BEDFORD
PREPARATORY

Curriculum Policy

Policy number	PS015 / ISI 02a
Applies to	Prep School
Endorsed by	Headmaster
Responsibility	Headmaster
Date reviewed	September 2026
Next review	September 2027

Curriculum Policy – Academic

We believe that the curriculum should provide a broad and balance experience for all pupils.

Aims

To support the aims and ethos of the School we aim to have a curriculum which:

- Is designed to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Ensures that pupils acquire speaking, listening, literacy and numeracy skills.
- Engages, motivates and challenges pupils while containing subject matter which is appropriate for the ages and aptitudes of pupils, including those with special needs.
- Is designed so that all pupils have the opportunity to learn, make progress and to fulfil their academic potential.
- Offers breadth, balance, coherence, relevance, differentiation and progression.
- Permits continuity and progression within the School and also ensures a smooth transition into the Upper School and beyond.
- Provides adequate preparation for the opportunities, responsibilities and experiences of adult life beyond school.
- Provides equality and opportunity for all pupils promoting the development of inclusive learning opportunities for all.
- Provides opportunities to celebrate and recognise achievement and success.
- Promotes a student's spiritual, moral, cultural and social development. Our Schemes of Work and Department policies and ethos reflect, at all times, Fundamental British Values (Equality Act 2010 and Prevent 2011).
- Helps to develop an understanding of issues such as drugs, sex education and the importance of a healthy lifestyle in the context of a personal, social and health education scheme of work that reflects the School's aims and ethos.
- Helps each student gain a sense of self-worth, achieve self-reliance and independence of thought and develop a questioning approach which challenges prejudice.
- Continues to develop the role of citizenship within the curriculum and the wider context of the school.
- Aims to develop pupils as flexible and independent learners and to develop their learning power as outlined in the language for learning section below.
- Provides the opportunity for pupils to widen and develop their ICT skills.
- Allows for appropriate careers guidance for pupils in Year 8 through various activities during the summer Leavers' Programme.

Key Links to Other Policies/Documents

This document should be read in conjunction with the PSHE and Citizenship Policy, the Academic Support Policy, Subject Curriculum Maps, Subject Schemes of Work, the Assessment Policy, and the Upper School Curriculum Policy.

The Academic Curriculum Policy is delivered alongside our PSHE Policy (referred to as PD in the Prep School), both of which emphasise the School's belief that each boy should be developed in terms of general education both in and beyond the classroom such that they develop in social confidence and social awareness in order that they are adequately prepared for the opportunities, responsibilities and experiences of adult life.

The Prep and Upper School both have significant programmes to ensure that the above is realised, whilst also recognising that such values are inculcated in every aspect of school life, from tutoring to teaching to life outside the classroom. Within these programmes, the school is aware of its obligations under the Equality Act and actively promotes the Prevent strategy. The school does all it can to keep both boys and staff up-to-date with the latest policy changes.

Principles of Curriculum Delivery

- The time allocated to subjects is designed to allow all pupils to meet their potential
- Pupils are in mixed ability classes for all subjects, except for Mathematics which is set from Year 5
- All pupils study French from Y3 upwards. In Y6 boys begin the study of Latin. In Y7 pupils study Spanish and the option of German is introduced in Y8 (with boys selecting two languages).
- Challenge and engagement are built-in to each scheme of work
- All pupils will study Religious Education. In years 3-5, RE is embedded in the Topic curriculum. Aspects of Religious Education will also be delivered through the assembly programme
- There will be a programme of co-curricular and enrichment activities which extend and complement the curriculum
- All pupils will also follow a programme of personal, social and health education. This is delivered through PD lessons
- All departments embed the Future Skills curriculum into their Schemes of Work. This aims to encourage the development of independent learning skills.

Timing of the School Day

Monday - Friday		Saturday	
08.35 – 08.55	Registration and Tutor Period		
08.55 – 09.35	Period 1	08.40 – 09.20	Period 1
09.35 – 10.15	Period 2	09.20 – 10.00	Period 2
10.15 – 10.35	Break	10.00 – 10.20	Break
10.35 – 11.15	Period 3	10.20 – 11.00	Period 3
11.15 – 11.55	Period 4	11.00 – 11.40	Period 4
11.55 – 13.00	Lunch		
13.00 – 13.30	Assembly		
13.35 – 14.10	Period 5		
14.10 – 14.45	Period 6		
14.45 – 14.55	Break		
15.00 – 15.35	Period 7		
15.35 – 16.10	Period 8		

Curriculum Model

Subject	Periods Per Week					
	Y3	**Y4**	**Y5**	**Y6**	**Y7**	**Y8**
English	9	9	7	7	6	6
Maths	6	6	7	6	6	6
Science	4	4	4	4	5	5
History	Topic	Topic	Topic	3	3	2
Geography	Topic	Topic	Topic	3	3	3
Topic	3	3	4			
French	2	2	2	2	2	6
Latin				2	2	
German					2	
Spanish						
Art	2	2	2	2	2	2
DT	2	2	2	2	2	2
Music	2	2	2	2	1	1
RE	1	1	Topic	1	1	1
Computer Science	1	1	1	1	1	1
Personal Development (PSHE)	1	1	1	1	1	1
Drama	1	1	1	1		1
Golden Time						
PE	2	2	1	1	1	1
Games	4	4	6	6	6	6
Total	**40**	**40**	**40**	**44**	**44**	**44**

Through Sport at Bedford School, it is our aim to promote physical activity, encourage participation and healthy competition both in the individual and team context and to make boys aware of the benefits of a healthy lifestyle. Our intention is, that having been given access to a wide range of physical activities, boys will be equipped and motivated to continue sporting participation on leaving school.

The Aims and Objectives are the Sport Policy are:

- To provide boys of all ages and abilities, from beginner to elite, the opportunity to foster a love and understanding of sport.
- To offer boys of all abilities the opportunity to participate in a wide range of sporting activities.
- To provide, through high-quality coaching at all ages, a coherent, structured, progressive and safe coaching programme.
- To improve every individual in terms of skill, game understanding and fitness in order to maximise his potential.
- To run competitive internal competitions through House Matches.
- To promote the ethos of 'fair play' and respect for: the laws, fellow players, spectators and officials.
- To provide a varied, wide and challenging fixture list for boys of all abilities and ages.
- To ensure the continuation of the School's reputation for sporting excellence on a local, regional and national level.

'Major' Sports Policy

Boys will be required to take part in the major sport(s) for that term, if they are chosen to do so. This includes representing the school in fixtures on Saturdays if they are selected. If a boy cannot play, his parent/guardian must complete an 'Absence – Request for Exceptional Circumstance' form via the parent portal. Requests will be reviewed by the Headmaster and should be submitted at least 24 hours ahead of the requested date of absence.

The major sports are defined in each term as follows:

Autumn Term	Rugby
Spring Term	Hockey
Summer Term	Cricket

All other sports will be defined as 'minor'.