
THE ATHENIAN CURRICULUM

Context

In light of the plentiful and manifold evils brought about by socialist ideologies which place the security of the Realm under threat — plaguing the crucial duties of raising the children of England — it is necessary to medicate and reform the curriculum so that young boys and girls may flourish through excellence to become the virtuous men and women the Realm needs to succeed through this age and into every age yet to come. Men and women who will be God fearing, family oriented, ever loving of their land and her customs and traditions, honourable, reverent of the sacrosanctity of the law of the Realm, mindful of their maritime ways and successes and, ultimately, to see themselves as the continuation of the long Anglo-Norman identity which has forged this great Kingdom to whom Nature now call them the English race.

Offices

In order to achieve this, all schools under the control of His Majesty's Government and the municipal civil or ecclesiastical governments who govern in His Majesty's name will be organised thus: classrooms will be composed of, in general, 20 to 30 pupils or as few as demand lessons taught from the lessons provided; classes will be lead by a schoolmaster or schoolmistress; such masters and mistresses will report to a head of school of knowledge such as classics, law or theology; who in turn will report to a Headmaster or Headmistress of the school. These will then report to the appropriate municipal government who will monitor the acquiescence of the lessons taught with the curriculum hitherto set.

Boundaries

As such, this curriculum will remain as it stands save for when the material changes of time demand that the content, though never the principle, must adapt so that the principles of English education — like the common law — remain eternal but adapted to the new tastes of each generation.

Terms will be divided into Michaelmas, Lent and Summer (with summer holidays of at least 10 weeks).

Instruction

And so, in order to bring about an English education to the sons and daughters of England, the following curriculum — inspired by the successes of the ancients — will be executed at all times:

Infancy

[0 - 7]

Fiction

At this age, the infants of England will learn the moral lessons of life and prepare for the formal stages of education. In short, they will learn what it is to be an Englishman.

Such lessons may be taught in schools; though ought to be taught by parents to be most effective.

Mandatory lessons

- The Iliad
- The Odyssey
- The Old Testament
- The New Testament
- Shakespeare's works
- Reading
- Writing
- Arithmetic
- Introduction to Latin
- Introduction to exercise

Supplementary lessons

- Greek and Roman mythology
- English poetry and prose
- Elementary history, geography and natural sciences

Methods of instruction

- Games
- Drama
- Didacticism

Customs and rites

- Infants will go to Mass at least once per week
- Infants will be baptised
- Infants will receive first communion
- Infants will learn England's patriotic anthems and hymns
- Infants will learn and practice English customs

Boyhood, or Girlhood

[7 - 14]

Natural law

At this age, the boys and girls of England will advance to the formalities of Natural law. The lessons they begun to understand in fiction will be made clear when applied to the real world around them.

Such lessons will be taught in schools as the interaction and collaboration with other pupils will be as vital to their livelihoods and the lessons themselves.

Mandatory lessons

- How to learn (with especial emphasis on loci, or Roman memory palaces)
- Logic (including mathematics and Latin)
- Rhetoric
- Physics (including English history [incorporating English Imperial history] namely political and military, classics, European history, world history, the natural sciences, anthropology, sociology, psychology)
- Metaphysics (including philosophy in general)
- Art (including poetry, prose, music and drama)
- Politics (including statecraft, economics and law)

Supplementary lessons

- Continuation of elementary exercises and introduction to competitive sport
- Recapitulation and consolidation of the lessons of infancy

Methods of instruction

- Games
- Drama
- Didacticism
- Symposium
- Research exercises

Customs and rites

- Boys and girls will go to Mass at least once per week and begin to take on parish roles
- Boys and girls will be Confirmed
- Boys and girls will continue to practice English customs

Youth

[14 - 21]

Gymnastics

At this age, the youth of England will begin to understand their place in society. The youth will begin to understand and specialise into particular roles in society suited to their virtues. This is the age where the lessons of the soul transfer into the strength and confidence of the body.

Such lessons will be taught in schools as the interaction and collaboration with other pupils will be as vital to their livelihoods and the lessons themselves. Where possible, pupils at this age will undergo residential boarding so that they may learn not only how to work but to live with others.

Mandatory lessons

- Gymnastics (that is, physical exercise and sport of all descriptions; the standard is the Greek and Roman; priority will be given to activities and exercises conducive to a good society in war and peace: especially the arts and science of warfare and self-defence)
- Household management
- Finance (including income statements, balance sheets and taxation)
- Commandership, leadership, management, administration and government
- Liberal professions (theology, medicine and law)
- Etiquette, manners and customs

Supplementary lessons

- Recapitulation and consolidation of the lessons of infancy and boyhood, or girlhood.

Methods of instruction

- Games
- Drama
- Didacticism
- Symposium
- Research exercises
- Competition
- Professional experience

Customs and rites

- Youths will go to Mass at least once per week and take on more advanced and leading parish roles
- Youths will join cadet forces
- Youths will find, participate and master particular sports
- At this age, youths will be ready to adopt their chosen profession in life
- At the age of 21 (the completion of childhood), youths ought to join an Order of Chivalry in order to facilitate and uphold their vows for a successful life

Examinations

There will be an examination during each stage of childhood. The examinations will be continuous throughout the learning period; rather than a mere ‘end of year’ fatalist examination. The examination will be a matter of competent or not competent. This will be assessed by the schoolmaster or schoolmistress with direct authority over the pupil. His or her knowledge will be perfect enough to assess the competence of the pupil; whilst the proximity of fellow masters and mistresses to the pupil through other lessons and pastimes will be sufficient to keep the master or mistress’ evaluation accountable.

Resources

Schools will make use of all available resources — directly or indirectly under their control or area of influence — to ensure the vital lessons of life are taught to prepare the children of England for the successful government and life of their Realm.

At the very least, a school will include a physical building for inside instruction, playing fields, staff, pupils and all equipment needed to facilitate teaching.

Uniform will be mandatory and ought to conform with traditional English standards. As such, coats and breeches or trousers are recommended for the infants, boys and girls and black lounge suit for the youth. Though, in no way is this to affect historic uniforms.

Negotiation

The curriculum, based as it is on the ancient Schools of Greece and Rome, is designed to be a perpetual monument and safeguard for the children, and so the people of England. As such, changes to the form should only be changed where it is clear the principles are defunct and completely without merit, not merely a trifle inconvenience for the factions and ideologies of each age. The material of such lessons will change from time to time with changes to fashions and customs, and this is only inevitable and welcome to enrich the national identity we have long forged.

At all times, one must ask: is change in the English interests? That is, the interests outset in the *Context* to this curriculum. If so, let there be change. If not, then let change be forbidden!

Feast days and national holidays

The following days in the year will be celebrated by pupils of all ages. This will include lessons, rites, liturgies and competitions devoted to the celebration of the day:

January

1 January New Year's Day

6 January Epiphany

Easter

April

23 April Saint George's Day

May

14 May Queen Elizabeth I Day

24 May Empire Day

28 May William Pitt the Younger's Day

29 May Restoration Day

September

29 September Michaelmas Day

November

5 November Guido 'Guy' Fawkes Day

December

25 December Christmas Day

26 December Saint Stephen's Day

31 December New Year's Eve

GOD SAVE THE KING

CHRISTIAN PITT

Lincoln's Inn

Friday, 28 March 2026