

## **CURRICULUM STATEMENT**

### **Purposes**

Shirehampton Primary School provides a learning environment so that children:

- ❖ acquire and apply the key skills of language, literacy, numeracy, science and ICT
- ❖ are honest, reliable and compassionate, showing respect for other religions, moral values and cultures
- ❖ are motivated to learn and confident to tackle new challenges
- ❖ develop enquiring minds and resilience
- ❖ can work collaboratively and independently
- ❖ achieve high standards and have high aspirations
- ❖ make mutually supportive relationships with others, in which they can resolve conflict and recognise consequences of actions
- ❖ become informed, active and responsible citizens.

### **Content**

- The Early Years and Foundation Stage curriculum is taught in our Under 3s room, Nursery and Reception.
- The curriculum delivered by the school in Key Stages One and Two is based on the subjects of the National Curriculum.
- Religious Education (R.E.) is taught for one day a term following an agreed progressive plan.
- Children who are withdrawn from R.E. at the request of their parents, are expected to occupy these lessons with other directed study.
- There is a daily act of worship which is mainly Christian in content (see Collective Worship Policy).
- The manner in which education on sexual matters is given develops from the children's work in Science, P.S.H.E. and R.S.E using the Jigsaw PSHE scheme. Questions are answered openly and honestly in the context of human relationships, as the occasion arises.

### **Delivery**

The school draws on the particular expertise and special interests of the teachers to develop and deliver the curriculum in the best possible way. Teaching styles are fostered which offer and encourage a variety of learning opportunities; Thrive and RA (Restorative Approach) are whole school tools which enable effective, inclusive and personalised delivery of our curriculum. The children's educational experiences are enriched by the use of topics and other methods which bring out issues spanning more than one curriculum subject with guidance from the International Primary Curriculum (IPC). In this context, the staff seek to broaden the horizons of each pupil by forming a partnership between parent, teacher and the community. This process is maintained throughout the child's school life, by promoting continuity and progression for each pupil both within the school and between the different phases of education.

### **Special Consideration**

Children with special educational needs, (i.e. those with learning difficulties, behavioural difficulties or those who are more able or gifted and talented), are provided for within the school. Emphasis is placed on entitlement for all to a high standard of education, regardless of gender, ethnic background, disability or disadvantage.

See also:

➤ *Teaching & Learning Policy*

<i>Agreed with staff</i>	<i>Agreed with governors</i>	<i>Review date</i>	<i>Reviewed</i>	<i>Review date</i>	<i>Reviewed</i>
			2017		