



Curriculum Policy

This document applies to all parts of The Pilgrims' School,
including parents and pupils in the Early Years Foundation Stage.

Responsibility of: The Deputy Head Academic
Reviewed: March 2024
Next Review Date: March 2026
Approved by Governors: March 2024

The curriculum of The Pilgrims' School is intended to:

- be accessible
- be broad
- be differentiated to allow our pupils to learn effectively
- be inclusive
- be rigorous
- promote the skills necessary to thrive in the modern world

The curriculum of The Pilgrims' School fosters the pupils' development:

- academically
- culturally
- morally
- physically
- socially
- spiritually

The curriculum of The Pilgrims' School is divided into four stages:

- Pre-Prep Department Years R – EYFS
 Years 1 – 2
- Junior Department Years 3 – 5
- Senior Department Years 6 – 8

Within each stage, subjects are taught in ways appropriate to the age and understanding of the pupils, using a variety of methods and resources, and to contribute to the preparation of pupils for the opportunities, responsibilities, and experiences of adult life.

The curriculum of The Pilgrims' School is intended to be:

Accessible

The range of subjects includes many to be found in similar schools. They are taught at a level appropriate to the age and the usual skills of our pupils. The admissions process indicates those potential pupils who will cope best with the curriculum. The use of a variety of approaches to teaching caters for pupils with a variety of learning styles.

Broad

The range of subjects offers teaching and learning in subjects that enhance the analytical, creative, intellectual, and physical development of our pupils.

Differentiated to allow our pupils to learn effectively

The Form Structure above Year 6 is streamed in order to maximize the potential for differentiation. In Years 4, 5, and 6, staffing levels and competences allow us to have different sets for Mathematics, and in Years 5 and 6 for English. The use of a variety of approaches to teaching caters for pupils with a variety of learning styles. The Learning Support Co-ordinator advises and supports teachers and pupils as appropriate. The curriculum is differentiated and personalised to suit individual learners.

Inclusive

All parts of the curriculum are available to all pupils, regardless of status as dayboy or boarder or choral scholar and regardless of any disability of which the school is aware, subject to its obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his disability.

Rigorous

Entry to the school is selective based on academic potential and social integration. Each year, approximately half of our pupils aim for entry to Winchester College, one of the more academically demanding schools in England, whose selection process involves its own entrance examinations. Catering for such a large proportion of pupils entails creating the expectation of high achievement throughout the school. The excellence of choral scholars similarly creates an atmosphere where high musical standards are seen to be more usual than not. Our games fixture list includes schools renowned for sport. Successful competition against them is the result of a high standard of performance in coaching and training.

Promote the skills necessary to thrive in the modern world

From the first day of Reception to the last day of Year 8, the Pilgrims' curriculum aims to incorporate a balance of skills across all subjects, both in the examined and non-examined subjects. Along with formal exam preparation, the curriculum aims to enable students to develop a wide-reaching skillset, including digital literacy, critical thinking, STEM skills and cultural awareness. Moreover, the curriculum aims emphasise collaboration, creativity, and adaptability to help students navigate the ever-evolving landscape of their future personal and professional lives.

The curriculum of The Pilgrims' School fosters the pupils' development:**Academically**

Most lessons are academic. Exit examinations and the results obtained by pupils indicate that strong levels of development are achieved.

Culturally

Creative and cultural aspects include literature (creatively, expressively, and personally), music, (both instrumentally and academically), art, (both practically and appreciatively), and technology.

Morally

All pupils take part in Theology, Philosophy and Religion lessons and PSHE lessons. School assemblies are based mainly on religious or moral themes. Moral aspects of other subjects - science, history, geography, and indeed, languages - are discussed. IT also plays its part with advice on staying safe on the internet and an awareness of cyber-bullying.

Physically

All pupils take part in Physical Education lessons, are taught to swim, train for team games, and are available for selection for teams. A variety of minor sports is available both in set and free time. The pupils are taught the importance of exercise in a balanced and healthy lifestyle.

Socially

Boys are encouraged to work as part of groups, sharing skills and knowledge, respecting others' abilities and needs, working collaboratively. They help if they can and learn to rely on the help of others. The school's extended school day, including clubs, helps pupils to socialise, as does the boarding life of the school and the ethos it brings.

Spiritually

All pupils take part in Theology, Philosophy and Religion lessons. School assemblies are based mainly on religious or moral aspects. The school congregates regularly in Winchester College Chapel and the Cathedral for services marking Harvest Thanksgiving, Remembrance, the Christmas Carol Service, the end of term and Confirmation. Sensitive provision is made for those who wish to

celebrate specific days of celebrations from other faiths. Careful consideration is given to bereaved pupils and their parents over attendance at funerals.

Personally

The school has an explicit PHSE programme and a bespoke RSE curriculum to aid pupils' personal development. The school provides careers education throughout the school, with units in the PHSE curriculum, and through outside speakers. The Year 8 Leavers programme contains specific talks by parents and adults connected to the school.

The curriculum of The Pilgrims' School is divided into three stages:

Pre-Prep Department Years R – 2

Reception follows the requirements of the EYFS.

Years 1 and 2 cover the work of Key Stage 1, though are not limited by it.

Junior Department Years 3 – 5

Years 3 to 5 cover the work of Key Stage 2, though are not limited by it.

Year 3, 4 and 5 are each divided into two parallel classes. In Year 4, the provision is made for setting in Maths, though this does not always happen straight away; the bond with the class teacher is highly valued at this stage. Year 5 has two mixed ability forms and in addition there is some setting in Mathematics and English: there is one set with boys who are typically higher attaining and then two parallel sets in Mathematics, and a similar structure in English. The work in each year builds on the skills and knowledge acquired in the previous year.

Subjects taught are:

English	Mathematics	Science
Geography	History	French
RS	Art	Drama
Games	IT	Music
PE	PSHE	Technology

Senior Department Years 6 – 8

In Year 6 the work of key stage two is completed, and the pupils begin to prepare to work towards their 13+ transfer exams. In Year 6 the pupils are placed into three mixed ability forms, with three sets in Mathematics and English.

In Year 7 the pupils are streamed into three forms. 7S is the form for pupils whom we feel at this stage will benefit from and contribute to an accelerated progress towards scholarship levels. The formation of the other two classes changes year on year, but they are essentially two parallel classes who cover the same work and sit the same exams at the end of the year. In addition, we regularly find it is beneficial to set the two parallel classes in Maths only.

In Year 8 the pupils are placed in forms according to their exit school. 8C is for pupils working towards Common Entrance. 8S is for pupils felt likely to benefit from and contribute to working towards scholarship standard. 8W is for pupils aiming for Winchester Entrance. Occasionally

numbers of pupils allow those aiming for higher levels at Common Entrance to work in 8W. Pupils whose senior school does not require either Winchester Entrance or Common Entrance will work in the form thought best suited to their level of attainment.

Subjects taught are:

English	Mathematics	Science
Geography	History	French
Latin	RS	Art
Games	IT	Music
PE	PSHE	Technology

In all we do, our aspiration towards the ideal must be tempered by practicality. Acceptance of practical restrictions should never dissuade us from aiming for the highest possible standards.