

Curriculum Policy Raphael School

September 2018



Curriculum Policy

This policy applies to all pupils in the school, including those in Early Years. Any pupil under the age of 18 will be regarded as a child for the purposes of this policy.

General Policy Statement

The general principal governing the curriculum of the school is that every child shall be entitled to and shall take up a curriculum, which is balanced and broad based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of each child.
- Prepares children for opportunities, responsibilities and experiences of leading on into adult life.

The school provides all children access to the following areas of experience:

1. Aesthetic and Creative
2. Ethical –(values and relationships)
3. Linguistic – (listening, reading, speaking and writing)
4. Mathematical – (numerical, spatial, scientific and practical)
5. Physical (co-ordination of mind and body)
6. Scientific (observation, enquiry, technology, environment)
7. Social and Political (society and its institutions)
8. Spiritual (values of school, society and religion)

The school's curriculum answers four basic questions both within each curriculum area and across the curriculum.

1. WHY? Aims and policy
2. WHAT? Guidelines, schemes of work, curriculum policies
3. HOW? Teaching and learning methods and processes
4. WHETHER? Evaluation

Our schemes should satisfy tests of breadth, balance, coherence, relevance, differentiation and progression. They incorporate elements, which contribute to assessment and comparison over time thereby providing:

- Information which teachers can use in deciding how a child's learning can be taken forward and in giving the children themselves clear and understandable targets and feedback about their achievements.
- Teachers and others with the means of identifying the need for further diagnostic assessments for particular children where appropriate to help their educational development
- Overall evidence of the achievements of a child and of what he or she, knows, understands and can do.
- Aggregated information about children's achievements which can be used as an indicator of where their needs to be further effort, resources, changes in the curriculum etc.
- Helpful communication with parents about how their child is doing.
- A basis for professional development.

Schemes take into account the continuous nature of education, having regard to the experiences the children will have had before entering school, and those anticipated after they leave. The school seeks to meet the needs, specifically of its children. It provides a positive, caring environment in which the children are made to feel good about themselves. Establishing a good rapport with children, building their confidence, encouraging them to express individual ideas, examining established values leading to a greater understanding are at least as important as teaching the academic curriculum. The school is responsible not only for the physical safety and well-being of the children, but also for their psychological safety and well-being. The school encourages the child's self-confidence and self-esteem. This is vital for learning for all children, when he regards himself as a failure and feels that others do too, he will be unhappy with himself and will not learn. The image is thus self-reinforcing. Image building is a vital part of our school's work. Activities such as praise, displaying work, taking part in assemblies, productions, sports or other activities all contribute to this. It must also be remembered that those whose work and behaviour is less good may be the ones in most need of support and reinforcement. Teachers are entrusted to ensure that all children are helped to develop self-esteem and self-confidence. The school endeavours to provide appropriately for the needs of all children and to adapt the curriculum or our methods of teaching to ensure that every child reaches his/her potential and enjoys a positive experience of school life.

The school aims that each child shall learn:

- To read fluently, with understanding and feeling, discrimination and enjoyment;
 - To write legibly and with a satisfactory standard of spelling, syntax, punctuation and usage;
 - To communicate clearly and confidently in speech and writing, in ways appropriate for various occasions and purposes;
 - To listen attentively and with understanding;
 - To acquire information from various sources and to record information and findings in various ways;
 - To understand mathematical language and concepts in order to;
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1. extend understanding through a process of enquiry
 2. appreciate the structure of mathematics and the nature of number
 3. be aware of the applications of mathematics in the world
 4. develop analytical and logical ways of thought.

- To observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
- To master basic scientific ideas and methods;
- To investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work;
- To develop awareness of self and sensitivity to others, acquiring a set of moral values and the confidence to make and hold moral judgements, distinguishing fact from opinion, be aware of gender and multi-cultural issues, recognising prejudice, bias and superstition and to develop habits of self-discipline and acceptable behaviour;
- To know about geographical, historical and social aspects of the wider environment and our national heritage and culture. To be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for us as individuals in our society.
- To be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas. To be aware of art and design in the environment both past and present;
- To be aware of the effects and be able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling
- To develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim and to spend some time outdoors in a physically challenging outdoor environment. To develop an understanding of the body, its workings and the changes associated with adolescence, the requirements of good health and nutrition. To be aware of the effect on health of solvent abuse, smoking, alcohol and drugs.
- To appreciate music by experiencing it through listening, performing and composing, through practical means thereby leading to an understanding of the structure and sounds of music. Where possible to learn proficiency with one or more musical instruments. To be aware of and value great music of past and present and develop a critical sense with regard to music.
- To understand the value of achieving happiness for himself and others and that both may be achieved by contributing to society and helping others.

This policy should be read in conjunction with:

- School Schemes of work
- Individual subject policies
- The Teaching, Learning and Assessment
- The Positive Behaviour Management Policy – Primary
- The Positive Behaviour Management Policy - Senior