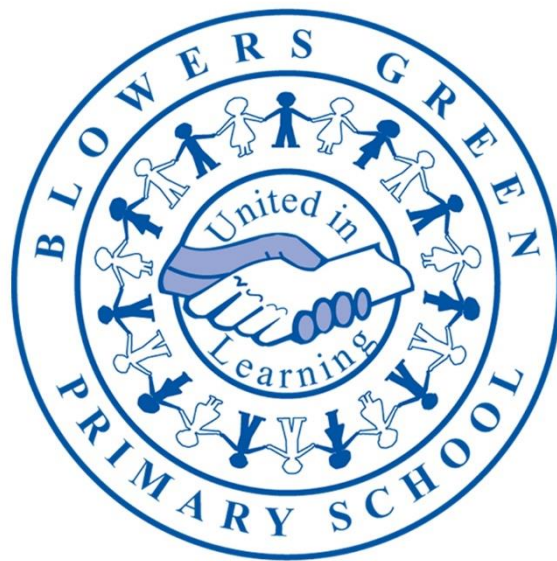


BLOWERS GREEN PRIMARY SCHOOL

CURRICULUM POLICY



Summer 2019

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It 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.

Values

Our school curriculum at Blowers Green Primary School is underpinned by the values of the school. 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. Blowers Green Primary School is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future

The National Curriculum

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The Aims of the Curriculum

The aims of our school curriculum at Blowers Green are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Develop an 'enquiring' mind and ask questions
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be confident enough to take risks in their learning
- Be able to listen to and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

Organisation of the Curriculum

At Blowers Green Primary we plan our curriculum using the 2014 Primary National Curriculum. Our long term curriculum map indicates which subjects are taught to each year group in which terms. Over each academic year, every child has the opportunity to experience the full range of National Curriculum subjects through our timetabled focus weeks. An overview of the school curriculum is available on the school website.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate

assessment to set targets which are deliberately ambitious. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice. In most instances if a concern arises suggesting that a child may have special educational needs the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Promoting British Values

The curriculum at Blowers Green Primary School promotes the fundamental British values. Through all aspects of the curriculum, we aim to promote the following values:

- Democracy - Respect for democracy and support for the participation in the democratic process
- The Rule of Law - Respect for the basis on which the law is made and applies in England
- Equality - Support for equality of opportunity for all
- Individual Liberties: Support and respect the liberties of all within the law
- Mutual Respect and Tolerance: Respect for and tolerance of different faiths and religious and other beliefs.

Democracy - What do we do at Blowers Green?

- Provide pupils with a broad general knowledge of and promote respect for public institutions and services
- We organise visits from a local councillor and/or make use of resources provided by the UK Parliament Education Services
- School council elections
- Help pupils to express their views
- Teach pupils how they can influence decision making

Rule of Law - What do we do at Blowers Green?

- Establish shared rules and expectations
- School, class and lunchtime golden rules
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the PCSO's in the curriculum
- Teach aspects of both criminal and civil law and discuss how this may differ from religious law.
- Developing a positive approach to conflict and resolution.

Equality - What do we do at Blowers Green?

- Support pupils with SEND and provide tailored support for pupils who need it
- Monitor and evaluate progress and attainment for *all* groups of learners so that all groups achieve well
- Monitor and evaluate equality of opportunity in terms of school provision (swimming and music tuition offered to *all* pupils at no cost to parents)
- Subsidise educational visits, including residential trips
- Offer extra -curricular activities at a subsidised rate so that pupils can access a range of new activities and experiences
- Target pupil premium funding effectively

Individual Liberty - What do we do at Blowers Green?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour as well as knowing their rights
- Model freedom of speech through pupil participation and pupil debate.
- Challenge stereotypes
- Implement a strong anti-bullying culture - supported by an annual anti-bullying focus week.
- Following the UNICEF 'Rights and Respecting Award'
- Promote and raise awareness of the needs of others through class charities and our volunteering programme

Respect and Tolerance - What do we do at Blowers Green?

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other's cultures and ways of life
- Challenge prejudicial and discriminatory behaviour
- Organise visits of worship and develop links with faith communities
- Develop critical, personal thinking skills
- Discuss differences between people, such as differences such as faith ethnicity, disability, gender or differences of family situations, such as looked-after children or young carers.

Subject Leadership

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

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 the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The subject leaders work to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

Monitoring and Review

Planning is monitored by the Leadership Team on a regular basis, to ensure that planning is current, and used as a working document. A book scrutiny is also carried out regularly to ensure progression.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Subject Leaders ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work.

Policy reviewed by Governors - June 2019

Next policy review date - June 2021