



Falkner House Curriculum Policy

Nursery - Year 6 including EYFS DfE standard 1. (2)

1. Regulatory Framework

Drawn up with reference to Part 1 of the Education (Independent School Standards) Regulations 2014, which operates under Section 94 of the Education and Skills Act 2008, the ISS updated 2026, The Early Years Foundation Stage (EYFS) Statutory Framework 2025

Please also see the Falkner House policies: EYFS Policy and Structure, SEN, EAL, Disabilities, Equal Opportunities

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2. Introduction

Falkner House is committed to providing a rigorous academic and intellectual education to challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake. It aims to provide them with a secure foundation on which to build for the future opportunities, responsibilities and experiences of adult life. All pupils Reception – Year 6 receive a full-time (part-time for Nursery) supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects, to learn and make progress.

Our curriculum is designed to provide a broad, balanced full-time education appropriate to the ages, aptitudes, and needs of all pupils, ensuring full access and progression for those with learning difficulties, disabilities (SEND), or EAL. Through our core subjects, integrated topic work, and a robust PSHE and RSE program, the curriculum supports pupils in developing resilience, independence, problem-solving, communication, and decision-making skills. In doing so, we actively nurture their personal development and prepare pupils for the opportunities, responsibilities, and experiences of adult life in British society, while ensuring a seamless transition to future senior education. We prepare our pupils to have a comprehensive understanding of their world today and its future. We also believe in equipping them with skills, creativity and determination. We teach our pupils to have an understanding and an appreciation of interrelated aesthetic, social, economic and environmental issues across the range of curriculum subjects across all age groups.

All aspects of the curriculum are designed to allow good progress both within and through the years. The curriculum becomes more sophisticated as the years progress – everything is designed to facilitate pupils' acquisition of knowledge, skills and qualities to help them to develop intellectually, emotionally, socially, physically and morally so that they become independent, responsible, useful, thinking, confident and considerate members of the community. The curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life within British society. Please see the PSHE and RSE curriculums which reflect the school's aim and ethos. The curriculum actively promotes respect for other people paying particular regard to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief) as set out in the 2010 Equality Act. At all times, we promote and support fundamental British values.

Across the years and in every subject teachers ensure that all the schemes of work allow for pupils to make progress and gain good speaking, listening, literacy and numeracy skills. Equal attention is given to those who find academic work challenging as to the high attainers. All pupils are supported to give of their best and to develop their natural talents to the full. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally very able.



3. Content of curriculum

Statutory Area	Delivery & Examples
1. Linguistic	Guided reading, phonics reinforcement (where needed), creative writing, drama/assemblies, speaking and listening games, and introductory Spanish and Latin
2. Mathematical	Core numeracy blocks, mental maths/times tables, practical measuring in science, and data handling (graphs) in geography.
3. Scientific	Hands-on working scientifically, nature study, looking at materials, forces, electricity, and plant/human biology.
4. Technological	Computing (basic coding, scratch, digital literacy), and Design & Technology (cooking, textiles, or building structures with wood/mechanisms during topic work).
5. Human & Social	History and Geography, often taught through creative termly topics (e.g., <i>Ancient Egypt</i> , <i>Rainforests</i> , <i>Local Area studies</i>).
6. Physical	Weekly PE lessons, swimming, team games (football, netball, cricket, etc.), and active play/extracurricular sports clubs.
7. Aesthetic & Creative	Art and design (sketching, painting, clay modeling), class music lessons, singing in choir, and performing in school plays.



Subjects taught		
Subject	Year groups taught	Specialist taught
Art (7 Aesthetic & Creative)	N to Year 6	Year 2 or 3 to Year 6
English (1 Linguistic)	N to Year 6	Year 4 to Year 6
Design Technology (4 Technology))	N to Year 6	also embedded cross curricula
Maths (2 Mathematical)	N to Year 6	Years 4 - 6
Science (3 Scientific)	N to Year 6	Years 3 or 4 to Year 6
PE* (6 Physical)	N to Year 6	Years N to Year 6
RE (5 Human and Social)	N to Year 6	
Geography (5 Human and Social)	N to Year 6	
History (5 Human and Social)	N to Year 6	
History of Art (7 Aesthetic & Creative)	N to Year 6	Years N to Year 6
Myths and Legends (5 Human and Social)	R-Y6	Years 3 and 4 at FHG
IT includes online safety, digital citizenship and responsible use of technology (4 Technology)	Year 2 or 3 to Year 6	Year 2 to Year 6 taught though dedicated computing and PHSE as appropriate to pupils' ages
Music (7 Aesthetic & Creative)	N-Y6	Years N to Year 6
PSHE and RSE (incl. all statutory requirements) (5 Human and Social)	N-Y6	
Spanish (1 Linguistic)	Year 3 or 4 to Year 6	Year 3 to Year 6
Latin (1 Linguistic)	Year 5 - Year 6 (FHB only Y6)	Year 5 to Year 6

Details of the individual topics within subjects R - Y6 are shown in the Curriculum Grid within Parent Information on the website. For Nursery children please see the EYFS Structure and Policy for further details. As can be seen from the grid, all the EYFS areas of learning are covered in Nursery and Reception with a program of activities appropriate to their needs in relation to personal, social, emotional, and physical development, and communication and language skills. PE uses facilities at Battersea Park, Holland Park, Chelsea and Fulham Pools, Hyde Park, Kensington Gardens and King's House School grounds. At FHG Reception and Nursery use the playground.



4. Progress

Pupil progress and attainment are monitored on a regular and consistent basis with written feedback given to parents in a report at the end of the school year; in addition there are at least termly teacher/ parent meetings. Progress is analysed on both a formative and summative basis and is carefully tracked. Underachievement is identified and intervention put in place if required. Assessment informs planning and supports progress for all children.

5. Timings

The school year is c.168 days (34.5 weeks) and school hours per week are :

- Nursery 15 hours receiving an educational programme appropriate to EYFS requirements.
- Reception and Year 1 30 hours
- Year 2-6 32 hours

6. Diversity

Staff are encouraged to look for opportunities throughout the curriculum for children to learn about achievements in cultures around the world: Aztecs / Incas, India, Cambodia, Egypt, dance around the world e.g. tango. The syllabus is enriched with an appropriate balance of works by authors, speakers, artists, scientists from other cultures. The curriculum reflects the diversity of modern British society and the wider world and reflects our parent body. Pupils learn about different cultures, faiths, traditions, and perspectives through all areas of the curriculum. Teaching materials are selected to include a broad range of voices, experiences and achievements.

7. Curriculum leadership

The Heads and senior staff monitor content and implementation of the curriculum. The policy is reviewed annually by the Partnership



Appendix - teaching and learning

Falkner House lessons must:

- Be exciting, with varied teaching methods including thinking skills and visual tools to develop higher order learning
- Be differentiated by pace, outcome, support, dialogue, resource and task – so that lessons are accessible for the less able whilst extending the most able with high expectations for all
- Have a sensible sequence such as
 - Learning in context
 - Starter
 - Main teaching
 - Plenary
 - Evaluation of lessons with pupil consultation where appropriate
- Build in brain breaks e.g. light physical activity
- Include pastoral care alongside academic considerations – take account of emotional states
- Include question and answer sessions which promote higher order thinking
- Encourage independent learning without losing contact with teachers
- Have enough time for trial and error and allow failure
- Have a wide range of opportunities with a mix of concrete and abstract tasks
- Be well structured and planned with clear objectives
- Have the correct starting point for each child
- Provide a challenging yet supportive environment
- Provide opportunities to be creative and to use imagination
- Allow children to move on when a concept has been mastered
- Have pace and urgency
- Reinforce knowledge
- Use music / dance/ drama where appropriate
- Include mind mapping and memory techniques where appropriate
- Allow for individuality of response
- Where appropriate, make links with other subjects
- Help children structure and organise their learning and knowledge.
- Encourage thinking outside the box
- Use formative assessment to allow pupils to express themselves thus assisting them in their learning
- Use summative assessment when required to allow judgement of pupil understanding
- At all times support and promote fundamental British values
- Provide for equal opportunities, cultural diversity and religious education
- Ensure the pupils' spiritual, moral, social and cultural development is given strong emphasis
- Offer, whenever political views are raised, a balanced presentation of opposing views