



Brentwood School

# Today's minds for tomorrow's future

Evolving to the Primary Years Programme

*Virtue - Learning - Manners*





Welcome to Brentwood Preparatory School where we provide a nurturing and creative environment for children to embark on their journey into education.

It is in these fledgling years that they begin to investigate the world with great expectation, interest and energy. We are perfectly placed to show them the world is full of adventures waiting to begin. At the heart of our curriculum is the belief that through playful exploration children can become scientists, historians, authors, athletes, artists and so much more. That with the right guidance and opportunities, they can in time have a positive impact on the world around them.

The International Baccalaureate (IB) philosophy and mission aligns harmoniously with the values and outlook of Brentwood School. The Primary Years Programme (PYP) offers a child-centred approach that gives them

the skills and dispositions to be agents of their own learning with a strong moral core and excellent interpersonal skills.

We believe that being a PYP school is the most logical evolution of our existing excellent curriculum, further harnessing our outstanding facilities and phase and subject expertise. We have a responsibility to not only provide the children with wonderful learning and social experiences whilst they are with us, but to also prepare them for a dynamic world beyond school, a world that prizes the skills of communication and collaboration, of critical thinking and problem solving, and of self-motivation and determination.

This booklet does not attempt to explain all aspects of the PYP framework, instead it sets out some of the key ingredients.

**Mrs Goodfellow**  
Head of Prep

PYP AT



APPROACHES TO TEACHING

# THE PREP



APPROACHES TO LEARNING

## The IB PYP mission statement

“The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centred approach to education for children aged 3–12. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP has evolved to become a world leader in future-focused education. The PYP is an example of best educational practice globally, responding to the challenges and opportunities facing young students in our rapidly changing world.

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## WHAT IS A TRANSDISCIPLINARY CURRICULUM?

Children don't begin by viewing the world as separate subjects that can be addressed in isolation, so why should we teach them in a fragmented way? Building on the holistic approach in EYFS and the creative curriculum of Key Stage 1, our Key Stage 2 approach is to master the subject knowledge and skills of any subject through a central real-world idea. For example, instead of learning at different times about the respiratory system in science, the physical impacts of exercise in PE, the origins of meditation practices in Buddhism, effective breathing techniques in choir and the wellbeing impact of a healthy body in PSHE, why not address this as one topic with all that learning taking place concurrently and resulting in a deeper understanding? English, which is a discrete stand-alone subject in the timetable, also extends this transdisciplinary learning through the selection of connected texts and through capitalising on this deep learning to enhance literacy skills such as scientific writing.

We carefully map out all the subject knowledge and skills we believe are essential for every child to master and we ensure they have ample time to become confident and effective in their learning.

## WHAT IS AN INQUIRY-LED CURRICULUM?

Some traditional models of learning quickly establish the children as passive receivers of knowledge and their role is to memorise it, understand it if they can and recount that knowledge for tests. However, we know that children are curious and love to ask questions, they are natural seekers of wisdom as well as often challenging the validity of passed-down knowledge through their favourite question – why?!

An inquiry-led curriculum harnesses that insatiable appetite for understanding the world by giving the children the opportunity to start a topic with their questions and ideas. Through a carefully constructed process that begins with teachers guiding and modelling to the children, it leads to the children being able to define the topic and questions, to identify possible lines of inquiry, to synthesis knowledge and skills from across a broad range of subjects, to utilise scientific and mathematical knowledge to enhance an evidence based approach and to present their learning in a coherent and compelling way. One of the greatest errors a well meaning educator can make is to assume that learning for young children needs to be diluted or spoon-fed in bite size chunks.

At Brentwood Preparatory School we see the huge potential that every child already possesses to gain a deep understanding of the world and to become future creators of knowledge themselves.



## WHAT ARE THE PYP APPROACHES TO LEARNING?

Our ultimate aim is for the children to no longer need us on their learning journey, but in order for this to be possible we have to develop the skills within them to be discerning, intellectually robust, team players who can get the job done. The PYP has identified five core skills that will enable the children to make accelerated progress on this learning journey:

The five skills are:



Alongside the Brentwood School Values of Virtue, Learning and Manners this ensures that our children also develop a strong moral compass that will guide them through the unknown and unpredictable landscapes ahead.

# WHAT ROLE DOES “ACTION” HAVE IN A PYP CURRICULUM?

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Central to the PYP philosophy is challenging children to show the impact of their learning through taking action. A child’s education should be empowering and create a well of hope that can sustain them in difficult times. We do this through the premise that we can all make a difference in the world.

By taking individual or collective action, the children come to understand the responsibilities associated with being internationally minded and to appreciate the benefits of working with others for a shared purpose.

The children learn how they can take action through a number of different age-appropriate ways, such as:



Bringing together the role of service that comes through our vertical House system, the environmental work of the school eco groups, the leadership opportunities in the School council and sports teams, with the ability to look beyond the school gates and feeling galvanised to have a positive impact, we believe the children grow as conscientious, compassionate and confident agents of change.



*Brentwood School is a candidate school\* for the PYP. This school is pursuing authorisation as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.*

*\* Only schools authorised by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorisation will be granted. For further information about the IB and its programmes visit [www.ibo.org](http://www.ibo.org).*





**VLM**

*Virtue Learning Manners*