CRANLEIGH
SCHOOL
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Curriculum policy

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Purpose of the policy

This policy outlines the aims of the curriculum as well as the way that the curriculum is constructed in each year group. It takes into account the ages, aptitudes and needs of all students, including those with an EHCP. It ensures that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

Introduction

It is the goal at Cranleigh Prep School and Cranleigh Senior School to develop personable, self-confident and articulate young adults with excellent academic qualifications, who are well prepared for life in this country or abroad, through a broad, balanced and relevant curriculum that ensures continuity and progression, takes individual differences into account, and enables all students to flourish.

Legislation

Full details are available in schemes of work, which take the form of departmental schemes produced by Heads of Departments and coordinated by the two Deputy Heads (Academic). The needs of any students who have an identifiable Special Educational Need, or those students who present learning difficulties, are coordinated by the Directors of Learning Support, who ensure that statutory requirements and individual needs are met.

Independent School Standards

- Part 1, 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and (b) the written policy, plans and schemes of work (i) take into account the ages, aptitudes and needs of all students, including those students with an EHC plan; and (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

- Part 1, 2(2) For the purposes of paragraph (2)(1)(a), the matters are— (a) full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

- Part 1, 2(2)(b) that students acquire speaking, listening, literacy and numeracy skills.

- Part 1, 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for students who are all temporarily resident in England and which follows the curriculum of another country.

- Part 1, 2(2)(d) personal, social, health and economic education which– (i) reflects the school's aim and ethos; and (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.

- Part 1, 2(2)(e) for students receiving secondary education, access to accurate, up-to-date careers guidance that (i) is presented in an impartial manner; (ii) enables them to make informed choices about a broad range of career options; and (iii) helps to encourage them to fulfil their potential.

- Part 1, 2(2)(f) where the school has students below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

- Part 1, 2(2)(g) where the school has students above compulsory school age, a programme of activities which is appropriate to their needs.
- Part 1, 2(2)(h) that all students have the opportunity to learn and make progress.
- Part 1, 2(2)(i) effective preparation of students for the opportunities, responsibilities and experiences of life in British society.

Curriculum aims

At Cranleigh School, the curriculum undertakes to:

- Provide a first-class education to every student.
- Realise the potential within each student and encourage all students to aim high despite any challenges they may face.
- Improve academic results continually across the School's broad subject range.
- Meet the needs of the curriculum in all its forms and extend beyond its constraints.
- Challenge and inspire our students to aspire to the highest standards,
- Encourage initiative and responsibility,
- Encourage students to be curious and independent-minded, inspiring them to engage with a range of contrasting viewpoints.
- Give students the skills to move on from school with confidence in their abilities.
- Effectively prepare students for the opportunities, responsibilities and experiences of life in British society.
- Broaden students' understanding of people, perspectives and ideas
- Develop students with the willingness and skills to work effectively with others
- Develop an understanding of those things that enrich life beyond material possessions, such as the exploration of the creative arts, religious truths, natural beauty and our relationships with others
- Build self-respect, self-esteem and the ability to show regard for people, ideas and our environment
- Increase student participation in a variety of challenging activities.
- Provide a safe school environment for all students with an atmosphere of tolerance and mutual respect.
- Promote independent learning and appropriate use of information technology.

The schools recruit well-qualified subject specialists to allow each area of the curriculum to be taught by those with a high level of subject expertise. Training and professional development opportunities are provided for all staff to enhance the delivery of the curriculum and to keep teachers informed of current initiatives and developments relating to their subject areas.

The *professional review and development* systems identify training needs which benefit the delivery of the curriculum. Heads of Departments prepare schemes of work which ensure that the curriculum is delivered

effectively with regard to adaptation, the needs of individual students from all ethnic and social groups, the most able students and those who are experiencing learning difficulties.

The needs of all students, including those with special talents and those with learning difficulties, are addressed. The two Deputy Heads Academic, together with other senior colleagues, monitor academic progress to provide any necessary support.

Through careful monitoring and tracking of progress, students who would benefit from additional support can be identified. The *Learning Support* policy sets out the rationale and procedures via which we identify and assist those with Special Educational Needs, which includes those with an Educational Health Care (EHC) Plan.

The structure of the schools and the curriculum

The structure of the Schools

Regular meetings between the Heads, the Deputy Heads (Academic) and other senior colleagues enable curriculum coherence and provide for curriculum change and development.

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The Shape of the Day: Cranleigh Prep

Pre-Prep:

Pre-School & Reception	
7.45 - 8.30	Early Bird Club
8.20 - 8.30	Drop Off
8.30 - 8.45	Registration
8.45 - 9.25	Lesson 1
9.30 - 10.10	Lesson 2
10.10 - 10.35	Break
10.35 - 11.15	Lesson 3
11.20 - 11.55	Lesson 4
12.00 - 12.30	Lunch
12.30 - 13.00	Break
13.00 - 13.20	Registration
13.20 - 14.00	Lesson 5
14.05 - 14.45	Lesson 6
14.45 - 15.10	Break
15.10 - 15.50	Lesson 7
15.50 - 16.00	End of Day
16.00 - 16.30	Compass Club
16.30 - 17.00	Compass Club
17.00 - 18.00	Compass Club (and light supper)

Years 1 - 2	
7.45 - 8.30	Early Drop Off
8.20 - 8.30	Drop Off
8.30 - 8.45	Registration
8.45 - 9.25	Lesson 1
9.30 - 10.10	Lesson 2
10.10 - 10.35	Break
10.35 - 11.15	Lesson 3
11.20 - 11.55	Lesson 4
12.00 - 12.30	Lunch
12.30 - 13.00	Break
13.00 - 13.20	Registration
13.20 - 14.00	Lesson 5
14.05 - 14.45	Lesson 6
14.45 - 15.10	Break
15.10 - 15.50	Lesson 7
15.50 - 16.00	End of Day
16.00 - 16.40	Activities (Pre-Prep)
16.50 - 17.45	Snack & Activities (Prep)

Key Stage 2:

Years 3 - 4	
7.30 - 8.00	Drop-Off
8.00 - 8.10	Registration
8.10 - 8.30	Tutorial
8.35 - 9.25	Lesson 1
9.30 - 10.20	Lesson 2
10.20 - 10.45	Break
10.50 - 11.40	Games
11.45 - 12.35	Lesson 4
12.35 - 13.05	Lunch
13.05 - 13.35	Break
13.35 - 13.50	Registration
13.50 - 14.15	Tutorial
14.20 - 15.10	Lesson 5

Years 5 - 6	
7.30 - 8.00	Drop-Off
8.00 - 8.10	Registration
8.10 - 8.30	Tutorial
8.35 - 9.25	Lesson 1
9.30 - 10.20	Lesson 2
10.20 - 10.45	Break
10.50 - 11.40	Lesson 3
11.45 - 12.35	Lesson 4
12.35 - 13.05	Lunch
13.05 - 13.35	Break
13.35 - 13.50	Registration
13.50 - 14.15	Games
14.20 - 15.10	Games

15.15 - 16.05	Lesson 6
16.10 - 16.50	Lesson 7
16.50 - 17.45	Snack & Activities (Prep)

15.15 - 16.05	Lesson 6
16.10 - 16.50	Lesson 7
16.50 - 17.45	Snack & Activities (Prep)

Key Stage 3:

Years 7-8	
7.45 - 8.00	Drop-Off
8.00 - 8.10	Registration
8.10 - 8.30	Tutorial
8.35 - 9.25	Lesson 1
9.30 - 10.20	Lesson 2
10.20 - 10.45	Break
10.50 - 11.40	Lesson 3
11.45 - 12.35	Lesson 4
12.35 - 13.05	Tutorial
13.05 - 13.35	Lunch
13.35 - 14.05	Break
14.05 - 14.15	Registration
14.20 - 15.10	Lesson 5
15.15 - 16.05	Lesson 6
16.10 - 16.50	Lesson 7
16.50 - 17.45	Snack & Activities (Prep)

The Shape of the Day: Cranleigh Senior

Cranleigh Senior School currently operates a one-week timetable, with 30 academic periods.
Each period is 50 minutes in length, apart from Senior Period 5, which is either 40 or 45 minutes depending on the day of the week.

Prep School Curriculum

Academic Structure

Cranleigh Prep School provides a carefully planned academic structure that supports pupils' educational development from Early Years through to the completion of Year 8. As pupils progress through the school, teaching gradually moves from a predominantly class teacher model to increasingly specialist teaching and setting arrangements. This ensures that pupils experience continuity and security in their early years while benefiting from greater subject expertise, independence and academic challenge as they mature.

Teaching arrangements evolve throughout the school as follows:

- **Pre-Prep (Pre-School to Year 2):** predominantly class teacher-led learning within tutor groups, supported by specialist teaching in selected subjects.
- **Lower School (Years 3–4):** class teachers continue to teach the core curriculum, with specialist teachers delivering foundation subjects. Mathematics is taught in ability sets.
- **Middle School (Years 5–6):** increasing use of specialist teachers alongside more flexible setting arrangements to prepare pupils for Upper School.
- **Upper School (Years 7–8):** all subjects are taught by specialist teachers with pupils taught in a combination of ability sets and form groups to provide appropriate challenge and support.

Throughout the school, regular assessment and careful monitoring of progress ensure that teaching arrangements remain appropriate to individual pupils' needs. Movement between teaching groups and sets is reviewed regularly to ensure every pupil is appropriately challenged and supported.

Pre-Prep (Pre-School, Reception, Years 1 and 2)

The Pre-Prep consists of the Early Years Foundation Stage (EYFS) and Key Stage 1. During these formative years, pupils are taught primarily within their tutor groups by experienced class teachers who provide a nurturing environment where strong relationships support academic, social and emotional development.

Every class is supported by a qualified Teaching Assistant, enabling high-quality adult interaction, effective differentiation and individual support.

Early Years Foundation Stage (Pre-School and Reception):

The Early Years curriculum follows the **Statutory Framework for the Early Years Foundation Stage**, providing a broad, balanced and play-based curriculum that lays the foundations for lifelong learning.

Learning is carefully planned through a combination of:

- adult-directed teaching;
- child-initiated learning;
- purposeful play;
- continuous indoor and outdoor provision;
- practical exploration and investigation.

The curriculum is designed to foster curiosity, independence, resilience and a love of learning while ensuring pupils make excellent progress across all areas of development.

Teaching covers the seven areas of learning:

Prime Areas

- Communication and Language

- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning opportunities are carefully planned to develop early reading through systematic synthetic phonics, early writing, mathematical understanding, language development, creativity, physical coordination and social confidence.

Staff make ongoing observations of each child to inform planning and assessment. Progress is monitored against the Early Learning Goals to ensure pupils achieve strong outcomes and are well prepared for transition into Key Stage 1.

Children benefit from extensive indoor and outdoor learning environments, enabling them to develop confidence, curiosity, problem-solving skills and independence through meaningful first-hand experiences.

Key Stage 1 (Years 1 and 2):

Pupils continue to be taught primarily by their class teachers, ensuring continuity and strong pastoral care.

Class teachers deliver:

- English
- Phonics
- Guided Reading
- Handwriting
- Mathematics
- Science
- Topic
- Religious Education
- Learning for Life (LfL)

Specialist teachers deliver:

- Computing
- Art
- Music
- Physical Education
- Dance
- Swimming

French is introduced in **Year 2** by a specialist teacher.

Forest School:

All Pre-Prep pupils participate in a weekly Forest School programme.

Forest School provides regular opportunities for outdoor learning through carefully planned activities that encourage curiosity, resilience and independence. Pupils develop confidence, teamwork, creativity and problem-solving skills while exploring the natural environment. Activities may include den building, nature investigation, tool use, environmental awareness, storytelling, imaginative play and collaborative challenges. The programme supports pupils' physical wellbeing, communication skills, risk assessment and appreciation of the natural world.

Lower School (Years 3 and 4):

The Lower School provides a bridge between the nurturing class teacher model of the Pre-Prep and the increasingly specialist curriculum experienced later in the school.

Head of Lower School**:** Emma Unwin

Teaching Structure:

Class teachers teach:

- English
- Mathematics

Specialist teachers deliver:

- Science
- Humanities
- French
- Computing
- Art
- Music
- Drama
- Dance
- Swimming
- Sport

Setting Arrangements

Pupils remain in their form groups for all subjects except Mathematics.

Mathematics is taught in two ability sets within each year group, allowing teaching to be appropriately paced whilst maintaining flexibility for pupils to move between sets as their progress develops.

Middle School (Years 5 and 6)

The Middle School prepares pupils for the increasing academic independence and specialist teaching experienced in the Upper School.

Head of Middle School: Alison Bridges

Year 5:

Class teachers teach:

- English
- Mathematics

Specialist teachers deliver:

- Science
- Humanities
- French
- Computing
- Design Engineering
- Food Technology
- Art
- Music
- Drama
- Dance
- Swimming
- Sport

Setting

Pupils are taught in form groups for all subjects except Mathematics, where they are taught in two ability sets.

Year 6:

All subjects are taught by specialist teachers.

The curriculum comprises:

- English
- Mathematics
- Science
- History
- Geography
- Religion & Philosophy
- French
- Latin/Classics
- Computing
- Design Engineering
- Food Technology
- Art
- Music
- Drama
- Sport

Setting

- English: mixed-ability teaching groups.
- Mathematics, Science and French: four ability sets.
- All remaining subjects are taught in form groups.

This structure provides greater subject expertise while gradually increasing pupils' independence in preparation for the Upper School.

Upper School (Years 7 and 8)

The Upper School provides a fully specialist curriculum that prepares pupils for the Foundation Diploma, scholarship pathways and senior school.

Head of Upper School (Academic): Tamsin Groocock

All subjects are taught by specialist teachers.

The curriculum includes:

- English
- Mathematics
- Science
- Humanities
- French
- Spanish
- Latin/Classics
- Computing
- Religion & Philosophy
- Design Engineering
- Food Technology
- Art
- Music
- Drama
- Sport

Setting Arrangements

Year 7:

- English: one accelerated top set and three mixed ability sets.
- History follows the same grouping as English.
- Mathematics: four ability sets.
- Science: four ability sets (shared with Geography and Computing).
- Languages: four ability sets (French, Spanish, Latin/Classics and Learning for Life).
- Art, Design Engineering, Food Technology, Music and Religion & Philosophy are taught in form groups.

Year 8:

- English: one accelerated top set and three mixed ability sets.
- History, Religion & Philosophy, Music, Drama, Art, Design Engineering and Food Technology follow the English groupings.
- Mathematics: four ability sets.
- Science: four ability sets (shared with Geography and Computing).
- Languages: four ability sets (French, Spanish, Latin/Classics and Learning for Life).

Regular assessment and close monitoring of pupil progress (see the **Assessment and Marking Policy**) ensure that pupils are placed in the teaching groups that best support their learning. Movement between sets is reviewed throughout the academic year.

Pupils in accelerated groups receive additional challenge, deeper conceptual understanding and a faster pace of learning to prepare them for the more demanding aspects of the Foundation Diploma and, where appropriate, scholarship examinations.

Academic focus

Pre-Prep

The Early Years Foundation Stage (EYFS) curriculum provides a rich, stimulating and carefully planned learning environment that fosters curiosity, creativity and a lifelong love of learning. Through a balance of purposeful play, adult-led teaching and child-initiated exploration, children develop secure foundations across the seven areas of learning outlined in the Statutory Framework for the EYFS. Particular emphasis is placed on communication and language, early reading through systematic synthetic phonics, writing, mathematical understanding, physical development, personal and social growth, and expressive arts. High-quality interactions, continuous provision and regular observation enable learning to be tailored to each child's individual needs, ensuring they make excellent progress and are well prepared for a successful transition into Key Stage 1.

The curriculum for Years 1 and 2 is designed to build a strong foundation in academic skills while nurturing creativity, social skills, and emotional development. By using a variety of teaching strategies, providing diverse learning experiences, and supporting all learners, we aim to cultivate confident, curious, and resilient individuals who are equipped for future success in their educational journey.

In Maths, they will be introduced to the Maths Mastery approach to learning by adopting White Rose Maths Scheme. The use of concrete manipulatives and contextualising their learning will allow them to learn and develop the basic numeracy skills alongside practising using these skills in real-life situations.

In Phonics, pupils will follow the Read Write Inc scheme which will be taught in ability groupings rather than by age. The children will build on the sounds and blends and progress into formal spelling and use of these in sentences. The reading books will also support this scheme.

English will follow themes but will encompass the skills of grammar, punctuation and creativity as well as explore different genres of reading material.

Science will be taught in themes that explore concepts in Biology, Chemistry and Physics but will also link where possible to the Topics (History and Geography). The children will help to develop their understanding of world religion through the Jigsaw RP Scheme for these Pre-Prep years.

Years 1 and 2 will have the benefit of exploring and developing skills through play and investigation when attending a weekly session in the Forest School in our own grounds. This will enhance their skills in learning to collaborate and work together as well as experiment and appreciate the outdoor world.

Lower School: Years 3 - 4

We believe that, particularly in Years 3 - 4, learning to learn is as important as what is learnt. There is an emphasis on skills before content. We believe that it is not what you do that is important, but the way you do it. According to recent research, we are preparing children now for jobs that don't yet exist; using technologies that have not yet been invented, in order to solve problems that we don't even know exist yet. In the 21st century, children have to be equipped with the skills and the ability to apply them in different situations.

In Maths, the children revise the basic skills that underpin their mathematical understanding as well as learning new concepts. Practical methods and equipment are used wherever possible and we endeavour to make the most of opportunities to use the outside classroom. There is an emphasis on honing mental arithmetic skills through regular games, both in the classroom and online, and the children are encouraged to challenge themselves to become Times Tables Rockstars. In their written work, the children learn the importance of showing and being able to explain their methods of working as well as the value of using the correct layout in their books. We try to link maths to real-life, thus putting the children's mathematical learning into context. Maths Mastery is the key approach used in Maths. The aim for the department is to develop the

pupils' thinking skills, and for the children to obtain a deeper understanding of the mathematics they are learning. For more information on Maths Mastery, please refer to the Maths Department Handbook.

In English, reading is of the utmost importance. From their very first day at CPS, we hear each child read regularly, helping them to find their appropriate level. We encourage them to read books and partake in the relevant AR quizzes - thus testing their comprehension as well as keeping count of the number of words read. The Bronze, Silver and Gold certificates are highly sought after, and there is a real buzz in the library at break times. Guided reading is also taught, which allows the children to discuss aspects of character and setting and to improve their skills of inference. Grammar and creative writing are influenced through exposure to different texts and the children are encouraged to take responsibility for improving their spelling by correcting and editing their own work in both English and cross-curricular subjects. From the academic year 2023-24 onwards, the English Department will be using the Pathways to Spell programme, offered by the Literacy Company for Years 3-6. It was felt that while previous spelling programmes did appear adequate, there was an overreliance on the use of IT for them, with pupils failing to make the success seen on a screen when writing by hand. This new programme offers an array of traditional activities and more innovative ones that should suit all learners, particularly those with a more kinaesthetic approach to committing spellings to memory. Spelling Ninja will be used alongside Pathways to Spell, as the resources offered are fully customisable and can be tailored to individuals' needs.

The ethos to teaching Science at Cranleigh Prep is to stimulate curiosity and engender an interest and enjoyment in Science. We do this by providing the children with a systematic body of scientific knowledge that allows them to develop an understanding of Science and how it connects to technology, engineering and their everyday environment. Using models, practical work and relevant examples, the children are introduced to phenomena and events that help them understand and apply science to the real world. As they progress through the syllabus, they will develop investigative skills and have the ability to experiment in a safe and constructive manner. Importantly, we hope to instil an independent love of learning by encouraging a desire to ask questions and a determination to solve problems.

Geography, History and Religion & Philosophy are taught under the umbrella of Humanities in Years 3 & 4. Within each form, two topics from each discipline are taught per year. Children are encouraged to think for themselves as much as possible, solve problems, enquire, discover and question. In Geography, children are encouraged to enquire about the world around them and in doing so should develop skills which will be enhanced in subsequent years such as decision-making ability and a sense of environmental awareness and responsibility. In History, the children are encouraged to ask 'why, when, what and who'. No aspect of History should be taken at face value (i.e. This is what happened at the Battle of Hastings) but pupils must learn to ask the 'W' questions to give them a richer understanding of what they are studying. In RP, children begin to investigate the differences and similarities of the world religions. They look at how major religions answer questions about meaning and value in a search for truth.

Middle School: Years 5 and 6

As pupils move into the Middle School, there is a graduated shift from class teaching to subject specialism teaching. We continue to promote the ethos of child-centred learning which underpins the Lower School curriculum, with the buzz word, 'creativity' remaining a central feature of this curriculum. Year 5 runs a Humanities programme which covers 6 topics during the course of the academic year:

- 2 with a Geography focus
- 2 with a RP focus
- 2 with a History focus

In Year 6, pupils move into studying Geography, History and RP as separate subjects and make cross-curricular links where possible.

The core subjects, English, Maths, French and Science, along with the more practical subjects, are taught by a range of subject specialists who have the expertise and freedom to be flexible and extend the learning in exciting and new ways.

We believe that, particularly in Years 5 - 6, learning to learn is as important as what is learnt. There is an emphasis on skills before content. We believe that it is not what you do that is important, but the way you do it. According to recent research, we are preparing children now for jobs that don't yet exist; using technologies that have not yet been invented, in order to solve problems that we don't even know exist yet. In the 21st century, children have to be equipped with the skills and the ability to apply them in different situations. The SPARK programme will also support this teaching focus.

The Upper School: Years 7 and 8 'Foundation Diploma'

Starting in Year 7, pupils will embark on the Foundation Diploma – a modular course designed to foster both academic excellence and personal growth. Each pupil will have a dedicated portfolio to track their progress, with achievements in both effort and attainment recognised through a motivating star system.

This diploma will also spotlight pupils' involvement in the Enrichment Programme (SPARK), monitor the development of key future-ready skills, and celebrate their contributions to the wider school community.

Year 8 pupils will also benefit from this enriching experience during their final year at the Prep School.

Both Year 7 and 8 will undergo two summative assessments throughout the academic year. Details of the assessment content will be shared on the VLE (Firefly) at the appropriate times.

Unlike traditional content-heavy courses, the Foundation Diploma places a strong emphasis on skill development, encouraging continuous engagement and rewarding genuine effort. It not only supports academic learning but also promotes personal development, helping pupils grow into well-rounded, future-ready individuals.

The National Curriculum

The National Curriculum is the template upon which the curriculum at Cranleigh Prep is built. However, at different levels within the school, the National Curriculum is developed and extended to meet our particular pedagogical aims. Close attention is given to the National Numeracy and Literacy Strategies, particularly in the Lower School where a significant percentage of time is apportioned to engendering these skills. The National Curriculum remains central to our planning. However, teachers are expected to extend pupils beyond the levels expected by the curriculum, having first ensured that all relevant aspects of it have been covered. Particular to the Middle School are the discrete teaching of Science in the Science labs and the Year 5 Humanities course, which allows for continuity from the Lower School Humanities course.

Under the guidance of Heads of Department, staff may choose to depart from the scheme of work laid down by the National Curriculum. This might be to prepare pupils for a particular exam, or to cover a topic at a different time to make best use of resources or teaching capabilities. The new Year 7 – 9 Curriculum, 'Foundation Diploma ', encourages a more graduated approach towards GCSE mastery but will be developing the individual child with a broad array of skills, experience in leadership and building in more opportunities to prepare them for jobs of the future.

Senior School: Year 9

In Year 9, the compulsory subjects are listed below. The number in brackets indicates how many periods are assigned to each subject. There is a separate arrangement for the Scholars, who can choose to do one fewer option's subjects and have lessons where they undertake guided independent work.

- Biology (2)
- Chemistry (2)
- English (3)
- French *or* Spanish (3)
- Geography (2)
- History (2)
- Mathematics (3)
- Physics (2)
- Religious Studies (2)
- Latin *or* Classical Civilisation (2)

In addition, students choose three from the following six optional subjects: (again, the number in brackets indicates how many periods are assigned to each subject):

- Art (2)
- Design Engineering (2)
- Drama (2)
- French (as a second language) (2)
- Greek (2)
- Music (2)

This adds up to a total of 29 periods.

The final period is split between English (who undertake an independent reading project) and Digital Literacy; each of these two has the students for half of a term on a rotating basis.

Senior School: Years 10 and 11

In Years 10 and 11, the compulsory subjects are listed below. The number in brackets indicates how many periods are assigned to each subject.

- English Language and English Literature (4)
- Mathematics (4)

A significant change took place from September 2025, in that the number of GCSEs students take has been reduced to 9, rather than the traditional 10. This change is designed to enhance focus and ensure that our students can truly excel in their chosen subjects

Furthermore, students now choose between two or three individual sciences - the school no longer offers Double Award Science. Each science chosen is allocated 3 periods a week.

- Students who choose to study two sciences will select four subjects from the optional subjects.
- Students who study all three sciences will choose three subjects from the optional subjects.

The optional subjects are: Art, Classical Civilisation, Design, Drama, French, Geography, Latin, History, Information Technology, Latin, Music, Physical Education, Religious Studies, Spanish.

Some students opt to study Greek or Further Maths as an off-timetable enrichment option.

Each science chosen is allocated 3 periods a week.

This totals 26 periods.

The remaining four periods are allocated as follows.

In **Year 10**:

For Year 10 (LV) students, the STRIDE curriculum is delivered as part of the Intermediate Diploma through two dedicated timetable periods each week. The curriculum is structured around six core pillars:

S – Stewardship: Community action, sustainability, environmental accountability, and responsible leadership.

T – Technology: Generative AI literacy, digital citizenship, ethical tech use, and vibe coding.

R – Readiness & Finance: Commercial awareness, personal budgeting, career planning, and workplace readiness.

I – Innovation: Entrepreneurship, creative problem-solving, and bringing ideas to completion.

D – Diversity: Global perspectives, active inclusivity, and navigating differing viewpoints.

E – Emotional Intelligence: Personal growth, self-awareness, and emotional development in relation to others.

Pupils will have two lessons a week of STRIDE lessons and the course follows this structure:

Teacher 1 (1 period a week)	Teacher 2 (1 period a week)
Michaelmas Term	
Theme 1 - AI Literacy & Critical Thinking (Technology)	Theme 2 - Sustainability (Stewardship)
Lent Term	
Theme 3 - Financial Literacy (Readiness & Finance)	Theme 4 - Employability challenge (Readiness & Finance
Summer Term (Year 10) - Michaelmas Term (Year 11)	
Independent Research Project	

In **year 11 (UV)**, the pupils have 1 lesson per week of the STRIDE curriculum, in which they finish their independent research project, and undertake some revision training and study skills.

The remaining lessons are allocated as supervised study periods, in which pupils are supervised whilst completing their independent work.

Senior School: Sixth Form Years 12 and 13

In the Sixth Form, the curriculum is structured around the Cranleigh Advanced Diploma framework, combining rigorous academic study with core elective specialisation to ensure students graduate with both depth of knowledge and future-ready skills.

1. Core Academic Options
The majority of students select three Core Academic Options from the following list:
Art
Biology
Business (A-Level)
Business BTEC
Chemistry
Classical Civilisation
Design Engineering
Drama
Economics
English Literature
French
Geography
History
Latin
Maths
Music
Philosophy of Religion
Physical Education
Physics
Politics
Product Design
Psychology
Spanish
Sport BTEC.

Each chosen Core Academic subject is allocated 7 periods a week.

2. Core Elective Options
To complement their core academic choices, students select one Core Elective from the following pathways:

- Extended Project Qualification (EPQ) (allocated 1 period a week of timetabled contact, plus guided independent study
- 2-year AS Levels (allocated 3 periods a week): French AS, Greek AS, Music Technology AS, Spanish AS
- Core Maths
- Data Analytics
- Personal Training Diploma
- Music Diploma
- Further Mathematics: Students choosing Further Maths take this as a double-weighted subject allocation (12 periods a week) alongside two other Core Academic subjects (7 periods a week each).

3. Choice Restrictions & Guidance
Certain restrictions apply to subject combinations to ensure broad academic progression (for example, a student cannot take both Design Engineering and Product Design). These restrictions are clearly communicated to parents and students at the Sixth Form options evening and in formal written options guidance.

4. Sixth Form Core Provision & Academic Progression

- In addition to their academic subjects and electives, all Sixth Form students participate in a compulsory non-examined core curriculum comprising:
- The Cranleigh Futures Programme, which covers the STRIDE competencies. The Futures will follow these themes:
    - Readiness - LinkedIn, Networking, Finance, UCAS.
    - Technology - AI prompt engineering course & vibe coding.
    - Innovation - CranDo.
    - Emotional Intelligence- Love Story & consent
    - Opportunities to explore stewardship through charity work & volunteering
- The Sixth Form Lecture Series and dedicated Cranleigh Futures (Higher Education and Careers) preparation sessions.
- Pastoral tutorial time focused on personal wellbeing, mental health, and adult life readiness.

In addition, in order to achieve their Cranleigh Diploma, all Sixth Form pupils complete portfolio-style reflections on a range of activities. This is based on these principles:

- Rooted within our School values
- Pupil autonomy
- Portfolio style reflections
- Focus on self reflections

Pupils are then awarded with Digital Credentials to recognise their skills development.

Supervised Study & Study Periods

In Year 12 (Lower Sixth), pupils start with two periods of allocated supervised study on their timetable to support the development of good work habits. These are built into the timetable and supervised by staff. In their remaining free periods, they are allowed to go to the Sixth Form Centre to study, other study areas in the school (e.g. Williams Library & Emma Centre), or back to house to work (except for period 1 and 2).

Sixth Form Summary
3 Core Subjects (21 periods) + Elective (1–3 periods) + 1 period of Futures + 2 periods of supervised study.

Careers Education (Cranleigh Futures)

<u>Cranleigh Prep</u>

The school recognises its commitment to introducing pupils to the world of work. The school introduces pupils in Years 7 and 8 to finances, the value of money, and the basics of economic principles and enterprise. All pupils are taught about ethical business and sustainability through assemblies, Learning for Life and the new Enrichment session (Years 3 to 8) in weekly ‘SPARK’ (Skills, Passions, Arts, Readiness and Knowledge) lessons.

Pupils should recognise that they will have a responsibility to make a contribution to society when they become adults. This permeates through the Aims and Ethos of the school.

Pupils are also introduced to a variety of options to begin considering for adult life. These range from traditional careers (in finance, management, the professions etc.) to entrepreneurship and voluntary work (in the charity sector). Pupils are made aware of the difference between careers, vocations and of the fluidity of the modern world of work, i.e. they may do several different jobs/roles throughout their working life. A Careers Fair is held during the after school exams programme for Year 8 where they choose four workshops to attend in an area they feel is of interest.

Informally, careers and work may be talked about in lessons or assemblies. The SPARK sessions will also provide opportunities for children to hear from different professions, gain invaluable practical experience in entrepreneurship and skills required to make them future ready. More formally, the children experience:

- Enterprise skills and the term “career” in Year 7 in LfL
- Employability and types of careers in Year 7 in LfL
- Planning for a career, e.g. qualifications needed to access some careers, in Year 7 in LfL
- In Year 8 all pupils have a day when staff from Barclays Bank come into school and teach them about the fundamentals of running a business as part of the after exams programme (Satro Business Day).

Cranleigh Senior

Cranleigh Senior provides accurate, up-to-date, and impartial careers guidance through its dedicated Cranleigh Futures programme, overseen by the Head of Futures. Integrated into the curriculum across Key Stages 3, 4, and 5 (Years 9–13) - including the timetabled Futures lessons, STRIDE modules, speakers, and non-examined core sessions - pupils explore higher education options, apprenticeships, financial literacy, and essential workplace skills. This structured access to external employers, workshops, and individual guidance empowers every student to make informed choices and reach their full potential.

Please see the *Cranleigh Futures* policy for further details.

Personal, Social, Health and Economic Education (PSHE)

Cranleigh Prep

The LEARNING for LIFE (PSHE) curriculum of Cranleigh Prep School aims to prepare the children for the opportunities, responsibilities and experiences of modern life, so that they can enjoy their childhood to the full and progress to their next schools at 13 with the technical abilities, knowledge and ideals to allow them to take advantage of opportunities presented to them in the future.

Through the curriculum we aim to give pupils the skills, knowledge and understanding to lead confident, healthy, independent lives and to become caring, informed, active and responsible citizens of the school community and their local communities, whilst developing their well-being, self-belief and confidence through a variety of activities and discussions. The PSHE curriculum and teaching encourages pupils to respect other people and pays particular regard to the protected characteristics set out in the 2010 Act. The children will follow the Jigsaw PSHE Scheme or work from Year R through to Year 8. Years 1 to 8 have a 50 minute lesson and are taught as either a tutor group or set.

Within the lessons we reinforce the pupils' social, moral, spiritual and cultural development and use the School's Ethos and Aims as our benchmark. These values are referred to regularly in school assemblies, Chapel services, in lessons and in the playground.

Relationships education for primary education and relationships and sex education for secondary education is part of the LfL (PSHE) curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.

Cranleigh Senior

Our Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) programmes have been developed to reflect and support the school's aims and ethos, fully complying with the DfE statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, as well as the Independent School Standards Part 1, 2(2)(d). All years (9 -13) have one period (50 minutes) of PSHE per week.

Rooted in our values of aspiration, respect, integrity, and engagement, the Senior School curriculum delivers age-appropriate RSE and Health Education across Key Stages 3, 4, and 5 (Years 9–13). The RSE curriculum addresses:

- The nature and importance of marriage, civil partnerships, and stable family relationships.
- Developing and maintaining healthy, respectful relationships (online and offline).
- Consent, personal boundaries, sexual health, and physical wellbeing.
- Respect for all individuals, paying explicit regard to the protected characteristics set out in the Equality Act 2010.

PSHE and RSE are delivered through dedicated timetabled lessons, pastoral tutorial sessions, and a coordinated series of specialist visiting speakers. Pupils are encouraged to reflect on their own values and choices in a safe, supported environment. Parents are informed of their statutory right to request that their child be excused from the sex education components of RSE up to three terms before the child turns 16.

For full details regarding curriculum mapping, withdrawal procedures, and subject content, please consult the standalone Senior School PSHE & RSE Policy.

Broadening the Curriculum

Cranleigh Prep

We broaden the curriculum by building on strong academic foundations while providing opportunities for teachers to extend learning beyond the statutory requirements. Staff are encouraged to explore subjects in greater depth, enrich lessons with cross-curricular links, and adapt teaching to engage and inspire all learners; instilling critical thinkers and pupils who reflect on their learning. Our Foundation Diploma has been designed to give pupils in Years 7 and 8 opportunities to develop key skills alongside their knowledge. The activity programme is also designed to complement the core curriculum, ensuring that every child is challenged, motivated, and supported to achieve their full potential. Pupils actively participate in national competitions such as the Junior Maths Challenge, National Science Quiz, UKRoc Challenge, Greenpower and Townsend Warner.

Alongside the academic curriculum, the SPARK programme broadens and enriches our curriculum by preparing learners for life beyond the classroom through the development of practical skills in finance, careers, health, and technology. It extends learning opportunities to focus on character building, nurturing resilience, leadership, kindness, and teamwork in every pupil. By fostering global awareness, it supports pupils in becoming responsible citizens, informed about sustainability, current affairs, and social impact. The programme also seeks to develop creativity and ambition, inspiring innovation, imagination, and future aspirations. Most importantly, SPARK champions every child, ensuring that all learners are offered meaningful opportunities for leadership, growth, and personal success. All pupils have one SPARK lesson timetabled each week.

Cranleigh Senior

Diplomas:

The Cranleigh Diplomas provide a progressive, multi-layered framework designed to broaden the curriculum by equipping students with essential modern skills alongside their academic studies. Developed to bridge the gap between classroom knowledge and real-world work readiness, the framework integrates six core skills - Curiosity, Resilience, Problem Solving, Creativity, Communication, and Collaboration - with the **STRIDE curriculum competencies**: **S**tewardship, **T**echnology, **R**eadiness & Finance, **I**nnovation, **D**iversity, and **E**motional Intelligence.

The Diploma framework broadens learning across three key stages:

- **Core Diploma (Fourth Form):** Builds foundational core skills, such as curiosity, collaboration, and resilience, integrated alongside AI introduction, structured self-reflection, and financial literacy through tutorial time.
- **Intermediate Diploma (LV–UV):** Expands the taught curriculum with two dedicated periods a week of STRIDE lessons, covering practical areas like generative AI literacy, financial budgeting, and commercial awareness while applying core skills to independent research and co-curricular pursuits.
- **Advanced Diploma (Sixth Form):** Emphasises pupil autonomy and future-readiness delivered through Futures Time, exploring real-world applications such as networking, AI prompt engineering, vibe coding, and entrepreneurship through portfolio-style reflections.

By embedding both the six core skills and six STRIDE competencies across tutorial time, dedicated lessons, and co-curricular activities, the Cranleigh Diplomas ensure students develop deep critical thinking, adaptability, and work-readiness to stand out beyond standard academic qualifications.

Enrichment:
In the Senior School, broadening the curriculum means deliberately extending learning beyond exam specifications. Teachers are empowered as subject specialists to introduce topics, debates, and contexts that

sit outside formal assessment criteria, fostering true scholarship and transferable skills in analysis, debate, and critical synthesis.

Super-Curricular & Academic Societies: Pupil scholarship is celebrated and nurtured through intellectual societies, including:

- The Purvis Society: The flagship academic society promoting interdisciplinary debate and research.
- Subject Societies: Specialised groups such as the Knoller (History), Minot (English), and Economics societies.

National Competitions & Olympiads: Students are regularly supported to enter high-level national challenges, including the UKMT Mathematical Olympiads and the Royal Society of Chemistry Olympiads.

Independent Research (EPQ): Many year 12 pupils undertake the Extended Project Qualification (EPQ), conducting university-level independent research, literature reviews, or creative artifacts to develop project management, analytical writing, and research skills. Pupils in Year 10 also conduct a research project as part of their STRIDE curriculum.

Preparation for British society and promoting fundamental British values

Cranleigh Prep
Through its broad and inclusive curriculum, Cranleigh Prep explicitly prepares pupils to participate fully in modern British society. Pupils develop the knowledge, skills and values needed to engage responsibly with democratic institutions, understand their rights and responsibilities, and live respectfully within a diverse, multicultural community."

1. **Knowledge of Institutions & Responsibilities:**
    - Pupils are given a *"broad general knowledge of public institutions and services in England."*
    - They are effectively prepared for *"the opportunities, responsibilities and experiences of life in British society."*
2. **Promotion of British Values:**
    - These include democracy, the rule of law, individual liberty, and mutual respect and tolerance—essential components of modern British life.
3. **Development of Personal Qualities:**
    - Skills such as critical thinking, empathy, resilience, and understanding rights and responsibilities help pupils become **active and responsible citizens**.
4. **Cross-Curricular Approach:**
    - The fact that SMSC and British Values are embedded **through all subjects**, not just LfL, reflects a **holistic approach** to preparing pupils for society.
5. **Cultural Awareness and Inclusion:**
    - Respect for diversity in gender, race, religion, and other protected characteristics encourages **social cohesion and inclusion**, key aspects of life in a multicultural Britain.

Cranleigh Senior

Cranleigh Senior prepares students for the opportunities, responsibilities, and experiences of life in British society through a multifaceted approach that combines the formal curriculum (for example, PSHE, Citizenship, RE, History, and Politics reinforce understanding of democracy, rule of law, liberty, and tolerance), the promotion of core values, and a wide range of extracurricular and developmental activities (for example, Debates, Model UN, and community service projects encourage critical thinking and civic engagement).

Students are prepared for the opportunities, responsibilities and experiences of life in British society through active consideration of their own experiences, as well as when held in comparison to the experiences of others. Through the school's own structures, opportunities are provided for pupils to witness, participate in, and support aspects of democracy, the rule of law, individual liberty, as well as mutual respect and tolerance of others with different faiths and beliefs.

Staff have a duty to avoid the promotion of partisan political views in the teaching of all subjects. Where political themes are brought to pupils' attention, they will be offered a balanced presentation of opposing views.

Personal, Social, Health and Economic (PSHE) Education: PSHE education is a crucial component of the curriculum that helps students to stay healthy, safe, and prepared for life and work in modern Britain. It covers a wide range of topics including relationships, health and wellbeing, and economic literacy.

Cranleigh Senior actively promotes the fundamental British values of:

- **Democracy**: This is embedded through teaching about the political system and by providing opportunities for students to have their voices heard, for example, through school councils and mock elections. Pupils have a voice in school through councils, House meetings, and elections. They learn to listen, debate respectfully, and understand majority/minority views.

- **The Rule of Law**: The importance of laws and the consequences of breaking them are consistently reinforced. Pupils understand the importance of laws and rules in school and society, including online conduct. School and boarding rules are clearly explained and consistently applied.

- **Individual Liberty**: Students are encouraged to make their own choices in a safe and supportive environment. They are taught about their rights and personal freedoms and how to exercise these safely.

- **Mutual Respect and Tolerance**: The curriculum promotes an understanding and appreciation of different faiths and cultures. Curriculum and boarding life encourage understanding and challenge prejudice and discrimination. This is crucial in preparing students for life in a diverse and multicultural society.

At Cranleigh Prep, preparation for life in British society extends far beyond academic subjects.

- **Extracurricular Activities**: Our extra-curricular activities play a key role in preparing pupils for life in British society. Through sport, music, drama, debating, and community service, pupils develop confidence, teamwork, leadership, and a strong sense of social responsibility. These activities promote core British values such as respect, tolerance, and civic duty, helping children grow into well-rounded individuals ready to thrive in senior school and beyond.

- **Foundation Diploma:** In Y7 and Y8 pupils complete the Cranleigh Foundation Diploma. In addition to modular and summative assessment in academic subjects, pupils' commitment to service and community involvement is also recorded and assessed through the allocation of 'stars'. Pupils are encouraged to serve through not only carrying out allocated service tasks but also through House Competition events and organising their own community initiatives.

- **SPARK:** Preparation for life in British society extends into the SPARK (Skills, Passions, Arts, Readiness and Knowledge) Enrichment Programme because it embodies a holistic approach. Running up to three times a week for pupils in Years 3–8, SPARK provides diverse opportunities to develop essential life skills through activities such as community service, entrepreneurship, financial literacy, sustainability, and outdoor learning. Pupils collaborate in mixed groups, building teamwork, resilience, and leadership. The programme ensures pupils progressively strengthen key transferable skills—listening, speaking, problem solving, creativity, and leadership—preparing them to contribute confidently, thoughtfully, and responsibly to modern British society.

- **SMSC -** Cranleigh Prep supports pupils' spiritual, moral, social, and cultural development by encouraging reflection, empathy, and respect for others. Through assemblies, discussions, community activities, and cultural events, pupils learn core British values like tolerance, integrity, and responsibility. This helps them become thoughtful, well-rounded individuals ready to contribute positively to British society.

At Cranleigh Senior, preparation for life in British society extends far beyond academic subjects.

- **Extracurricular Activities**: Our programme of extracurricular activities, including sports, clubs, and volunteering, helps students to develop essential life skills such as teamwork, leadership, and resilience. These activities also provide opportunities for students to interact with peers from different backgrounds.

- **Careers Guidance**: Our Futures programme helps students make informed decisions about their future education and career paths. Encounters with employers and employees, as well as work experience placements, provide valuable insights into the world of work.

- **Spiritual, Moral, Social, and Cultural (SMSC) Development**: SMSC is integrated throughout the school's ethos and curriculum. It encourages students to be reflective about their own beliefs, to understand the perspectives of others, and to develop a strong moral compass.

Associated policies

The following policies should be considered alongside the Curriculum Policy:

- Aims and Ethos
- Cranleigh Futures
- Equal Opportunities (pupils)
- Fundamental British Values
- SEND and Learning Support
- PSHE
- Prep
- School Trips and Expeditions
- Spiritual, Moral, Social and Cultural (SMSC) Statement
- Assessment, Marking, Monitoring and Tracking (CP only)
- Teaching and Learning (CP only)