



Brereton C of E (A) Primary School

CURRICULUM STATEMENT

The curriculum is all the planned activities that we organise to promote a love of learning, personal growth and personal development. This includes the formal requirements of the national curriculum; trips and experiences; Key Stage Days and Whole School Weeks and extra-curricular activities we offer to enrich the learning experiences of all learners. Direct experience and challenge is placed at the centre of our curriculum model enabling pupils to develop and apply their knowledge and skills in meaningful contexts.

Here at Brereton we aim to provide a stimulating learning environment that gives children opportunities to develop lively, enquiring minds in order to explore, understand and explain the world. Importance is placed on children's happiness as this contributes to mutual respect, trust and consideration

Aims:

- To ensure the curriculum maintains breadth and balance.
- To articulate and embed high expectations and ensure children reach their full potential in their intellectual, social, emotional, physical, cultural, moral and spiritual development.
- To provide a safe and secure environment where children are encouraged and enabled to be responsible, co-operative and self-disciplined.
- To develop a positive attitude towards learning.
- To provide a broad, balanced and relevant curriculum including the statutory requirements of the National Curriculum 2014.
- To combine strong leadership and high quality teaching.

The school is committed to:

- meeting the needs of individual children of both sexes from all ethnic and social groups, of all abilities;
- facilitating children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, socially, emotionally, physically, morally and spiritually, so that they may become independent, responsible, confident and considerate members of the community;
- creating and maintaining an exciting and stimulating learning environment;
- ensuring that each child's education has continuity and progression;
- ensuring that children experience success in their learning;
- working in partnership with parents and carers and supporting parental involvement in the educational process;
- treating children with respect.

Children are encouraged to:



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- *learn to be adaptable, to solve problems in a variety of situations, to work independently and as members of a team;*
- *develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;*
- *be happy, cheerful and well balanced;*
- *be enthusiastic and eager to put their best into all activities;*
- *begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;*
- *be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;*
- *care for and take pride in their school;*
- *develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;*
- *develop non-sexist and non-racist attitudes;*
- *communicate and explore their knowledge and feelings through various art forms including art, music, dance and drama and be acquiring appropriate techniques which will enable them to develop their creativity;*
- *be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;*
- *know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;*
- *develop an enquiring mind and scientific approach to problems;*
- *solve problems using technological skills;*
- *know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;*
- *know about Gospel values and the teachings of Jesus and have some knowledge of the beliefs of the major world religions;*
- *develop agility, physical co-ordination and confidence in and through movement;*
- *know how to apply the basic principles of health, hygiene and safety.*

Organisation

At Brereton our curriculum is planned to engage learners, inspire teaching and raise standards. We adopt a topic-based cross-curricular approach curriculum planning. Each year group is assigned a series of topics which enable classteachers to teach the requirements of the national curriculum. Classteachers are encouraged to develop innovative and creative approaches to teaching and learning in order to ensure the curriculum is tailored to the pupils' very specific needs. All pupils were involved in evaluating and selecting topics.

Planning

We plan our curriculum in three phases. Senior Leaders and Subject Leaders agree a Long Term Plan for each year group in Key Stage 1 and Key Stage 2. This documents what subjects and topics are to be taught in each term in each year group. Our long term planning is reviewed on an annual basis. Within



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our Medium Term Planning, we outline the learning to take place for the term documenting the clear objectives, learning experiences and resources to be used when teaching each subject. Medium term plans are shared with families through our bespoke topic webs which document the key areas that will be covered. Short Term Planning is written on a weekly and/or daily basis. These clearly set out the learning objectives, resources and differentiated activities for each lesson. Teacher and Teaching Assistant support is also clearly documented to evidence the support provided to learners.

RE

We follow the Cheshire Agreed Syllabus for RE from EYFS through to the end of Key Stage 2.

SRE

We follow the Christopher Winter scheme of work for Sex and Relationships Education.

Phonics (Read Write Inc)

We use 'Read Write Inc' to teach our phonics curriculum to all EYFS, Key Stage 1 and selected Key Stage 2 pupils. We follow the guidance as set out the handbook and use teacher expertise to adapt this for all learners.

Children with Special Educational needs and Disabilities

We comply with the requirements set out in the SEND Code of Practice 2014 by providing a curriculum which is designed to meet the individual needs of all children. If a child's additional need is severe, we consult with external agencies to develop and use resources and support tailored to their specific need.

Early Years Foundation Stage

Every child deserves the best possible start in life and support to fulfil their full potential. The Early Years Foundation Stage framework enables children to be kept safe and able to thrive. Through our EYFS provision we aim to:

- set the standards for the learning, development and care of young children, ensuring that every child makes progress.
- provide for equality of opportunity.
- create a framework for partnership between parents and professionals.
- lay a secure foundation for future learning.

Our curriculum is based on the Early Years Foundation Stage Framework 2012 (EYFS). For more information see our Foundation Stage Policy.

Parental Involvement

We recognise that all children require the support of parents and classteachers to make good progress in school. We strive to build positive links with families by keeping them informed about the ways their children are being taught and how well each child is progressing. Each term topic webs are shared with families to highlight what is being taught and ways to pupils can be supported in their learning at home. Class teachers write also use our school website to inform families of the learning which has taken place.

This policy should be read in conjunction with the following relevant policies: Assessment, Key Stage One, Foundation Stage.

This policy was written and agreed by staff June 2015.

This policy was agreed by Governors June 2015.

This policy will be reviewed in June 2018.