

Bury Catholic
Preparatory
School

Curriculum



Created by: Headteacher
Ratified by Governors
Amended: July 2020
To be reviewed: July 2021

CURRICULUM POLICY

This policy applies to the whole School, including the EYFS

Mission Statement

*BCPS is a happy and caring school community.
We follow Jesus' example to respect, value and nurture every unique individual
to develop their God given talents and potential.
We are a school where faith and future flourish*

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 requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of all 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 independently, and cooperate with others while developing knowledge and skills, so that they can achieve their true potential. We are committed to developing the whole child – developing the values, skills and behaviours needed to get on in life. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Bury Catholic Preparatory School is evolving according to the needs of our children and to the aspirations of the staff and community.

The School aims to provide a broad and balanced curriculum which is accessible by and relevant to all its pupils, and allows offers all pupils the opportunity to learn and make progress. We offer full-time supervised education for pupils of compulsory school age and below. We seek to give appropriate learning opportunities in all subject areas that is appropriate for the ages and aptitudes of pupils, including those with an EHCP, within the core curriculum, to encourage their personal development in all areas and to adequately prepare them for the opportunities, responsibilities and experiences of life in British Society. We ensure that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The documentation which sets out the curriculum should inform and support these aims. The core curriculum is followed by all pupils and includes the following statutory skills: linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative.

Values

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 use the community to enrich the curriculum.

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 value parents and work in partnership with them to enrich the curriculum.

Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involve

Aims of our School Curriculum

- To enable all children to understand that they are all successful learners.
- To enable children to develop their own personal interests.
- 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 through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- 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 have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others in our multi-cultural society;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the National Curriculum and the Agreed syllabus for Religious Education;
- 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 give children the opportunity to play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks;
- To enable children to develop their intellect including their emotional development.
- To prepare pupils for the various entrance tests they sit and the yearly InCAS exams.

Curriculum and Planning

Throughout the school learning and teaching is based on a creative approach to the National Curriculum. We believe that rich experiences create rich minds. Therefore we teach a fun and exciting 21st century curriculum that promotes:

- initiative
- independence
- creativity
- problem solving
- research skills

The curriculum is integrated as much as possible. A child may concentrate on a History topic one term, then switch to a greater emphasis on Geography the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects, as well as broader topics.

The Head Teacher and class teachers have responsibility for planning the curriculum to ensure that these statutory requirements are met. Individual teachers make some decisions about curriculum content (following long-term plans), making sure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with SEN. Long-term plans give a general outline of the areas to be covered within a term and these are mapped out by term and year so that the structure of the term and the year is clear.

Medium-term plans break the work into more detailed units which plan for specific areas to be covered and the materials, teaching methods and differentiation to be used. These are the main source from which the school curriculum is taught. Teachers also write weekly plans which are checked by the Head Teacher. It is recognised that planning needs to be flexible and is subject to modification to allow for a change in circumstance and also pupils' needs, making sure that all pupils have the opportunity to learn and make progress. Plans may be annotated to allow them to be updated regularly. The Head teacher has responsibility for overseeing this process and ensuring that coverage is balanced and thorough. National Curriculum documents are often used as a basis to inform planning, though teachers should use them as the starting point rather than the ultimate goal. The subjects of History, Geography, Art and D&T are taught through an integrated thematic topic lesson.

Early Years Foundation Stage Curriculum

Learning in the Early Years Foundation Stage reflects the Statutory Framework and Development Matters requirements. The curriculum is based around four principles:

- a) Every child is a **unique individual** who is constantly learning and can be resilient, capable, confident and self-assured.
- b) Children learn to be strong and independent through **positive relationships**.

- c) Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- d) Children **develop and learn in different ways and at different rates**. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Learning is categorised into seven areas: three prime and four specific.

Prime areas are fundamental; work together and move through to support development in all other areas. The prime areas are:

- Personal, Social and Emotional development
- Physical Development
- Communication and Language

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning the EYFS curriculum are the characteristics of effective learning. Children are given opportunities to play and explore, engage in active learning, and create and think critically.

Linguistic. This area is largely addressed by the core English curriculum which provides for teaching and increasing the command of the language through reading, writing and speaking and listening. The school also holds various school productions which enable pupils to develop their spoken skills. Periodic book weeks, theatre visits, poetry competitions, and handwriting activities are held to provide additional stimulus. Writing skills are also rehearsed across the curriculum. Linguistic skills are further taught and encouraged through the teaching of foreign languages: French from Nursery upwards. EAL students are supported in class though they are also expected to integrate into the school by speaking English within school time. The presence of non-English speakers encourages all pupils to see the value of learning a foreign language and the value of their different culture.

Mathematical. This area is largely addressed by the core Maths curriculum which provides for making calculations, understanding and appreciating relationships and patterns in number and space, developing a capacity to think logically and express thoughts clearly. Knowledge and understanding of Mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Mathematical skills are also addressed where appropriate in other areas such as science, DT, ICT and Geography.

Scientific. This area is largely addressed by the core science curriculum which 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. This area is largely addressed by the core curriculum in ICT, Computing and DT. It is also supported by the science curriculum. In ICT pupils are taught to use a range of applications including word-processing, DTP and multimedia, modelling, control, Internet and email skills, spreadsheets and databases. Computing equips children to use computational thinking and creativity to understand and change the world. Children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. ICT is recognised as being an important tool across the curriculum and is integrated where appropriate in the teaching of other subjects. DT is taught as part of our thematic topics, and pupils are given the opportunity to use tools and materials of different types, to plan and evaluate their own and others' work and to consider processes and products. Food technology forms an important part of this process.

Human and Social.

This area is largely addressed by the core curricula in History, Geography and RE. PHSEE also plays a vital role reflecting the school's aims and ethos. Pupils are encouraged to recognise links within the curriculum so that they can begin to appreciate how human action now and in the past has influenced the planet, its development and events and conditions. . Pupils are taken on a variety of trips and meet a number of visiting speakers to develop their awareness of history, the physical environment and religious practices. In more general terms pupils are taught about issues such as the environment, racism, world poverty, setting and achieving personal goals and living as a community. This is done in a variety of ways including through assemblies and by the influence of the School's culture.

PHSEE is taught according to the school's aims and ethos, during one session per week as well as dedicated RE and PHSEE weeks at the beginning and end of every half term, and assemblies also form an important medium for discussing PHSEE related issues.

Each class is expected to take an assembly over the course of the year, which provides a further focus for PHSEE issues. Teachers act as positive role models for their students.

Physical. This area is largely addressed by the core curricula in PE and Games supported by extra-curricular activities, for example in cross-country, football, netball and rugby. PE and Games lessons aim to develop pupils' physical control and coordination, their team skills, tactical ability and imaginative responses, and how to evaluate and improve their performances in a wide variety of team and individual sports. Pupils are also taught about the basic principles of fitness and health and are encouraged to adopt a healthy attitude through teaching in food technology and science about diet. From the age of 7, pupils have many opportunities to play competitively against teams from other schools and pupils of all abilities are encouraged to take part.

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. However, all subjects have a creative aspect and pupils are encouraged to explore and develop their creativity and their individual talents throughout the curriculum and in accordance with their skills and abilities. Teachers seek to be aware of the talents of individual pupils and to foster them wherever possible both in formal lessons and in the wider school environment such as during extra-curricular activities and whole school contexts which may include, school productions, concerts, school music groups, art club, competitions etc. All children have the opportunity to learn a musical instrument through additional private lessons, and all junior children have the option of joining the school choir.

Religious Education and Collective Worship

The religious education curriculum is taken from, 'Come and See' for Catholic Schools. Although Christian based, it also ensures that our pupils gain respect, awareness and understanding of other faiths. There are varied arrangements for daily worship, including class and whole-school assemblies. All parents/carers have a right to withdraw their child from the school's daily act of worship, and/or religious education. If you want to withdraw your child from these parts of school life please arrange a meeting with the head teacher.

Personal, Social, Health and Economic Education (PSHEE)

This arises during lesson time and 'Circle Time' (class discussion) when children along with their class teacher discuss issues that may affect them in a variety of ways. It involves how children interact with one another, their family, friends and others. Depending on the age of the child issues could involve bullying, bereavement, separation, secondary school transfer and aspects of their everyday lives. Such sessions are conducted in a sensitive and positive way although children are encouraged to participate. In doing so they are able to express their feelings, concerns and aspirations with their peers. The DfE have recently reinforced the need *"to create and enforce a clear and rigorous expectation on all schools to 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."* These values are explicitly taught through Personal, Social, Health and Economic Education lessons (PSHEE), and Religious Education (RE). (See Schemes of work). British Values are embedded throughout the whole curriculum and school ethos, as well as special days and weeks such as 'We are Britain'.

Preparation for life in British society

Here at BCPS we aim to "...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment." (*Careers guidance and inspiration in schools, March 2015*)

This is done through:

- PSHEE educates all pupils about personal safety, health & hygiene, sex, relationships, drugs, alcohol, careers, politics, money management, equal opportunities, discrimination and the law
- All pupils are taught about basic food preparation, hygiene, diet and nutrition and the skills to cook healthy meals
- A rich cultural programme including music, drama, dance and art within the taught curriculum and extensive extra-curricular cultural activities including theatre and gallery visits, a number of bands and annual school productions

- All students have 2 hours of physical education and a full programme of extra-curricular sports are offered with a number of teams and individual entered into local, regional and national competitions, plus an annual school sports day is held. We develop the concepts of being competitive, as well as fair play and sportsmanship
- Promotion of reading for pleasure through events such as World Book Day and the Reading Challenge Scheme.

Equal Opportunities

We believe that every child should reach their full potential. Learning should be suitably challenging for all so that it constantly moves children forward in their learning journey. Teachers are expected to have high expectations of all children and a belief that all children can make good progress.

Where children have Special Educational Needs, individual support plans are produced which specifically address their needs. These are often based on the advice received from outside agencies who have conducted specific assessments on the child's area of difficulty. Often additional resources are deployed to ensure that children with special needs are supported in reaching their challenging targets; they are expected to progress at the same rate as other children.

Where children are gifted or talented, it is every teacher's responsibility to ensure that their needs are met within each lesson. Often a child can be challenged through applying their understanding to different contexts. The curriculum does not put a cap on children's progress; they will be taught at their level of attainment.

Extra-Curricular Activities

Bury Catholic Preparatory School recognises that all children have their own unique characters and talents. Opportunities for individual development through a range of activities within and outside of school are provided. A wide range of sports opportunities are made available; musical skills are taught; regular 'performances' to parents; and many after school activities will add to the school experience. Educational visits both local and further afield are also a regular part of the school's curriculum.