



# HEATHSIDE SCHOOL

## HAMPSTEAD

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# Curriculum Policy

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## Introduction

At Heathside School, we believe every child has the potential to be a high performer. Our curriculum is designed to be broad, balanced, and ambitious, enabling pupils to develop deep subject knowledge, advanced cognitive skills, and the values and attitudes that underpin lifelong learning. This policy reflects our commitment to the principles of **High Performance Learning (HPL)** and complies with the Independent School Standards.

Our curriculum aims to:

- Provide a rich and challenging education across all subjects
- acquire knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change.
- Develop pupils' **Advanced Cognitive Performance (ACP)** traits such as meta-thinking, analysing, and creating
- Foster **Values, Attitudes and Attributes (VAAs)** including resilience, empathy, confidence, and responsibility
- develop curious, imaginative and enquiring minds with the ability to question, solve problems and argue rationally.
- develop sound literacy and numeracy skills.
- develop competence in the use of technology and enhance digital learning skills.
- develop creativity, critical awareness, empathy and sensitivity.
- recognise their own and other's achievements and aspirations.
- develop self-esteem, self-worth and self-confidence.
- Promote spiritual, moral, social, and cultural development (SMSC) and British values
- develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- develop skills and ability to work independently and as a member of a group or team.
- develop personal, moral and spiritual values and tolerance of others, to value each individual and learn to live together in an atmosphere of mutual respect.
- develop an awareness of their place in society as informed, confident and responsible citizens with opportunities for service to each other and the community.
- become confident, resourceful, enquiring, curious and independent learners.
- understand their community and help them feel valued as part of this community.
- Encourage pupils to pursue progress, attainment and achieve success with senior school applications, but above all it is very much the focus to inspire a life-long love of learning which equips all with the modern skills needed to be successful.

## Teachers

A culture of excellence and craftsmanship should be role-modelled by all staff in school as this is then mirrored in our expectations from our pupils. This ensures that every pupil is challenged, supported, and inspired to become a high performer across all areas of school life. Staff are expected to actively promote the curriculum aims by:

- embedding the language and principles of High Performance Learning into daily teaching.
- modelling and developing Advanced Cognitive Performance (ACP) traits such as meta-thinking, analysing, and creating.

- nurturing Values, Attitudes and Attributes (VAAs) like empathy, resilience, and confidence.
- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- having excellent knowledge and understanding of the subject matter being taught.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- having a good understanding of the aptitude, needs and prior attainments, of the pupils and ensuring that these are considered in the planning of these lessons.
- delivering lessons which build upon previous experience, providing continuity and progressions.
- providing learning opportunities which offer depth and challenge and motivate and inspire pupils.
- utilising effective classroom resources of a high quality, quantity and range appropriate to the learners needs.
- involving pupils in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging pupils to evaluate their personal achievements.
- using effective high-order questioning to enhance and encourage pupil understanding and reasoning skills.
- developing skills to become independent learners.
- encouraging, rewarding and valuing achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with pupils, staff and parents to achieve shared goals;
- keeping parents/carers regularly and fully informed about the progress and achievements of their pupils through reports and parents' evenings.

## Pupils

Pupils are encouraged to take ownership of their learning by engaging actively with the curriculum and developing the cognitive and character traits that underpin high performance. Through the explicit teaching of Advanced Cognitive Performance (ACP) skills, such as meta-thinking, analysing, and creating, and the nurturing of Values, Attitudes and Attributes (VAAs) including resilience, empathy, confidence, and responsibility, pupils become reflective, independent learners. They are supported to set personal goals, collaborate effectively, and approach challenges with curiosity and determination. This approach ensures that all pupils are equipped not only with subject knowledge but also with the mindset and behaviours needed to thrive in an ever-changing world.

## Parents

Parents are encouraged to actively engage with their child's learning journey by supporting the development of High Performance Learning traits at home. This includes fostering Values, Attitudes and Attributes (VAAs) such as resilience, confidence, and responsibility, and encouraging curiosity, reflection, and independent thinking. By reinforcing these behaviours

beyond the classroom, parents play a vital role in helping pupils become high performers who are equipped to thrive academically and personally.

We believe that parents and guardians have the responsibility to support their children and the school in implementing school policies. We would like parents and guardians to:

- ensure that their child has the best attendance and punctuality record possible;
- do their best to keep their child healthy and fit to attend school.
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.
- promote a positive attitude towards school, staff and learning in general.
- support their children in their homework and reading.

Heathside School does all we can to inform parents and guardians about what and how their pupils are learning by:

- holding a curriculum evening at the start of the Autumn term to explain our school strategies and implementation of our curriculum
- holding a formal parents' evening in each term
- sending information to parents and guardians, through a weekly newsletter, in which we outline the main events happening in school and highlight particular themes or achievements of individuals or classes.
- sending regular reports to parents and guardians in which we explain the progress made by each child and indicate how the child can improve further through clearly articulated and regularly reviewed targets.
- explaining to parents and guardians how they can support their pupils with homework. We suggest support for older pupils with their projects and investigative work.
- being available - we have an open-door policy.

## Curriculum Structure

EYFS – please see our EYFS policy for further information about how we implement our EYFS curriculum.

### KS1 & KS2

Our Schemes of Work have been developed by subject leaders. They enable the delivery of a curriculum which takes into account the ages, abilities and needs of all our pupils.

The curriculum offers a balanced range of subjects, which allows pupils to acquire skills in:

- English
- Phonics
- Mathematics
- Science
- French
- Art
- Drama
- Geography
- History

- Music
- Physical Education
- Personal, Social, Health & Education (PSHE)
- Computer Science
- Heath School
- Reasoning
- Religious Education
- Design Technology
- First Aid
- Financial Education

Alongside the core curriculum, pupils are also able to benefit from a wide range of extra-curricular activities. At Heathside, we endeavour to bring the curriculum to life through cross-curricular, practical, real-life, fun and challenging activities that extend our pupils' thinking and skills.

## Extra-Curricular Activities

Through our Physical Education curriculum, pupils are able to develop both physically and socially. All pupils participate in weekly games, and alongside this, there are regular sports fixtures. Those naturally interested in sport are encouraged and fostered to develop their sporting talents to a high level.

The School Council develops leadership skills, teaches pupils about democratic processes and gives all pupils a voice in the running of the school. In addition, our House Captains, Eco Reps and Librarians are all committed to their roles of responsibility and lead by example, inspire participation, and uphold the school's values.

We have popular and well-attended after-school clubs in a range of subjects including Art & Design and Science, as well as a wide range of sporting options.

At Heathside, we make as much use of the many resources around us as possible, to enhance our delivery of the curriculum. This includes regular visits to the school by external professionals, making much use of nearby Hampstead Heath, and frequent other off-site visits.

Throughout the year, we also seek to emphasise particular topics and annual important events such as:

- Science Week
- World Book Day
- Prose & Poetry Performance
- Children's Mental Health Week
- Sustainability Week
- Walk to School Week
- International Day
- Careers Day

## Homework / Independent Learning

Please see our Homework Policy for further information about how this is distributed and marked, with feedback from staff.

## Monitoring and Assessment of the Curriculum

Teachers use a variety of methods to assess the progress of their pupils. One of the core mechanisms for assessing pupil progress is the marking of work and the provision of formative feedback. This process serves not only to acknowledge pupils' understanding of learning objectives but also to offer constructive guidance for improvement and clearly defined targets for future development. Teachers are expected to apply consistent and purposeful marking practices that promote reflection, resilience, and academic growth. Full details regarding marking expectations and feedback protocols are outlined in Heathside's Feedback Policy.

Regular book looks and learning walks are conducted throughout the year, to ensure that all pupils are receiving appropriate and timely feedback and guidance on the work they have completed during lessons and at home. Alongside the day-to-day marking, all pupils are required to undertake some formal assessments during each year.

Our Schemes of Work are also evaluated regularly, to ensure they are up-to-date and remain relevant to the ever-changing world around us. All scrutiny of student books / Schemes of Work is carried out by the most experienced members of our senior team.

## High Performance Learning in the Curriculum

Teachers use High Performance Learning language in lessons, feedback, and displays. Pupils are encouraged to identify and develop their own Advanced Cognitive Performance and Values, Attitudes and Attributes through reflection and discussion.

At Heathside School, we are committed to the belief that every child is capable of performing to the best of their ability. Our curriculum is underpinned by the principles of **High Performance Learning (HPL)**, a research-based framework that recognises cognitive potential is not fixed and that all pupils can access a well-rounded education through the development of advanced thinking skills and positive learning behaviours.

Through HPL, we explicitly teach and embed two key dimensions:

- **Advanced Cognitive Performance (ACP) Framework**, which includes skills such as meta-thinking, analysing, creating, linking, and realising. These are cultivated across subjects to deepen understanding and encourage intellectual agility.
- **Values, Attitudes and Attributes (VAA) Framework**, which promotes traits such as empathy, resilience, confidence, responsibility, and collaboration. These are modelled by staff and reinforced through pastoral care, assemblies, and pupil leadership opportunities.

The curriculum is designed to challenge pupils appropriately, encourage reflection, and foster independence. Teachers use HPL language in planning, feedback, and classroom dialogue to help pupils understand how they learn and how to improve. Pupils are supported to set personal goals, take ownership of their progress, and develop the mindset required for lifelong learning.

This approach ensures that our curriculum not only delivers academic rigour but also nurtures the character and cognitive habits essential for success in school and beyond.

## Values and Inclusivity in The Curriculum

We actively seek to include British fundamental values within our curriculum, including:

- Democracy
- The Rule of Law
- Individual Liberty
- Rights and Responsibilities
- Respect
- Tolerance

It is our policy to respect those with different faiths or no faith. Throughout the year, we teach children about ways in which people celebrate world events such as Christmas, Eid, Hanukkah, Diwali.

Equally, pupils at Heathside can be confident that all similarities and differences in regard to fluidity of gender identity will be accepted, respected and celebrated.

## Curriculum Policy – EYFS

### Play and Exploration

The EYFS at Heathside has a play-based approach to learning and development. Well-planned and purposeful play, both indoors and outdoors, is a key way in which young children learn with enjoyment and challenge. Through play, children explore and develop learning experiences which help them make sense of the world. They develop thinking skills, independence and self-discipline. Children have opportunities to be creative, experiment and test ideas.

### Teaching and Learning

Teaching and learning opportunities ensure children develop physically, linguistically, intellectually and emotionally. It builds on what children already know and can do and inspires a confident disposition to learning through meaningful, imaginative, challenging and enjoyable experiences. We value the development of the whole child and children at Heathside are highly resilient. Specialist Lessons include: Gymnastics, Mindfulness, French, Music, Swimming, P.E. and Forest School (from Upper Nursery) Extra-Curricular clubs include: Capoeira, Science, Chess, Art and Craft, Dance, Creative Movement and Spanish.

### Planning the Curriculum

The curriculum is planned around observations of children, their strengths, interests and needs, as well as the teachers' understanding of what necessary skills will help each child to achieve their objectives. Indoor and outdoor play-based activities encourage child-initiated as well as adult-led activities.

We meet the varying needs of children through:

- Planning opportunities that build on children's knowledge and experience
- Using a range of teaching and learning strategies based on children's needs

- Provide a stimulating environment to motivate children's learning where the contribution of all children is valued
- Use resources which reflect diversity and are free from discrimination and stereotyping
- Valuing the local community and environment as a source of learning opportunities
- Using displays, resources and equipment that reflect the community in which the children live including role-play areas
- Provide activities relating to a wide range of religious, ethnic and cultural celebrations
- Planning challenging activities according to children's level of development
- Monitoring children's progress and take appropriate action to support as necessary
- Please also see school SEN Policy

## Maths

### KS1 Maths

Heathside follows the National Curriculum as a guideline and we use a range of resources including Galore Park, Maths on Target, Hamilton Trust and White Rose Maths to challenge our more able students. The classwork and homework are differentiated for different abilities. The children work through written activities, maths problems and interactive whiteboard games for one hour per day. Once a week the pupils are tested on their mental arithmetic.

### KS2 Maths

In years 3, 4, 5, and 6 maths becomes focused on the subject areas that are required for the 11+ exams. Alongside covering the national curriculum and Galore Park, syllabus questions taken from 11+ papers are studied both in class and for homework. KS2 classes are organised into three small groups.

## English

### KS1 & 2 English

The implementation of our English curriculum is supported by carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills in all subjects.

In our school, there is a strong emphasis on the teaching of writing. The English curriculum has been developed to ensure high quality texts are used to enable children to produce good writing.

The writing genre, book titles and writing outcomes are specified on the curriculum maps. The writing outcomes ensure that the teachers are very clear on what the children need to produce at the end of every week. An overview of each unit (unit plan) gives the teacher a clear outline of the progression of lessons. The outcomes are in line with ISEB expectations.

The following text types are taught throughout the year:

- KS1: Narrative – retelling stories, writing in role, writing sequels to stories, descriptive writing, poetry and comics. Non-fiction- author studies, newspaper reports, report writing and instructions.

-KS2: Narrative – retelling stories, writing in role, descriptive writing, writing extended versions of stories, writing prequels, poetry, diary entries, action and adventure stories. Non-fiction – persuasive texts, letters, discursive texts, reports, explanations, recounts and emails.

### What a week of English teaching looks like

- Monday – Reading comprehension – lessons are linked to text (i.e. immersion into the text, role play, drama, responding to a text, identifying features of a text).
- Tuesday- Reading comprehension – lessons are linked to text (i.e. immersion into the text, role play, drama, responding to a text, identifying features of a text).
- Wednesday- Writing - vocabulary, grammar and punctuation
- Thursday- Writing composition - planning
- Friday- Writing composition - writing and editing.

The non negotiables for teaching English at Heathside to ensure the consistency of learning across the school are as follows:

### Key Stage One: Year 1 & 2

- The learning objective will always be displayed at the beginning of the lesson. It will be specific about the skills the children are going to learn in that lesson, e.g. To start my sentence with a capital letter.
- All lessons will be differentiated to ensure every child is able to access the lesson and make progress.

### Reading

- Children will read to an adult at least twice a week
- Children encouraged to talk about what they have read
- Phonics to be taught daily

### Writing

- All units will have a 'hook'. This can be a book, an extract, video clip etc.
- Start to look at the simple features of texts
- Teachers to use modelled writing before children carry out their written pieces
- A good balance of fiction, non-fiction and poetry will be taught
- Handwriting to be taught weekly and practised a couple of times during the week
- Children should be doing a piece of writing each week.
- Children to complete an independent piece of writing fortnightly for their Writing Portfolios.
- Children taught to use success criteria to assess their work

### Key Stage Two: Year 3 – 6

- The learning objective will always be displayed at the beginning of the lesson. It will be specific about the skills the children are going to learn in that lesson, e.g. To punctuate direct speech correctly in a story.
- All lessons will be differentiated to ensure every child is able to access the lesson and make progress.

## Reading

- Children should be changing their home readers weekly (or fortnightly for longer books).
- Adults to listen to children read by asking them to read aloud in lessons, particularly in reading lessons
- Reading strategies for reading unknown words should be taught
- Comprehension skills to be taught weekly
- Reading groups organised according to reading age take place daily. Adults hear children read aloud in these daily sessions, ask comprehension questions and teach new vocabulary.

## Writing

- All units will have a 'hook'. This can be a book, an extract, video clip etc.
- At the beginning of a unit, children should be looking at the features of a text and building success criteria
- Children should be taught how to use the success criteria to assess their own work and to set themselves targets
- Teachers to use modelled writing before children carry out their written pieces
- A good balance of fiction, non-fiction and poetry will be taught
- Children should be aware of the purpose of their writing and the intended audience
- Grammar and punctuation skills are taught in context.
- Handwriting to be taught weekly and practised a couple of times during the week
- Spelling rules to be taught weekly
- Children should be doing a piece of writing each week. This doesn't need to be a full piece of writing; it could be a setting description or the opening to a story.
- Children to complete an independent piece of writing fortnightly for their Writing Portfolios.

## Science

A high-quality science education will help pupils gain a coherent knowledge and understanding of the world. It should inspire pupils' curiosity about natural phenomena to know more and remember more about the world in which they live. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our intent is to build systematically on their knowledge acquisition and retrieval giving them insights, ready for the next stage in their learning journey. Children must be able to talk about what they have learned in a knowledgeable and articulate way, using their 'public voice'.

Our science curriculum aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

We provide our children with a curriculum which is engaging and stimulating and develops not just their scientific knowledge, but builds on prior learning of concepts and the processes of scientific investigation. At our school we see the Y1 to Y6 curriculum as a body of subject specific knowledge defined by our school and so we take a knowledge led approach. Skills are

an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge they can then apply that knowledge as part of skill acquisition.

We have a clear focus on subjects as units to deliver the curriculum. Our Curriculum Map and units of work in every subject contain the knowledge that we have identified as essential in our school.

Our Units of Work in each subject have been carefully crafted by expert teachers across our school partnership, identifying composite tasks and breaking them down in to component tasks to ensure sequential, layered knowledge acquisition. These Units of Work also support our particular 'instructional' style of teaching and help with the speedy and effective induction of new staff. This is particularly important in an inner London environment where the cost of accommodation prevents most of our staff from being able to stay with us long term.

We use Knowledge Organisers in order to help children with knowledge retention and issues around working memory to ensure that children know more and remember more. Our teaching style has a strong focus on the effective retention and use of subject specific vocabulary using "Walk The Word" techniques.

The implementation of our curriculum is supported by carefully structured unit plans, leading pupils through component knowledge and skills to composite knowledge and skills in all subjects.

Science resources related to each year group should be stored in classrooms or Heathside's dedicated laboratory for Science lessons. Depending on the size of equipment, some items may be stored in a resources room e.g. large skeleton when not in use. Teachers ascertain that they have all of the practical resources that they need for experiments in advance of the lesson.

## Geography and History

At Heathside, we base our Geography and History planning on the Primary Knowledge Curriculum.

The three principles of a knowledge-rich curriculum that underpin the Primary Knowledge Curriculum:

- Knowledge is valued and specified
- Knowledge is well-sequenced
- Knowledge is taught to be remembered

The content in our curriculum has been carefully chosen by subject experts and has been sequenced in a meaningful way that enables children to make connections and progress from unit to unit, term to term and year to year. We value each subject and teach them discretely, ensuring that our children develop a deep understanding and love of each distinct discipline. Where appropriate, links are made across disciplines to enable children to make meaningful connections (e.g. our children learn about Northern Europe in geography before learning about the Vikings in history). Links are made to local history and geography and this often supports visits to the Heath to explore this further.

Our intended curriculum is translated over time in the classroom following a structured approach. Teachers are provided with detailed documents for each unit to support with subject knowledge and planning.

Each lesson starts with a prior learning review, where children are supported to retrieve prior knowledge and make connections. We have an emphasis on explicitly teaching vocabulary, and

each lesson introduces, orally rehearses, and engages with key vocabulary (e.g., looking at the etymology of new words). Key vocabulary is contextualised throughout the lesson and children are given multiple opportunities to apply new words. Our teachers enact our intended curriculum using research-based pedagogy, such as Rosenshine's Principles of Instruction, to ensure information is presented in small steps, clearly explained and modelled, and children have many opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses (e.g., through questioning, written and oral responses, multiple-choice quizzes, using Knowledge Organisers) and provide effective feedback.

As we have clearly specified what we want our children to know, do and remember, when reviewing impact, we assess against the Knowledge Goals laid out in the intended curriculum, enabling us to check whether children can remember what we set out for them to learn. We carry out subject-specific monitoring and curriculum reviews to assess impact and use these to plan for future development.

As we know that curriculum intent, implementation and impact go hand in hand, the curriculum cannot be successful without careful thought in all three areas. We are always reflecting upon the impact of our intent and implementation and identifying ways in which we can improve outcomes for our children. Our curriculum work is never finished - it is at the very core of our purpose and our children deserve the very best curriculum we can create.

## PE

The school believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a young person's physical and emotional development and health. The physical education curriculum at Heathside aims to increase pupils' self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual student's needs and abilities. The spiral curriculum is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils whilst giving them the opportunity to develop throughout a variety of different sports as they progress through the year groups. The curriculum aims to promote an understanding of the many benefits of exercise through a balanced range of relevant activities. Physical education and sport is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

The Physical Education curriculum and scheme of work developed at the school covers all areas of activity outlined as statutory in the PE National Curriculum.

Key stage 1 (ages 5-7) at Heathside gives students the opportunity to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2 (ages 7-11) at Heathside gives students the opportunity to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for

attacking and defending, develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)

- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

## Timetabling

All children from Nursery to year 6 receive a minimum two hours of physical activity per week (excluding the additional physical activity that they gain from time on the Heath).

## Teaching Methods

All lessons throughout the school are taught in year or class groups following the scheme of work. Lessons are taught by specialist PE teachers or qualified sports coaches. Training is regularly available to the sports staff at Heathside to ensure that standards of delivery are high. Sports staff attend all school INSET sessions. Children with additional needs will be included in all physical education lessons, with the lessons differentiated appropriately in order to support their needs. If a programme needs to be adapted, then the teacher in charge will do this in consultation with the Head of Sport and SENDCo.

## Assessment / Monitoring

Children are assessed at the end of each unit according to whether they have met, exceeded or are working towards the expected learning outcomes. Progress reports written at the end of each term will also form the summative assessment of a child's progress, strengths and weaknesses in each unit and provide timely feedback to parents on the attainment and progress of each student.

## Health and Safety

It is important to understand that the safety of children in sport lessons is of paramount importance. All members of PE staff at Heathside are First Aid, Child Protection and Safeguarding trained and have an enhanced DBS check carried out by the school.

It should be noted that, in the event of an emergency, phones are within a short distance of all PE lesson locations and First aid boxes are available from the sports hall and main office of each facility.

Detailed risk assessments are carried out for each individual sport and facility used. These are updated annually or when a change of sport or venue occurs.

## Fixtures

We believe that healthy competition between our school and others fosters a good team spirit and a sense of fair play. Children in Years 3 to 6 compete regularly against local schools in football, netball, rounders, cross country running and a range of other sports are on offer through ISA. Children are selected to take part in these fixtures based on their skill, enthusiasm and efforts shown in the given sport.

## Whole School Sporting Events

Heathside Sports Day is a sporting competition for all students held in the summer term at Parliament Hill Athletic track. Students of all year groups take part and parents are invited to attend and watch their children in the activities.

## Careers Education

Heathside School recognises the importance of preparing pupils for their future careers. We recognise that all young people need a planned programme of activities to aid their decision making and help them plan for the future. We also recognise the statutory right of all students to receive careers education and guidance.

The school offers a planned programme of careers education, information and guidance for all students. The school will seek to ensure that this guidance is appropriate to the age, stage ability and educational needs of each individual. This guidance is provided through careers events and activities.

## PSHE & RSHE

For further information, see the PSHE and RSHE Policy.