles and work, so that they might continue to participate at the highest level possible. The responsibility of finding means of access to the curriculum for all is a result of our stated intention to include, not exclude.

#### *Coherence*

The curriculum is underpinned by a “liberal arts” approach that is designed to enable students to join with the great minds of history, rising above their current situation and culture, to appreciate what is deepest in our human condition: the meaning of love, commitment, suffering, sacrifice, death, and generous service to others.

A liberal education teaches, among other things, a respect for the proper and responsible use of words, a sincere spirit of enquiry and the recognition and appreciation of the Good, the True, and the Beautiful. The fruits of a liberal arts education – a broad understanding of reality,

clarity in thought, excellence in writing, and effective speaking skills – are of great benefit in later life.

The Cedars curriculum is rooted in a perspective that sees the abundant goodness of the world, of all creation, as a fundamental governing principle; a perspective that sees the nobility and heroism of individuals in struggles throughout history.

#### *'British Values'*

The Cedars School curriculum 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. All of these values are consonant with our ethos through which all people, regardless of their faith, race, views or indeed any other characteristics, are seen to be deserving of respect by virtue of their human dignity. In fact, our ethos goes further than merely enjoining tolerance by teaching that we are called to love our neighbour.

#### *Ethos*

The school seeks to develop the whole child, in partnership with parents, through an emphasis on cultivating virtue in and through the events and routines of ordinary life. It aims to foster a sense of community, promote personal qualities of honesty, tolerance and respect for others, and develop in the students a sense of moral awareness and an appreciation of the virtues of loyalty, duty and social responsibility. At its centre the school is one in which high expectations are the norm in a caring environment.

## **Structure**

#### *Timetable*

The school operates a weekly timetable with 35 periods of 45minutes each. There are seven periods each day with registration taking place at the start of each morning and the end of each afternoon. Supervised private study is available until 5pm each day. Excluding co-curricular activities and private study, teaching time is 30 hours per week.

#### *The School Day*

0835	Registration
0850	Assembly/Mass/Reading/Enrichment
0915	Period 1
1000	Period 2
1045	Break
1105	Period 3
1150	Period 4
1235	Period 5
1320	Lunch
1405	Period 6
1450	Period 7
1535	Registration
1545	End of school day

## The Curriculum

### Lower School

All follow a common curriculum providing breadth and balance. This enables boys to discover their interests and talents while laying solid foundations for more specialised study later on. The following table represents the organisation of the Year 7-9 curriculum:

SUBJECT	English	Mathematics	Science	Biology	Chemistry	Physics	History	Geography	Art	Design & Technology	Drama	Latin	MFL (Spanish or French)	Music	Theology, Philosophy & Ethics (TPE).	P.E.	Games
YEAR 7	5	5	4	-	-	-	3	2	1.5	1.5	0.5	2	2	2	2	2	2
YEAR 8	5	5	4	-	-	-	3	2	2	2	-	2	3	1	2	2	2
YEAR 9	5	5	-	2	2	2	3	2	1	1	-	2	3	1	2	2	2

Lower School curriculum

Competence in IT is developed across the curriculum through use of, for example, Word, Excel and PowerPoint in the context of other subjects. Coding is taught through half-termly masterclasses. The taught curriculum is supported by extra-curricular activities such as the 'Build-a-Computer' project, putting on plays and regular sports training and fixtures. SMSC and PSHE education is embedded throughout the curriculum and its provision is detailed in separate documents.

### Upper School

Options guidance is given during Year 9 to assist students with choosing appropriate subjects at GCSE level. The following subjects are currently offered at GCSE level:

#### Core courses leading to external examinations

English Language, English Literature, Mathematics, Sciences (Biology, Chemistry and Physics) and Religious Education.

#### Optional courses leading to external examinations

Art, Design & Technology, French, Geography, History, Latin, Music, GCSE Physical Education/Sports Science and Spanish. (Further Mathematics is available as a 'twilight' subject.)

#### Core courses not examined externally

Core PE & Games.

Students choose three subjects from the optional list to study alongside the core curriculum. The subject allocations for Upper School are shown below.

English	5
Maths	5
Biology	3
Chemistry	3
Physics	3
Religious Education	3
OPTION 1	3
OPTION 2	3
OPTION 3	3
P.E.	2
Games	2

## *The Sixth Form*

Sixth formers follow three or four A Level courses. They may also undertake an EPQ and all follow a core *Eudaimonia* course embracing elements of philosophy, theology, critical thinking and academic enrichment. There is a weekly games sessions and opportunities to play sports fixtures and engage in community service. Subjects which are currently studied at A Level: Biology, Chemistry, English Literature, French, Geography, German, History, Latin, Mathematics (& Further Mathematics), Physics and Spanish.

### **Cross-curricular Matters**

#### *Mixed ability teaching, setting and differentiation*

Although students have to pass an entrance assessment to be admitted to the school, there is a wide range of ability within the school.

To take account of the range of ability in any class, all staff have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, catering for a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding.

#### *Speaking, Listening and Literacy*

Speaking and listening are promoted in all subjects by an insistence on the use of Standard English in class discussion. Teachers exemplify academic and formal language in their explanations, modelling articulacy and fluency to students, who are expected to develop this in their own oral contributions. Reading out loud from challenging texts and the memorisation of great poetry also provide opportunities for the expansion of spoken vocabulary.

Literacy is developed through a combination of formal instruction in English lessons and independent extended writing. Pupils receive direct instruction in writing, using a course proven to improve fluency and accuracy. They also explicitly study grammar. Once each half term they complete an extended piece of written work under test conditions. All written work, whether ordinary classwork or that done in summative tests, is expected to be accurate and in formal Standard English. Work which fails to meet our high expectations must be redone.

#### *Numeracy*

Numeracy is taught primarily through mathematics lessons but is reinforced in other areas of the curriculum such as DT, geography and science. Pupils are encouraged to use appropriate methods to solve problems including non-calculator methods. Where a calculator is used, pupils are encouraged to estimate answers mentally and consider whether they are sensible.

**Signed: R Teague  
18 June 2019**

<b>This policy will be reviewed every year</b>	
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