



WETHERBY SCHOOL
— KENSINGTON —

Curriculum Policy

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Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby School Kensington; 'parents' refers to parents, guardians and carers.

This policy applies to all children in the school, including those in the EYFS.



Wetherby School Kensington

Curriculum Policy

1. Rationale (Intent)

Through our curriculum, our intention is that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of English and mathematics, within a safe and welcoming environment.

The foundations for future learning are set in the reception year through both structured and child-initiated activities. As pupils progress through the school we focus increasingly on academic skills, aiming to expose them to as many learning and developmental opportunities as possible and to thoroughly prepare them for their respective entrance examinations at 7+ or 8+.

We take into account the ability of every pupil in order to ensure that each is challenged and their talents fostered in order to build their future education. When pupils leave Wetherby Kensington we want them to be confident and independent learners who are ready to embrace the challenges of the next stage of their education.

2. Aims (Intent)

- To provide a broad, balanced, challenging, relevant and purposeful curriculum
- To build on pupils' prior experiences, skills knowledge and understanding
- To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically
- To create and deliver a curriculum which is dynamic and flexible to changing needs
- To provide stimulating learning environments
- To provide opportunities for pupils to celebrate success and achievement
- To make explicit what is taught and how the intended teaching and learning will take place
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be evaluated
- On the basis of quality assessment information, identify individual pupils, groups of pupils and aspects of the curriculum which require particular attention
- Develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified above

- To ensure provision for equal opportunities, cultural diversity and religious education
- To acknowledge that learning experiences occur ‘outside’ of school and recognise parents and carers are key partners in recording and informing of these (educators and partners)
- To ensure the pupils’ spiritual, moral, social and cultural development is given strong emphasis
- To effectively promote fundamental British values
- To provide opportunities for pupils to set their own targets and understand their next steps as learners
- To utilise digital literacy within the curriculum to enhance learning experiences

3. The quality of education provided (Implementation and Impact)

3.1 All pupils of compulsory school age attend school full time.

3.2 All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of the adult/child ratios set out in *The Early Years Foundation Stage Statutory Framework*, as amended by The Early Years Foundation Stage (Welfare Requirements) (Amendment) Regulations 2017.

3.3 Wetherby Kensington is exempt from the learning and development requirements of the Early Years Foundation Stage. This allows us the freedom to exercise our own professional judgement in implementing the Reception curriculum with teaching and learning strategies that are best suited to the individual needs of boys at Wetherby Kensington. The curriculum for Reception pupils is based on three general areas and the five specific areas of learning.

Prime areas:

- Personal, Social, Health and Economic Education (Learning for Life)
- Physical Development (games, gym), fine motor skills
- Communication and Language (speaking and listening, story time)

Specific Areas

- English (phonics, reading, writing and handwriting)
- Mathematics (numeracy)
- IC (history and geography)
- Expressive Arts and Design (art, music and drama)
- Computing
- Science

Please see appendix 1, which highlights how we meet the requirements of the Early Years Foundation Stage Framework.

3.4 The curriculum for Year 1, 2 and 3 (Key Stage 1 and 2) pupils is based, but adapted for our individual setting, on the programmes of study in the National Curriculum and the following subjects are generally taught in mixed ability classes by generalist teachers:

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English (including speaking, listening and literacy)

- Literacy is an essential part of our curriculum and forms the basis of our early learning approach. Our boys receive an exceptional British education centred upon an exemplary English-led Literacy curriculum. At Wetherby, we understand the importance of teaching key literacy skills effectively, as its effect on children's lives is unparalleled. Our teachers provide high-quality learning experiences that build a concrete understanding of core literary practices, foster a genuine love of writing and ensure our boys develop a passion for reading a variety of genres at an early age.
- From Reception to Year 3, English lessons are broken into key subjects designed to develop the crucial skills of speaking, listening, reading and writing. Proficiency in these areas allows pupils to communicate effectively and express themselves creatively and imaginatively.

Literacy Lessons

English literacy lessons consist of the following:

- Daily Reading Practice
- Phonics
- Creative Writing
- Comprehension
- Spelling
- Grammar
- Speaking & Listening

Our aim is to promote high standards of language and literacy and for all boys to be able to:

- Read easily, fluently and with good understanding;
- Read widely and often, for both pleasure and information;
- Build their vocabulary and understand grammatical and linguistic conventions for reading, writing and spoken language;
- Write clearly, imaginatively, accurately and coherently for a range of contexts, purposes and audiences;
- Use discussion to clearly explain their understanding and express their ideas; and
- Display competence and confidence in speaking and listening presentations.

Literacy Events

Throughout the year, boys are involved in activities such as World Book Day, Poetry Day, visiting author workshops, national competitions for poetry and short stories, and educational visits.

Mathematics (numeracy)

Mathematics teaches boys how to make sense of the world around them by developing their ability to calculate, reason and solve problems. Lessons are interactive, and our boys are introduced to the relationships and patterns in numbers and how to apply this knowledge to their day-to-day lives. As their knowledge and understanding grow, pupils learn to appreciate and apply mathematical concepts to a range of different contexts.

The school's mathematics curriculum aims to:

- Promote confidence and competence with numbers and the number system at levels appropriate to individual boys;
- Develop the ability to apply knowledge and solve problems in a range of contexts through decision-making and reasoning;
- Develop and apply a practical understanding of the ways in which information is gathered and presented;
- Explore the features of shapes and space, and develop and apply measuring skills in a range of contexts;
- Promote an understanding of the importance of mathematics in everyday life;
- Develop pupils' ability to apply their knowledge with confidence to new concepts;
- Encourage pupils to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems; and
- Develop pupils' spoken mathematical language by using discussion to probe and remedy their misconceptions, helping them make a mathematical justification or argument.

Mathematics lessons are delivered daily across all year groups. Lessons emphasise the four operations and number bonds, and boys are supported to carry out mental calculations and a range of problem-solving techniques. Our maths teachers are passionate about their roles and spend a great deal of time explaining each concept in a practical manner before transferring pupils' understanding to more formal applications.

The Reception curriculum lays the foundation for future understanding by introducing various key concepts. In Year 1, subject material becomes more advanced, and boys become better acquainted with the formalities of a more traditional maths syllabus while employing practical learning opportunities in each term. As boys progress through the school, teaching emphasises the more formal aspects of mathematics, which are a requirement for entrance examinations.

Reasoning

- Reasoning skills are viewed by many in the educational field as a meaningful indicator of innate intelligence, and assessment in this area is given significant importance in academic testing processes from 7+ level onwards. Our school is unique in its delivery of reasoning education: our exceptional curriculum cultivates the skills needed to effectively solve problems while encouraging boys to apply their newfound skills to contexts that they are familiar with, allowing their talents to shine through.
- While some academics would argue that it is 'impossible to teach reasoning skills,' at Wetherby, learners benefit from and enjoy being exposed to a range of non-verbal and verbal reasoning activities. We introduce concepts as early as possible to allow boys to gain familiarity with the process of tackling tasks. Our pupils achieve impressive rates of success in entrance examinations, which is a testament to the efficacy of our teaching approach. We believe that, when guided effectively, children can learn strategies to complete tasks while developing their capacity to think logically.

Reasoning Curriculum Content

- Our curriculum places equal emphasis on non-verbal and verbal reasoning skills. The non-verbal aspect of the curriculum fosters the ability to identify patterns and sequences, and understand and analyse visual information. At our school, we aim to go beyond the teaching of simple fluency or vocabulary recognition. We deliver verbal reasoning lessons that develop boys' capacity to understand and assimilate verbal information and think constructively about language.
- Our pupil-centred approach allows boys to learn at their own pace and increase their knowledge according to their current ability level. This in turn builds their self-confidence and nurtures their talents in public speaking and communication.
- Lessons are enhanced by a wide range of practical resources and formal materials to further reinforce instruction. Boys are assessed in reasoning through standardised NFER testing methods from the end of their Reception year onwards. Our small class sizes allow teachers to pay close attention to each boy's ongoing performance during classwork and closely monitor his progress, enabling them to support or challenge him appropriately.

Science

- Science has an immeasurable impact on our lives and is fascinating to explore. Our pupils are taught to appreciate the far-reaching applications of science and learn how scientific concepts can be utilised to explain the changes they observe in the world around them. Pupils are encouraged to use reasoning skills to hypothesise and predict possible outcomes. They participate in practical experiments to observe effects and analyse causes. We deliver the science curriculum in engaging, inspiring lessons and workshops that cover the essential aspects of scientific concepts, including processes and applications.
- We aim to enable children to be bold in their scientific questioning by inspiring curiosity and supporting each pupil to have the confidence to ask 'why' and 'how'. By delivering a diverse and interactive science curriculum, pupils deepen their understanding of each topic by developing their investigative and problem-solving skills through a systematic, methodical and creative approach. Over time, our boys begin to appreciate the impact that science will have in the future on a personal, national and global level, and we encourage boys to recognise the power they have to influence the world around them positively.
- Enrichment workshops complement lessons and give the boys a platform to develop their knowledge, discuss pertinent topics and continue building a passion for the subject. From the Reception stage to Year 3, the science curriculum comprises up-to-date material and focuses on practical and investigative work. By introducing children to a body of core, foundational concepts, we ensure pupils are able to recognise the power of rational explanation and develop a sense of excitement and curiosity regarding natural phenomena.
- Practical experiments are organised regularly, giving boys the opportunity to participate in immersive lessons that demonstrate theoretical concepts and allow boys to apply their reasoning skills. During fun, hands-on individual and group practical activities, boys are encouraged to form theories, observe

processes and record changes independently and as a group. Science allows our pupils to explain the unknown in ways they never imagined. Our school is delighted to support our pupils' journey towards understanding by harnessing the mystery of the unknown and channelling it into effective educational experiences children can enjoy.

Integrated Curriculum (IC): History + Geography

- At our school, pupils are keenly aware of the world around them and their place within it. We aim to nurture their natural curiosity through an innovative Integrated Curriculum, which links different areas of study in a way that emphasises unifying concepts. Our Integrated Curriculum includes traditional subjects, such as history and geography, which are connected through an overarching theme woven into other areas of learning, including art, music and English. By fostering a cross-curricular approach, we empower our boys to apply their knowledge meaningfully to various school subjects and real-life contexts.
- In geography and history lessons, our pupils make meaningful connections between various subject areas and transfer their knowledge to real life. Our school's thematic learning approach supports a higher rate of retention of taught material, allowing pupils to contextualise their understanding. Our principal aim is to teach a broad and balanced curriculum that develops each boy's historical and geographical knowledge, skills and understanding while also emphasising the relevance of the subjects. Lessons seek to engage pupils so that they can appreciate the influence of these subjects on their past, present and future.
- When designing lessons for the Integrated Curriculum, we are aiming to foster an enjoyment of history and geography from an early age. We deliver the curriculum through a skills-centred approach, extending the boys' natural curiosity of the world around them and encouraging them to question, explain, problem-solve and describe their knowledge and understanding of each topic in the syllabus. We equip pupils with the ability to make decisions, evaluate evidence based on a range of sources, record information, and communicate their knowledge in a variety of ways.
- In the first few years of learning, it is of prime importance to introduce early concepts via a diverse and exciting curriculum. To do this in the most effective way possible, our experienced teachers create interactive lessons that enable pupils to investigate, explore and evaluate the topics they are studying. As a result, children develop their ideas in a fun and engaging way. To further solidify teacher-led learning, we provide opportunities for the boys to expand upon the syllabus through educational trips and workshops, a wealth of subject-specific resources (e.g., books), primary and secondary sources and various technologies (e.g., iPads, virtual reality).

Learning for Life (PSHEE)

- The school's 'Learning for Life' course, also known as Personal, Social, Health and Economic Education (PSHEE), is an essential element of the National Curriculum. The Learning for Life syllabus comprises four core themes – Health and Well-Being, Relationships, Digital Safety and Living in the Wider World, which includes economic well-being and career guidance – and is just one of the many building blocks we offer to prepare, develop and

help our boys grow into caring, active and thoughtful citizens of a local community and a global village.

- The Learning for Life curriculum develops the knowledge, skills and attributes our boys need to be healthy, safe and prepared for life and work in modern Britain. Curriculum content is diverse and engaging, comprising informative units of work that give pupils a better understanding and appreciation of the world around them.
- Pupils who want to represent their classmates may do so by joining the Pupil Parliament for a year, as one of our MPs or if they are in Year 3 as a Prime Minister or Deputy Prime Minister. Increased involvement helps boys realise the importance of leading by example as children learn how to make a difference as part of a group and the steps involved in enacting change.
- Our Learning for Life curriculum equips pupils with a sound understanding of risk. Boys gain the knowledge and skills necessary to make safe and informed decisions, which leads to the development of attributes such as resilience, good self-esteem and critical thinking. Pupils also develop risk-management and teamwork skills when fulfilling roles of responsibility.

Religious Education (R.E.)

- The Religious Education (R.E.) curriculum encourages children to explore, discuss, accept and further their understanding of various faiths. As UK citizens and members of an ever-expanding global community, it is important that our boys learn about the religious beliefs of others, and how these beliefs inform our values. The R.E. curriculum teaches boys how belief systems may be reflected in cultures and traditions, and affect how we interact with one another. At Wetherby, R.E. contributes to the spiritual, moral, social and cultural development of the boys and supports the cohesion of our diverse community by promoting mutual respect and tolerance in broader society.
- In R.E. lessons, teachers sensitively cover challenging questions that our boys may have, including the ultimate meaning and purpose of life, beliefs about God, our place in the world, the nature of reality, issues of right and wrong, and what it means to be human. Christianity is the largest religion in England, and the official religion is the Church of England; therefore, the curriculum aims to develop the boys' knowledge and understanding of Christianity. We also explore other principal religions, religious traditions and worldviews that offer answers to the above questions, thus contributing to our boys' personal development and well-being. Throughout Key Stages 1 and 2, R.E. seeks to extend the boys' understanding and knowledge of Christianity and the six
- major religions. The syllabus encourages the skills of research, questioning, analysis and respectful discussion, and challenges boys to evaluate their own knowledge.

Boys are assessed in the following key areas:

- Chronological understanding of key events for each religion;
- Knowledge and understanding of festivals, places of worship, important men and women of faith, and the beliefs and practices of principal religions;
- Interpretation of parables;
- Enquiry; and
- Organisation and communication skills.

At Wetherby, we regard R.E. as being relevant to other subjects too. The knowledge gained in R.E. classes allows pupils to contextualise learnings relating to citizenship and Personal, Social, Health and Economic Education. Cross-curricular links are also made where appropriate, including in subjects such as Art and Computing.

The following are taught by specialist teachers:

Computing

- The boys at our school use technology as a learning tool across all aspects of the curriculum. Pupils attend well-supervised computing lessons once a week in which they are equipped with the skills to use digital technology effectively. Surface Go devices are used by pupils in Years 1, 2 and 3 as required during lessons. Laptops and iPads enhance schooling across the syllabus, and boys are encouraged to become independent learners. Every classroom is equipped with an interactive whiteboard, and 1:1 iPads are available to all Year 2 and Year 3 pupils.
- Discrete computing lessons broadly follow the national computing curriculum objectives. A greater emphasis is placed on learning in a curriculum context as opposed to developing discrete computing and digital literacy skills for the sake of it. As a result, learners gain the ability to find, explore, analyse, exchange and present information. Lessons also focus on developing key skills that enable children to use information in an effective, discriminating way. Digital literacy skills are a major factor in boys' growth into confident, creative and independent learners.

Art and Design

- Art and design offer an excellent opportunity for boys to express themselves and explore their innate creativity. We encourage children to take full advantage of our diverse and vibrant curriculum while enjoying the freedom of using a variety of media and creative processes. The curriculum aims to challenge and broaden boys' perception of art by exposing them to new ideas and alternative ways of thinking. We highly encourage creative thinking, as it enables our boys to delve into the never-ending, wonderful possibilities that the imagination has to offer.
- Our boys are encouraged to take inspiration from the world around us, and they use a variety of materials and techniques to communicate their observations. Creative lessons aim to transform children into artists at a deeper level. Boys are supported by their teachers as they begin to understand the relationship between art and emotion, and how to depict this relationship through colours, lines, shapes and forms.
- As part of the teaching of classical and contemporary art forms, we encourage boys to compare and contrast the work of others. Students learn by studying the lives and output of creative masters throughout history; this supports their understanding of different techniques and working methods. We believe that every child is wonderfully unique, and with this view in mind, our boys are encouraged to interpret the work of others through their own eyes. They gain confidence in their perspectives and in sharing their opinions, thoughts and ideas with their peers and teachers.
- Our school's art classes offer a welcoming and relaxing environment, which is fully equipped with a range of equipment, tools and resources. Between Reception and Year 1, pupils are supported and given the instruction needed

to create work of the highest standard possible. We encourage them to share their creative achievements within the school, and their efforts are celebrated with awards, such as Artist of the Week, Wetherby Tate and Picture of the Month. External competitions and exhibitions also offer a valuable opportunity for boys to showcase their work in a professional context. We are proud to highlight the artistic talent at our school and lead our pupils to opportunities to fulfil their creativity potential.

Music

- Music is a unique form of communication that enables personal expression, reflection and emotional development. It is also a universal language that can be understood and appreciated by all ages and cultures. At Wetherby, pupils engage in a wide variety of musical styles, gaining confidence and fulfilment through their experience of the subject.
- Our principal aim is to foster an enjoyment and love of aspects of music. We endeavour to meet this objective by encouraging participation in various opportunities and encouraging pupils to express their ideas, thoughts and feelings through composition and performance. By appraising music in their lessons, boys learn to reflect and share their opinions with others. They also develop an awareness of different musical styles, traditions and cultures throughout history and around the world.
- All pupils have weekly timetabled music lessons delivered by a specialist teacher. Lessons cover the areas of performing, composing, listening and appraising, and are often delivered through a cross-curricular approach that includes History, Science and Geography. The use of ICT in lessons also enhances the delivery and scope of the music curriculum.
- In addition to timetabled classes, boys may participate in individual instrumental lessons from Year 1. We offer guitar, piano and violin tuition led by expert teachers. Every term, the school holds an instrumental concert at a local Church, giving boys an exciting opportunity to perform and share their talents with others in the community. An orchestra, consisting of the most experienced players in the school, rehearses weekly and has various performing opportunities throughout the year. Boys may also join one of three choirs or an additional singing group in Year 2 and 3, all of which perform on several occasions throughout the year.
- We offer many opportunities for music enthusiasts to perform at events and practice their newfound skills. Children in Little Wetherby take part in Christmas and summer concerts and perform for their parents; Reception boys put on a nativity play and sing in Fathers' Day and Mothers' Day concerts; and all boys in Years 1, 2 and 3 perform in the Harvest Festival and the Christmas carol concert.

Physical Education

- Sport is an integral part of every boy's life at Wetherby. Strength of character and self-discipline are cultivated on the games field, and these traits will stay with the boys throughout their lives. By participating in an enriching and wide-ranging sports programme, our boys gain a valuable skillset that will assist them in accepting victory modestly and defeat generously, while fostering their physical, mental and social well-being.

- The school's physical education (P.E.) curriculum aims to develop key characteristics that will continue to benefit our boys throughout life. Participation in individual and group activities builds self-confidence and teaches children to behave appropriately in various situations. Boys can take part in a range of sports and physical activities that take place in a safe and supportive environment, which promotes teamwork and enjoyment, and in which effort, success and hard work are celebrated. Among the sports boys can select from are football, tag-rugby, cricket, hockey, swimming, gymnastics and dodgeball.
- Each week, the Reception boys have gym and games lessons, while children in Years 1-3 also have swimming sessions. In addition to weekly P.E. lessons, each term is filled with various sporting fixtures against other schools. All boys in Years 2 and 3 will participate in at least one match per term.
- Not only is P.E. vital to the national curriculum, but it also crucially supports the development of a healthy, happy life. Guided and supported by experienced coaches and sports teachers, boys acquire the technical skills, enthusiasm, understanding and positive attitudes that are synonymous with Wetherby School. Additionally, our young athletes are encouraged to develop proficiencies in various fun activities, providing an excellent headstart in their future sporting endeavours. We strongly believe that, by participating in physical pursuits in a fun, enjoyable environment, boys will develop an excitement to continue being active in school and beyond.

Drama

- Drama is an integral part of our boys' schooling, building confidence and a range of proficiencies across year groups. It is also used in a cross-curricular way to enhance learning in different subjects.
- Timetabled Drama lessons cover key elements of the performing arts, including mime, the use of voice, and being expressive with one's face and body. Boys also enjoy games aimed at promoting trust and team building.
- Though formal Drama lessons begin in Year 2, we introduce learners to related skills in Reception. After only one term in the school, all Reception boys put on a nativity play that serves as an excellent opportunity for them to display their new skills. In addition, throughout the academic year, every class hosts an assembly for the rest of the school and their parents; these often include aspects of drama, allowing boys to apply their learnings in a practical setting. In the final term of Year 3, learners work hard to produce an outstanding play, complete with make-up, costumes, props, scenery and lighting. The play is performed at the Tabernacle theatre, offering valued experience in a professional space, and allows boys to conclude their Drama education at our school in a positive, motivating way.

Modern Foreign Languages (French)

- Between Years 1 and 3, children learn French from a member of our specialist teaching team. Learning an additional language allows pupils to acquire advanced skills at an early age so that by the time they leave Wetherby, they have a solid linguistic structure upon which they can build.
- At the introductory stage of the French curriculum, the language is taught orally through songs and games. To encourage engagement with the subject,

these lessons focus on cultivating familiarity with the language through fun activities, which are administered by trained, patient and highly qualified teachers. By the time pupils reach Year 3, they are able to understand and respond to simple questions about the weather, their favourite food and drinks, sports, clothes and classroom equipment. Children are also able to give their opinions about their likes and dislikes.

- During lessons, we encourage boys to communicate in French for the entirety of the session. Our immersive French classes lead to excellent results in assessments, and the provision of oral and written tests, exercises and role-play activities allows teachers to gain a clear understanding of pupils' progress.

3.5 As a school, we ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Class teachers will liaise with the Head, the Deputy Head (Academic) and the Head of Learning Support to adapt the schemes of work where necessary to cater to the needs of pupils who have been identified as requiring an enriched programme of study or those who require learning support or who have an Educational Health Care Plan (EHCP). We ensure the curriculum caters for the needs of individual children from all ethnic and social groups in order to ensure all pupils have the opportunity to learn and make progress.

3.6 The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, confident and considerate members of the community.

3.7 Throughout the school Learning for Life (PSHE/RSE) is an integral part of the curriculum. Although allocated a specific timetabled period, it is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique nature and unpredictable nature of certain issues means that these will not always be reflected in formal planning.

3.7.1 In line with the May 2025 EYFS Nutrition Guidance, pupils in Reception are supported to develop healthy eating habits and an understanding of balanced nutrition as part of their Learning for Life experiences, helping to promote physical wellbeing alongside their social and emotional development.

3.7.2 In line with the *Early Years Foundation Stage (EYFS) Statutory Framework* and the *EYFS Oral Health Guidance (DfE, 2024)*, pupils in the Early Years are taught the foundations of good oral hygiene as part of the Learning for Life curriculum. Children learn about the importance of caring for their teeth, including regular brushing, limiting sugary foods and drinks, and visiting the dentist. Staff reinforce these messages through daily routines, discussions and modelling, helping children understand how oral health links to overall wellbeing and healthy nutrition. These principles are embedded across EYFS teaching to establish positive lifelong habits and meet current statutory expectations.

3.8 The impact of our curriculum ensures all boys make progress throughout their time at Wetherby Kensington according to their learning potential. The boys are well-prepared for the next stage of their education.

4. Extra-curricular activities

Extra-curricular activities take place each evening after school for all pupils above Reception. Reception activities are incorporated into the school day. All pupils above Reception have the opportunity to learn an instrument and join a choir. These activities take place during the school day.

5. The school day

Opportunities for child-initiated play, both indoors and outdoors are integrated into the school day for Reception pupils. All pupils have opportunities for timetabled playtimes both indoors and outdoors.

Class	The School Day
Reception	9.00am – 3.15pm
Year 1	9.00am – 3.25pm
Year 2	9.00am – 3.35pm
Year 3	9.00am – 3.45pm

6. The structure of the curriculum at Wetherby Kensington

The structure of the curriculum at Wetherby Kensington is broadly planned in conjunction with the National Curriculum (as set out below) and requirements for the 7+ and 8+ London Day School entrance examinations, with a particular emphasis given to English, mathematics, science and reasoning.

Regular meetings between the Head, Deputy Head (Academic) and classroom teachers enable curriculum coherence and facilitate curriculum change and development.

Age	NC Year	Key Stage	
4-5	Reception	Foundation	
5-6	Year 1	KS 1	LDS 7 & 8 +
6-7	Year 2*		
7-8	Year 3*	KS 2	

* Denotes exit points (7+ and 8+)

7. SMSC and Fundamental British Values

7.1 We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through 'SMSC' we seek to develop attitudes and values that

will enable students to become responsible and active members of society. We are committed to the SMSC development of all students at Wetherby Kensington.

7.2 The DfE have reinforced the need ‘to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.’

The Government set out its definition of British values in the 2015 Prevent Strategy and these values are revised when necessary. At Wetherby Kensington these values are reinforced regularly across all areas of the curriculum and the day to day life of the school. Please refer to the document: Promoting Fundamental British Values at Wetherby Kensington.

This policy will be reviewed annually

Appendix 1

Although Wetherby Kensington is exempt from the statutory Early Years Foundation Stage (EYFS) framework, we continue to meet and exceed its learning and development requirements. This appendix is included to demonstrate how our early years provision aligns with EYFS expectations, while also highlighting the ways in which our curriculum extends beyond standard practice to offer enhanced learning experiences for our pupils.

EYFS Statutory Learning & Development Requirements	How Wetherby Kensington Meets These Requirements	How Wetherby Kensington Goes Beyond Standard EYFS Expectations
Prime Area: Personal, Social and Emotional Development (PSED) – Children must develop confidence, independence, positive relationships and an understanding of	Personal, Social, Health and Economic Education (Learning for Life) taught weekly, continuous reinforcement through daily routines, circle time, and pastoral care. Staff model positive	A structured character-education approach develops leadership, resilience and responsibility. Boys regularly set personal targets, participate in assemblies promoting values, and receive enhanced social-

EYFS Statutory Learning & Development Requirements	How Wetherby Kensington Meets These Requirements	How Wetherby Kensington Goes Beyond Standard EYFS Expectations
feelings.	relationships and explicitly teach emotional regulation.	skills coaching aligned with preparation for future school interviews.
Prime Area: Physical Development – Gross and fine motor skills; understanding of healthy choices.	Reception pupils have weekly PE, games and gym; activities developing motor control are integrated into provision. Staff support fine-motor development through handwriting sessions, manipulatives and creative tasks.	Specialist PE teachers deliver high-quality coaching usually seen at later Key Stages. The school incorporates May 2025 Nutrition Guidance and explicitly teaches healthy lifestyle principles through Learning for Life and enrichment experiences.
Prime Area: Communication and Language – Opportunities to develop listening, attention, comprehension and expressive language.	Daily speaking and listening opportunities occur through high-quality class discussions, story time, questioning, role-play and structured routines encouraging turn-taking and articulation.	Drama is taught throughout the curriculum with a specialist weaving it through the music curriculum from Reception to accelerate oracy development. Pupils participate in performances, individual presentations, poetry recitals and interview-style conversations that exceed typical EYFS expectations.
Specific Area: Literacy – Systematic phonics, reading and writing development.	Systematic synthetic phonics taught daily. Reading is supported through individual sessions, guided reading groups and exposure to high-quality texts. Writing skills are developed via targeted teacher-led activities.	Pupils work above typical Reception expectations through handwriting instruction, early comprehension strategies, vocabulary extension, and enrichment texts designed to prepare them for early 7+ and 8+ foundations.
Specific Area: Mathematics – Counting, numerical patterns and shape, space, measures.	Daily numeracy sessions follow structured progression. Concepts reinforced through practical resources, problem-solving and teacher-guided tasks.	Pupils are introduced to deeper reasoning, early word-problem strategies and greater abstraction to prepare them for 7+ expectations. HA pupils receive challenges appropriate to their ability.
Specific Area: Understanding the World – People, places, technology, environment.	History and Geography (IC), Computing and Science are taught in line with early Key Stage 1 expectations, with	Specialist Computing and Science teaching introduces early coding, experiments and investigations beyond EYFS

EYFS Statutory Learning & Development Requirements	How Wetherby Kensington Meets These Requirements	How Wetherby Kensington Goes Beyond Standard EYFS Expectations
	thematic links to broaden understanding of the wider world.	scope. Pupils participate in trips and enrichment experiences that deepen global awareness and curiosity.
Specific Area: Expressive Arts and Design – Exploring materials, music, role-play and creativity.	Art and Music are taught weekly by specialists who build foundational creative skills and vocabulary. Drama is taught throughout the curriculum and at specific times for example the Christmas nativity. Daily provision includes imaginative play, model-building and free exploration.	High-level specialist provision enables pupils to achieve outcomes beyond age-related expectations. Pupils participate in performances, exhibitions and curriculum showcases rarely offered at EYFS level.
Assessment Requirements – Ongoing formative assessment; tracking children’s progress; communication with parents.	Teachers use continuous formative assessment, observations and targeted check-ins. Progress discussions ensure parents remain informed and engaged.	Assessment mirrors Key Stage methods, giving pupils earlier access to structured feedback, individual targets and academic challenge aligned with later schooling requirements. Data informs personalised intervention and extension plans.
Curriculum Flexibility – Plan for broad, balanced learning through play-based and adult-led activity.	Wetherby Kensington blends structured academic sessions with purposeful child-initiated exploration, both indoors and outdoors. Planning remains flexible to respond to pupil needs.	The curriculum is specifically designed to establish the foundations needed for future success at selective 7+ and 8+ entry points—providing academic preparation beyond the EYFS framework while maintaining a nurturing, play-based ethos.