



## Shinfield St Mary's C of E Junior School

### Curriculum Policy

#### Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Love is Patient

Love is Kind

Love is Honest

It trusts, hopes, perseveres and protects.

#### Document History:

Version	Issue Date	Comments
1.0	February 2016	Created to reflect the current situation following a successful year with the new curriculum – Curriculum 2014 – and replacing the old policy.
	February 2017	Minor changes made.
	January 2018	Changes made that include the addition of a new role focused on the curriculum.
	Jan 19	Significant changes, particularly to Aims and Objectives
	February 2020	Minor changes to reflect new focus on 'cultural capital' etc.
	February 2021	Tweak to reflect low numbers of children on EHCPs
	January 2024	New vision and values
	June 2025	Reviewed

Next review June 2027

**Please note that this policy should be read in conjunction with the Teaching and Learning Policy; the SEND Policy, the Inclusion Policy, the Assessment Policy and the Equality Statement.**

## 1. Introduction

1. By 'the curriculum' we refer to all the planned activities that we organise in order to promote learning, 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 experiences of the children. In addition to that which we can plan, there is the 'hidden curriculum', - what the children learn from the way they are treated and expected to behave, as well as what they learn 'incidentally': in the course of teaching what has been planned, teachers will often use examples, anecdotes and exemplars as part of their individual pedagogy and in order to be able to represent similar information in a number of ways. 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. In line with our vision statement, we believe that all children are equal and we treat them as such, respecting all cultures and beliefs while leading the school forward according to our Christian and human values, which include those that have been designated as 'British values' – democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

## 2. Values

2.1 Our school curriculum is underpinned by the values that we hold dear. It 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. Explicitly, the values we have identified as important to us, as well as those above, are Love, Patience, Kindness, Honesty, Trust and Perseverance.

2.2 Our school values are in line with our vision and drive everything we do at Shinfield St Mary's, so that all children may thrive and achieve their potential, going on to lead happy lives as responsible citizens capable of forming good relationships and achieving success in adulthood.

2.3 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.

2.4 We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all its members.

2.5 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.

2.6 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 generations, as well as our own.

### 3. Aims and objectives

- The aims of our school curriculum are:
- to develop children's ability to make sense of the world around them, by encouraging independence, and the development of their thinking and reasoning skills;
- to teach children about differences and encourage them to build strong respectful relationships
- to promote a positive attitude towards learning, so that children enjoy coming to school and will develop perseverance for challenges they may find difficult
- to develop curiosity about the world other communities.
- to teach children the basic skills of literacy, numeracy, computing and information technology, including exposing them to high quality literature and poetry;
- to enable children to be creative;
- to give them an understanding of their developing world, including how their environment and society has changed over time, and of how it is continuing to change;
- to make children aware of Britain's cultural heritage;
- to enable children to make a positive contribution to their society;
- to teach children to have an awareness of their own mental, emotional, spiritual. physical and cognitive development, and to understand right from wrong;
- 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 self-respect and to hold themselves in high esteem, and to be able to live and work co-operatively with others;
- to fulfil all the requirements of the National Curriculum, the locally agreed syllabus for RE and the requirements for PSHE, including RSE curriculum; to provide them with a wide breadth of cultural capital to draw on in their future lives.

### 4. Organisation, Planning and Implementation

4.1 Each term the whole school has a big question that prompts discussion that will enhance understanding of our vision and values. These questions are:

- What can we achieve in a group?
- What is the most beautiful thing in the world?
- Who is my neighbour?

- Can one person change the world?
- How do people express their beliefs?
- What do I leave behind?

Links to these questions are made within other subjects in a progressive way so the children gain a deep understanding of key concepts like community, sustainability, beauty and service.

4.2 In our medium-term plans, we give clear guidance on the objectives and the specific knowledge the children will master in each unit. This knowledge guide assessment and knowledge organisers will help children be aware of the content they need to remember.

Each subject will have its own pedagogical approaches and this is in line with the vision and end points identified by the subject leader.

We take our medium-term planning directly from the National Curriculum guidance, supplementing it by other schemes that have been successfully developed, and with our own enhancements, to ensure engagement.

4.2 Our short-term plans are those that our teachers write on a weekly and daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Teachers work together in Year Teams to create their weekly plans; individual teachers then adapt the plans for the needs of the groups and individuals in their class. Where plans are based on a scheme, teachers may annotate based on their own classes needs rather than recreate.

4.3 Our curriculum places a great emphasis on the core subjects and the skills needed to achieve age-related expectations, but over the three terms of the academic year, every child has the opportunity to experience the full range of National Curriculum subjects.

4.4 We believe that children learn best when they are realistically challenged and engaged, and to this end we provide a variety of trips, visits and visitors as well as a number of whole school projects throughout the year that are focused on the enhancement of the curriculum. These may include the 'Take One Picture' initiative, as implemented across the country by The National Gallery; themed weeks such as Careers Week, Spirited Arts, Science Week and World Book Week. Visitors to the school who perform plays, lead workshops to support them or give talks enhance our curriculum. We have appointed a Leader of Curriculum Enhancement to ensure our curriculum is wide and challenging and opens up the children's eyes to the world around them, developing curiosity.

## 5. Children with Special Needs

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so, and we consult with the child's parents. All pupils may have special needs at different times (including those who are gifted and/or specifically talented) and therefore a wide variety of strategies are used to meet these needs as they arise.

5.2 We comply with the requirements set out in the SEN Code of Practice 2014 in providing for children with special needs, to ensure that all children can access the curriculum. If a child has special needs, we follow our SEN Policy in making this happen. As well as our Leader of Inclusion, we have appointed an Interventions Manager, who ensures that any gaps in learning are quickly identified and addressed.

5.3 In a very few number of cases, children may need an Education Healthcare Plan (EHCP), which usually means that specialist support – either from outside the school or from within, usually with outside advice – is necessary. This sets out the nature of the special need, and outlines how the schools will aim to address the need and use the funding. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals, involving the teacher, the parents, the Learning Support Assistants and any outside agencies. Please see our Inclusion Policy for further details.

## 6. Equal Opportunities and Inclusion

6.1 As an inclusive school, our aim is for all pupils to have the opportunity to access the teaching and learning, whatever their capacities, race, gender, culture or beliefs. To this end, our Inclusion Leader ensures that all children are able to access the curriculum through the coordination of a variety of strategies and interventions that may address educational, emotional, social or spiritual needs.

6.2 Learning diversity is recognised, planned for and celebrated. Any barriers to learning and participation will be challenged and removed. We aim to involve parents as often as we can to ensure that this can happen; and we make sure that all adults involved with the children are speaking the same language – the language of our values: only when home and school share the same values can the children truly thrive. For further information please read the school's Equality Scheme and Inclusion Policy.

## 7. Key skills

7.1 The following are deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- understanding of information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2 In our curriculum we plan to help children develop these skills, so that their progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. We believe that all children need to make good progress in these skill areas in order to achieve their full potential.

## 8. The Role of the Subject Leader

8.1 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.

8.2 The school gives subject leaders non-contact time so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level, from which they are regularly released from their usual classroom duties. 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 and that progression is planned into units of work. The subject leader may also keep a portfolio of children's work, which s/he uses to give examples of expectations of attainment.

## 9. Monitoring and review

9.1 Our Governing Body's Children and Learning Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

9.2 We do not have named governors for specific areas of the curriculum but for specific areas of our practice. Subject Leaders present their action plans and the impact of their implementation to the governors of the Children and Learning Committee and monitor closely the way the school teaches these subjects.

9.3 The headteacher is responsible for the day to day organisation of the curriculum. Our Year Group Leaders work closely with their teams to ensure that planning is dynamic, focused and effective for all children including vulnerable groups, ensuring that all classes are taught the full requirements of the National Curriculum.

9.4 Subject leaders monitor the way their subjects are 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.