

Bishop Perrin Church of England Primary School

Curriculum Policy

Non-Statutory Policy



Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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1 INTRODUCTION

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. It is all the planned activities that are organised in order to promote learning and personal growth and development.

The curriculum includes not only the formal requirements of the [National Curriculum](#), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Aims

The aims of the school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children to have an awareness of their own spiritual development, and to value Christian principles
- to teach children the basic skills of English, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

2 CURRICULUM DESIGN

Inspired by our local community and surroundings, our curriculum at Bishop Perrin School is designed to nurture life-long learners and provide opportunities for all to succeed in the modern world with confidence, creativity and curiosity. We endeavour to instil a love of learning through exposure to a wide range of subjects, books and cultural and social experiences. We aim to provide opportunities for all pupils to learn the knowledge, understanding and interpersonal skills necessary to be active, healthy, responsible participants in their community and the wider world,

providing stable foundations for the next stage in their learning. Our curriculum is underpinned by our school's spiritual values.

3 ORGANISATION, PLANNING AND IMPLEMENTATION

At Bishop Perrin School our curriculum in KS1 and KS2 is directly in line with the requirements of the National Curriculum 2014. Objectives are organised into themes, allowing a cross-curricular approach to teaching many of the subjects in the curriculum. Six themes are taught in each year group, with a new theme being taught for each half term. A key reading text is assigned to each theme around which much of the English teaching is based.

The following subjects are taught within a theme: English, Science, Art, Design and Technology, Geography, History, Music, ICT and PHSE. Each theme has a subject driver, which gives this subject priority within the theme. Subject drivers are distributed evenly through the year, with a balance of approximately 2 - 3 Science driven themes, 2 – 3 humanities driven themes and one Art / DT driven theme per year group.

Each themed subject has its own medium-term plan within the overall theme plan, based on a six-week time period. Units are planned in detail to serve as lesson plans for foundation subjects, with English lessons planned separately on a weekly basis. Units of theme plans are stored in the curriculum folder on the server, resources are stored in theme boxes and electronic resources are saved in the curriculum folder on the server. The plans are reviewed regularly.

Subjects that are taught discreetly are: maths, RE, computing, PE, French and phonics. For these subjects, maths is planned on a weekly basis and schemes of work are used for the other subjects to give clear guidance on the objectives and teaching strategies that are used when teaching each topic.

Information about the curriculum is communicated to parents on a half-termly basis, with 'Curriculum Information for Parents' sheets available to view on the school website. Subject progression maps are also available to view on the server so parents can see how children's progress in each subject

The curriculum that is taught in the Reception Class meets the requirements set out in the [Early Years Foundation Stage Statutory Framework](#). The curriculum planning focuses on the Early Learning Goals across the seven areas of learning and on developing children's skills and experiences, as set out in this document. The EYFS curriculum is organised into themes according to the time of year and children's interests. Up to three themes are taught each half term and they encompass all areas of learning. Key texts drive each theme of learning.

In addition to the themes, each half term, there will be two focus weeks. Three of these focus weeks have a religious theme and are distributed throughout the year. These focus weeks are Christmas, Easter and Spiritual

Values. The other three focus weeks are linked to the children's social, moral, spiritual and cultural learning.

As part of our wider curriculum, we ensure provision to prepare children for the wider world with teaching of subjects such as career education, financial literacy, health and safety. We also ensure the children's learning is supplemented by a comprehensive program of educational visits offering children the opportunities to visit places of local, natural, historical, cultural and religious interest.

3 SPECIAL EDUCATIONAL NEEDS

The curriculum is designed to provide access and opportunity for all children who attend the school. On occasion it may be necessary to adapt the curriculum to meet the particular needs of an individual child. In these cases, parents are consulted.

If a child has a special need, the school does all it can to meet these individual needs. We comply with the requirements set out in the [SEN Code of Practice](#) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, the child is considered for a statement of special needs, and the appropriate external agencies are involved.

The school provides an EHCP (Education, Health and Care Plan) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that the progress of each child can be monitored and reviewed at regular intervals.

4 EQUAL OPPORTUNITIES

All children have equal access to the curriculum and resources, regardless of gender, race, ethnicity, religion or ability. Teachers aim to portray positive role models of gender, race, ethnicity and disabilities through display and in their teaching.

5 SPIRITUAL, MORAL AND CULTURAL DEVELOPMENT

Wherever possible, teachers aim to develop a sense of awe and wonder through the curriculum that is provided. They aim to raise awareness of

different cultures, developing understanding and tolerance for differences. The school aims to enable children to develop into responsible members of society, showing respect for their surroundings and others.

6 THE ROLE OF A SUBJECT LEADER

The role of a subject leader is to:

- provide a strategic lead and direction for the subject;
- to evaluate and produce action plans for the subject
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- monitor the quality of teaching in that subject
- provide efficient resource management for the subject.
- attend and provide training for that subject and feedback to staff

Subject leaders are given non-contact time each term, budget permitting. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way their subject is taught in the school and plan for improvement. This development planning links to the School Development Plan. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into medium term planning.

7 MONITORING AND REVIEW

The Deputy Head Teacher is responsible for the day to day organisation of the curriculum. The Senior Leadership Team regularly monitor teaching, planning and children's work in line with the school's monitoring schedule.

Subject leaders monitor the way their subject is taught throughout the school as detailed above. They are required to produce a Self-Evaluation Report documenting how they have developed their subject over the academic year. The Self-Evaluation Reports are monitored by the SLT.

The curriculum is also monitored by the Governing Body through the work of the lead Curriculum Governor who reports to the Full Governing Board.