



## Curriculum Policy

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Approved by	Adam Holdsworth, Chair of Governors
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## WESTVILLE HOUSE SCHOOL

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### 1. Introduction

Our school's 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 National Curriculum that we have adopted, but also the various extra-curricular activities that the school organises to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster and develop their ability to problem solve, be creative, resilient, tolerant and, to help them to become confident and independent learners. Above all, we believe in making the learning environment a calm, secure and fun one. This policy also takes into account the curriculum taught at the EYFS.

### 2. School Values

Our school curriculum is underpinned by the values we hold. 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.

Our school recognises the following values upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion. We actively celebrate the diversity of the pupils that we have at school.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### 3. Aims

The aims of our school curriculum are:

- To encourage our pupils (where appropriate and applicable) to respect other people paying particular regard to the following as outlined in the Equality Act 2010:
  - a) Age
  - b) Disability



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- c) Gender reassignment
  - d) Marriage and civil Partnership
  - e) Pregnancy and maternity
  - f) Race
  - g) Religion or belief
  - h) Sex
  - i) Sexual orientation
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- to enable all children to learn, 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 as well the range of other subjects;
  - to enable children to be active learners, creative and to develop their own thinking;
  - to teach children about the developing world, including how their environment and society have changed over time;
  - to help children understand Britain's cultural heritage and to impress on them the importance of democracy, rule of law and mutual respect and tolerance of those with different faith and beliefs;
  - to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
  - to enable children to be positive citizens;
  - to provide a broad and balanced programme of learning;
  - to teach children to have an awareness of their own spiritual development, and to distinguish 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 live and work cooperatively with others; and
  - to allow children to access learning via the Internet should it be necessary.

#### 4. Linguistic

This area is largely addressed by the core English curriculum which provides for teaching and developing pupils' communication skills 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.



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### 5. 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 should be developed in a variety of ways, including practical activity, exploration and discussion. We enter competitions such as the maths quiz club and Primary Maths Challenge. Mathematical skills are also addressed where appropriate in other areas such as science, DT, ICT and Geography

### 6. 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.

### 7. Technological

This area is largely addressed by the core curriculum in ICT, Computing and DT. It is also supported by the science curriculum and special focus weeks such as 'Enterprise week'. 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. Technological skills can include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. 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. 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.

### 8. 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.

### 9. 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



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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.

### **10. 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.

### **11. 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, paying particular regard to the protected characteristics set out in the 2010 Act, please also see the PSHE Policy.

PSHEE is taught through discrete lessons from PP2 (Reception) to Form 4 (Year 6). The Head of Pre-Prep and Deputy Headteacher oversee the maintenance and development of the subject scheme of work and policy. PSHEE is enhanced by activities and presentations organised outside the discrete delivery of PSHEE and Circle Time.

In addition to the discrete PSHEE and Circle Time lessons, many of the activities that the children experience on a daily or regular basis contribute to their overall development in this area.

We aim to promote and encourage respect for other people (please refer to the School Principles) with particular regard to the protected characteristics under the Equality Act 2010.

Depending on the age of the child issues could involve bullying, bereavement, separation, secondary school transfer and aspects of their everyday lives. Looking after mental health plays a prominent part in all aspects of our PSHEE and across the whole curriculum. 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 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'.



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PHSEE is taught according to the school's aims and ethos, during one session per week and assemblies also form an important medium for discussing PHSEE related issues.

Teachers act as positive role models for their students.

### **12. RSE**

At WHS we value the importance of Relationships and Sex Education (RSE) to help and support young people through their physical, moral, spiritual, cultural and emotional development. Relationships and Sex Education is a continuing, developmental process, which includes the exploration of attitudes and values as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development. For more information, please read our RSE policy.

### **13. Preparation for life in British society**

Here at WHS 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 hygiene, diet and nutrition;
- 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 at least 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; and
- promotion of reading for pleasure through events such as World Book Day.

### **14. Organisation and planning**

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. Teachers are expected to review their long-term plans on an annual basis to see where improvements/changes can be made.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. 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.



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### 15. The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

#### 1.1 Additional Learning Needs

If children have additional needs, our school does all it can to meet the individual needs. If a child displays signs of having additional needs, then the SENCO makes an assessment of this need. In many instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with additional needs, including learning support from specialist teachers.

The school holds a central register of those pupils with Additional Learning Needs. The information sets out the nature of the additional need, and outlines how the school will aim to address it. The register also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

#### 1.2 Disability

*"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."* Definition of disability under the Equality Act 2010 - GOV.UK ([www.gov.uk](http://www.gov.uk)).

Some children in our school do have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Our schemes of work address the diversity of our society and reflect the National Curriculum programmes of study where applicable.

#### 1.3 Able, Gifted and Talented Pupils

Pupils who show a special ability in an area of the curriculum are nurtured to maximise their talent. They are catered for within the normal classroom environment and through differentiated tasks and activities, with support from subject co-ordinators and the A&T co-ordinator as appropriate. There is also 'targeted provision' for those who have been identified as having a ability or talent and special 'one off' events and clubs are planned to help stretch and further develop these pupils in their chosen fields.





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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.

### **16. Key skills**

Key skills are included in curriculum planning so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential. An example of some of the core skills that we aim to include in our teaching are:

- collaboration;
- communication; and
- problem solving.

### **17. The role of the Deputy Headteacher**

The role of the Deputy Headteacher is to:

- assist the Headteacher in providing a strategic lead and direction for the school's curriculum;
- support and advise colleagues on issues related to the curriculum;
- monitor pupils' progress in each subject area; and
- provide efficient resource management for each subject area.

It is the role of the Deputy Headteacher to keep up to date with developments of the curriculum, at both national and local level. They review the way the curriculum is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

The Deputy Headteacher reviews the curriculum plans for each subject, ensures that there is full coverage of the agreed curriculum, and sees that progression is planned into schemes of work.

### **18. Monitoring and review**

A sub-committee of the governing body is responsible for monitoring the way the school curriculum is implemented. They review progress regularly with the Headteacher.

The Deputy Headteacher is responsible for the day-to-day organisation of the curriculum. The Deputy Headteacher monitors the implementation of the curriculum, ensuring that all classes are taught the full requirements of the Agreed Curriculum.

The Headteacher and Deputy Headteacher monitor the way the curriculum is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.