

## **CURRICULUM POLICY (Page 5 Blank)**

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*This policy applies to all staff, matron, the Head and work experience students working in the school.*

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Appendix 1 How the Prevent Duty is Delivered in School

### **1 INTRODUCTION**

We believe our curriculum must accommodate the needs of our children during the early stages of their acquisition of lifelong learning.

The school aims to offer children a broad and balanced curriculum to enable them to reach their full potential and to ultimately begin to prepare them for a fulfilling adult life in modern Britain. The school's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act 2010. Children are taught respect and tolerance throughout daily school life and in every lesson and activity in which they take part.

In planning, staff will identify opportunities to actively promote, in an age-appropriate way, fundamental British values. The Prevent Duty obligates the school to being the early development of:

- Children's understanding of how people make decisions in the democratic process.
- Understanding of the rule of law and how this protects people and an understanding of how public bodies work, including the judiciary, Parliament and other British institutions.
- Helping children learn about the importance of individual freedom of expression.
- Understanding the negative aspects of discrimination and prejudice.

These aspects are recorded in planning sheets as evidence of implementation and taught in an age-appropriate way. See Appendix 1.

The school aims to help children to develop the skills resilience to being the learning of how to resist pressures at a later stage in development.

### **2 MONITORING AND REVIEW**

- This policy will be subject to continuous monitoring, refinement and audit by the Head and Matron.
- It is intended that the review and development of the curriculum will support enthusiastic and inspirational teaching. The process of review plays a key role in the continuing professional development of the teaching staff at the school.
- The Head and Matron monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used.

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- Matron has responsibility for monitoring the way in which resources are stored and managed.
- The Head and Matron are responsible for monitoring the way in which the school curriculum is implemented. They review each subject area during its cycle of review and development.
- Matron is responsible for the day-to-day organisation of the curriculum. Matron monitors the weekly lesson plans, that activities have appropriate learning intentions and address the needs of all children.
- The Head and Matron undertake an annual review of this policy and of the efficiency with which the related duties have been discharged, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

### **3 CURRICULUM**

All children are entitled to experience a curriculum, which offers breadth of experience and balance of opportunities for learning, which acknowledges and builds on what has already been learned.

As well as breadth and balance, the curriculum must embody sufficient flexibility to meet the varying ages, needs, abilities and aspirations of all children, including children with SEN and disabilities

It must also provide increasing challenge for the children and the possibility of progression, across the various transition points, to maximise each child's potential.

Such a curriculum will only be possible if we show the determination to exploit all possible sources of support, human and technological, to provide appropriate learning opportunities for all our children.

Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences and activities are planned which are appropriate to the child's educational needs.

Our curriculum aims to actively promote fundamental British Values throughout the curriculum.

The school strives to meet this challenge by accessing all possible resources and harnessing all possible opportunities.

The school's curriculum follows the Statutory Framework for the Early Years Foundation Stage (effective September 2014) to deliver the prime areas of development:

- Communication and language.
- Physical development.
- Personal, social and emotional development.

The school supports children in four specific areas through which the prime areas are applied:

- Literacy.
- Mathematics.
- Understanding the world.

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- Expressive art and design.

The school offers an extensive programme of activities and experiences for children as follows:

### **1. Communication**

Children will have the opportunity to begin language acquisition, to develop their confidence in expressing themselves and to speak and listen.

### **2. Physical development**

Young children will be active and helped to develop their coordination, control and movement. They will be taught the value of physical activity and learn to make healthy food choices.

### **3. Personal, social and emotional development**

Children will develop a positive sense of self and others, learn how to form positive relationships and develop respect for others and develop their social skills, manage their feelings and understand appropriate behaviour.

### **4. Literacy**

Children will be taught to link sounds to letters and begin to read and write. Children will be given access to a wide range of books and staff will read to children daily.

### **5. Mathematics**

Children will be given opportunities to develop and improve their skills of counting; understand and use numbers; do simple sums and to describe shapes, spaces and measures.

### **6. Understanding the world**

Children will be guided to make sense of their world and community through opportunities to explore, observe and find out about people, places, technology and the environment.

### **7. Expressive arts and design**

Children will be given the opportunity to explore and play with a wide range of materials. They will be provided with activities in art, music, movement, dance, role-play and design.

One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

Active exploration and autonomy are encouraged. Opportunities for investigation and discovery in both the indoor and the outdoor environment are provided and adults play a key role in enriching and extending learning potential. A wide range of resources is provided to stimulate interest and nurture curiosity. We plan a learning environment both indoors and outdoors that encourages a positive attitude to learning. We use resources that reflect both the community that the children come from and the wider world. We encourage the children to select resources and make choices to develop independent learning.

One activity can develop skills and competencies across several areas of learning and address many learning outcomes.

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Children in Nursery and EYFS are allocated a Key Person and the ratio for adult supervision is in accordance with the regulations for the EYFS.

We ensure that a progress check is made for every child before its second birthday. The school uses Eylog to monitor and record the child's progress. We ensure that parents are updated with their child's progress through the use of an online learning journal. This software allows parents to receive immediate updates regarding their child's progress. As part of transition, we provide a report for Year 1 teachers.

### **4 PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)**

PSHEE is delivered as a discrete subject. The programme reflects the school's aims, ethos and values and encourages respect for other people and pays particular attention to the protected characteristics set out in the Equality Act 2010. Children are taught respect and tolerance. It is our goal for the children to have a special tolerance and robustness, which exemplifies core values. They are to be emotionally knowledgeable and skilled, prepared for any challenge life asks of them.

### **5 BRITISH VALUES**

British values are actively promoted in assemblies, lessons and reflected during celebrations, such as the Harvest Festival and celebrations of Christmas and Easter. Children are taught about respecting others of different faiths and beliefs and are taught about the important celebrations of other cultures. Children are also taught about democracy, respect for the rule of law and its role in a democratic society, respect for English institutions such as the police and army and they are taught about the importance of individual freedom of expression and the negative aspects of discrimination.

### **6 ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

We are fully committed to providing children with the necessary support and teaching who have English as an additional language. Where this is required an appropriate programme will be implemented.

### **7 SPECIAL EDUCATIONAL NEEDS AND LEARNING DIFFICULTIES**

The school welcomes all children who can make the most of the opportunities that it offers and who can flourish in the caring environment of school. Treating every child as an individual is important to us, and we welcome children with special educational needs, provided that the school can provide them with the support that they require. We do not, however, have the facilities to offer highly specialised and intensive teaching.

### **8 TRANSITION SUPPORT**

We ensure all our children are prepared for their transition into their next academic year. All our children will have one visit to their new room.

**The Curriculum policy and procedure has been reviewed on 31 August 2018 and will be reviewed on or before 31 August 2019.**

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### **APPENDIX 1 HOW THE PREVENT DUTY IS DELIVERED IN SCHOOL**

#### **DEMOCRACY**

- Help children know their views count
- Listening and speaking
- Talk about their feelings
- Help children to know when they do/do not need help
- Demonstrate democracy in action, e.g. sharing views on the room theme
- Support children when they are making decisions
- Taking turns
- Sharing
- Collaborating
- Value their questions

#### **RULE OF LAW**

Help children:

- Manage their feelings and behaviour
- Understand their own and others' behaviour
- Understand consequences
- Learn right from wrong
- Understand rules e.g. everyone helps to tidy up
- Understand rules apply to everyone

#### **INDIVIDUAL LIBERTY**

- Develop a positive sense of self
- Self-confidence
- Self-esteem
- Self-awareness
- Self-knowledge
- Develop confidence in own abilities
- Encouragement
- Help them take an appropriate 'risk' e.g. climb on the play frame
- Talk about their experiences
- Talk about differences of opinion
- Everyone can be different

#### **RESPECT AND TOLERANCE**

- Help children appreciate their own and other cultures, genders, ethnicity
- Differences between themselves
- Self-portraits
- Handprints
- Celebrations
- Sharing
- Respecting
- Asking questions
- Exploring