



CHARD SCHOOL **CURRICULUM POLICY**

Date of last review:	October 2021
Date of next review:	October 2022

Introduction

The curriculum is the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the academic curriculum but also the range of extra-curricular activities that Chard School organises in order to enrich the pupils' experiences. We aim to teach children how to grow into positive, responsible young people, who can work and co-operate with others while developing knowledge and skills to achieve their full potential.

Values

The curriculum is based around the following values:

- 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 organise our curriculum to promote co-operation and understanding between all members of the community.
- We respect each child as an individual, and we treat them with fairness and honesty.
- We aim to enable each child to be successful and we provide equal opportunities for all our pupils.
- 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.

Aims and Objectives

The aims of our school curriculum are:

- To meet the key requirements of the National Curriculum and entry into the child's next chosen school.
- To enable all children to learn and develop their skills to the best of their ability.
- To teach children the basic skills of literacy, numeracy and information technology (ICT).

- To promote a positive attitude towards learning, so that pupils enjoy coming to school and acquire a solid basis for lifelong learning.
- 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 enable children to be positive citizens in society.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To promote healthy living, physical skill, physical development and knowledge of the body in action.
- 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, high self-esteem and to be able to live and work co-operatively with others.

Whole School Themes

Each term the whole school follows a different theme for its learning. Each theme is launched with a 'wow' event to enthuse the children and concluded with a 'celebratory' event to celebrate the children's learning. The themes are chosen taking into account the children's interests, passions of the staff, the geographical location of our school and the expertise and resources within our locality. These themes are carefully chosen and mapped to ensure that each child covers all of the identified skills listed in the National Curriculum in their Pre-prep (KS1) and Prep Schooling (KS2).

EYFS

The Early Years follow the statutory framework for the EYFS. It takes into account the curriculum guidance which covers the three prime areas:

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

And the four specific areas:

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Years 1 and 2

The curriculum throughout Years 1 and 2 are broadly based on the National Curriculum. The majority of lessons are taught by the class teacher; English, Mathematics and phonics are taught daily whilst History, Geography and Science are taught through topic work. There is a specialist teacher in French, Music, PE, Art and D&T.

Chard School has a Special Educational Needs Coordinator (Senco) Mrs Debbie Fry, who works closely with staff offering advice and guidance so that colleagues may best meet the needs of the pupils in their care.

The delivery of PSHE (Personal, Social and Health Education) is the responsibility of the Form Teacher and is often addressed informally on a day-to-day basis. Pupils are encouraged to be considerate to other people and to take on small responsibilities – for instance, each class has nominated children who have responsibilities within their class, these roles rotate termly.

Years 3 – 6

All classes follow the same curriculum, which comprises of English, Mathematics, Science, History, Geography, French, Spanish, ICT, Art, DT, RS, Music, PE and Games. From Yr4 upwards all subjects are taught by specialist teachers in subject classrooms allowing pupils to learn the organisational skills they will need in their next schools. In Yr3 English & Maths is taught by the Yr3 Class Teacher to provide greater consistency for the children and aid their transition from Pre-prep to the Prep School. PSHE is taught by the Form Teacher.

Pupils of differing abilities are catered for within the classroom. There is extra support for individual pupils who have specific difficulties. The SENCO will work closely with staff offering advice and guidance to meet the needs of the pupil in their care.

The school ethos is one of good behaviour, courtesy and consideration for others and this is addressed through PSHE, assemblies and in the relationships between staff and pupils. Pupils take on positions of responsibility as elected members of the Student Council and monitor roles in Year 6.

All pupils are encouraged and expected to be helpful towards and to set an example to the younger members of the school community.

Policy approved by:

on behalf of Governing Body

Date: 30.11.21