



SOMPTING ABBOTTS SCHOOL

(Including EYFS)

CURRICULUM POLICY

1 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 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.

2 Values

a The Sompting Abbotts curriculum is underpinned by the values that we hold dear at our 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.

b These are the main values of Sompting Abbotts, 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 generations, as well as our own.
 - We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3 Aims and objectives

a The aims of our school curriculum are:

- to enable all children to learn, make progress 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 the basic skills of literacy, numeracy and information technology (IT);
- 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 help children understand Britain's cultural heritage; to prepare children effectively for the opportunities, responsibilities and experiences of life in British society;

- to teach children to have an awareness of their own spiritual 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 respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

a We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

b With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

c Our short-term plans are those that our teachers write on a weekly or 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.

d In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

5 Children with special needs

a 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 only after the parents of the child have been consulted.

b If a child has a special need, our 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 in the Early Years. If any 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. We always provide additional resources and support for children with special needs.

- c The school provides an Individual Educational Plan (IEP) for each of the children who require support. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 Subjects taught in the EYFS

a The curriculum that we teach in the nursery and reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document through 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.

b Sompting Abbots fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the nursery and reception classes builds on the experiences of the children in their pre-school learning.

c We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7 Key skills

a The following skills form an overall focus:

- linguistic,
- mathematical,
- scientific,
- technological,
- human and social,
- physical and aesthetic
- creative education;
- working with others;
- improving own learning and performance;
- problem-solving.

b The subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with an Education and Health care plan (EHC) and all pupils have the opportunity to learn and make progress.

c In addition, the school provides personal, social, health and economic education which reflects the school's aim and ethos and actively encourages respect for other

people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. This is delivered through dedicated lessons but is touched on in subject areas such as R.S. and English, through discussion of texts, and also through assemblies, educational visits and visitors to the school.

d Pupils in Year 7 and 8 also receive appropriate careers guidance that is presented in an impartial manner; enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential;

8. Further details of curriculum

Linguistic This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

Mathematical This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

Technological Technological skills can include the use of information technology (IT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products.

Human and social This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of Religious Studies, history and geography make a strong contribution to this area.

Physical This area aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

RSE

At Sompting Abbots relationships and sex education (RSE) will:

- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Support the school's ethos of a nurturing a caring community

The school pays for a subscription to The PSHE Association, which updates and manages lesson plans and schemes of work according to changes made to statutory education policy.

9 The role of the subject co-ordinator

A subject co-ordinator is appointed to each area of the curriculum. Although every effort is made to harness the particular professional expertise or interest of individual members of the teaching staff, a subject co-ordinator does not necessarily have a specialised qualification to the area to which he/she has been appointed.

The Subject Co-ordinator's responsibilities

- introducing and leading curriculum discussions at staff meetings
- monitoring the effectiveness of the curriculum (both long and short term)
- monitoring the effectiveness of the implementation of the curriculum (both long and short term)
- reviewing year group planning and the curriculum policy for his/her subject
- supporting individual members of staff, or organizing/ leading staff training/ INSET in areas of need
- supplying staff with a list of subject resources
- replacing and ordering resources and equipment

10 Monitoring and review

- a** The Director of Studies and the Head of Pre- Prep. are responsible for the day to day organisation of the curriculum.
- b** Subject leaders monitor the way their subject is taught throughout the Main 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.

Signed: S. J. Douch

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