



ST LAWRENCE
COLLEGE

JUNIOR SCHOOL

Curriculum Policy

This policy is applicable to all pupils, including those in EYFS.

Aims

All SLCJS pupils have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school is designed to reflect the requirements of the National Curriculum but will, where appropriate, aim to extend pupils' learning experience beyond the National Curriculum.

For pupils of compulsory school age we provide a full-time supervised education giving experiences that are linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative.

The school should:

- in addition to this written policy, use plans and schemes of work to ensure that the curriculum is delivered appropriately and with consistency at all levels, taking into account the ages, aptitudes and needs of all pupils including any pupils with an EHC plan;
- ensure that pupils acquire speaking, listening, literacy and numeracy skills;
- cater for the needs of individual children of all genders from all ethnic and social groups, including the most able and those who are experiencing learning difficulties, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially and morally;
- ensure that pupils have an understanding of safety;
- embed the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- make effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society whilst avoiding the promotion of partisan political views in the teaching of any subject;
- create and maintain an exciting and stimulating learning environment;
- ensure that each pupil's education benefits from continuity and progression;
- ensure that there is a match between the pupil and the tasks they are asked to perform, where possible reflecting identified individual learning styles, including open-ended investigative tasks;
- provide an appropriate curricular balance;
- in accordance with the theory of Growth Mindset, foster pupils' confidence and resilience to respond positively to learning and situations which they find challenging.
- recognise the key role which parents play in their children's education and encourage parental involvement in the educational process;

Pupils should:

- have the opportunity at all times to learn and make progress;

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- Differentiated work is set in lessons;
- have the opportunity to develop intellectual curiosity and a love of learning;
- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be encouraged to think for themselves, developing the ability to make reasoned judgements and choices based on interpretation and evaluation of relevant information from a variety of sources;
- be enthusiastic and eager to put their best into all learning activities;
- acquire a set of moral values on which to base their own behaviour, so as to begin to prepare them for the opportunities, responsibilities and experiences of adult life;
- be expected to behave in a dignified and acceptable way in the classroom, encouraging them to take responsibility for their own learning;
- care for and take pride in their work and their school;
- be encouraged to be tolerant of those with different faiths and beliefs;
- be encouraged to respect others regardless of race, religion, disability, gender identity and gender in accordance with the protected characteristics set out in the Equality Act 2010;
- acquire skills in speaking and listening, literacy, numeracy and ICT;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- learn how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- develop an enquiring mind and a scientific approach to learning;
- have an opportunity to solve problems using technological skills;
- know about geographical, historical and social aspects of the local environment and the national heritage, be aware of other times and places, and recognise links among family, local, national and international events;
- learn to empathise with the Christian heritage and values of the school, and acquire some knowledge of the beliefs of other major world religions, promoting mutual respect and tolerance;
- receive personal, social, health and economic education in accordance with the school's ethos and aims;
- in EYFS, benefit from 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;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and acquire techniques which will enable them to develop their inventiveness and creativity;
- develop agility, physical co-ordination and confidence;
- wherever possible, have their knowledge and understanding enhanced by cross-curricular opportunities;
- know how to apply the basic principles of health, hygiene and safety;
- EHC plans will be incorporated into teaching and lesson plans for individual pupils.

EYFS Focus

Children in the Nursery and Reception classes follow the EYFS Curriculum, which is grouped into seven areas of learning; Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design. These are carefully planned for by the teachers and nursery practitioners, taking into account the children's interests, needs, ability and diversity as well as current events and broad topics, and form our EYFS curriculum, allowing children to achieve the early learning goals and delivered through topics and themes.

Children are supported through play and exploration as well as through appropriate tasks which are set to challenge each child in their learning journey. The EYFS also includes the characteristics of effective learning, which highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. These are grouped under the headings; Playing and Exploring, Active Learning and Creative and Thinking Critically, and Nursery and Reception teachers plan activities with these in mind. We encourage creative and critical thinking by making sure a wide range of resources are available to the children, and that links are made between the areas of learning so children are able to transfer and generalise their knowledge and skills. We follow the principles of the EYFS while extending and enriching the curriculum to best suit our children.

Organisation and Planning

Currently pupils are offered experiences in the following subjects.

English, Maths, Science, ICT, History, Geography, Religious Education, Art / DT, Forest School (POLE), French, Music, Physical Education and Games, Personal, Social, Health and Economic Education (SHEEP) and Thinking and Learning Skills.

Curriculum overviews are prepared at the beginning of the academic year and these are shared every half term with parents.

Each class teacher is aware of the curricular expectations for each subject for their year group and this acts as a starting point for more detailed medium and short term planning. That said the planning and delivery for each subject needs to be flexible enough to incorporate current events, enrichment activities and the interests and needs of the children being taught.

Please see the Junior School Curriculum Plan for a more detailed breakdown of the timetable for each Year group.

This policy will be reviewed in accordance with the policy review schedule. This policy must be read in conjunction with all other policies including the SEND policy.

REVISION HISTORY

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