

Aldingbourne Primary School

CURRICULUM POLICY STATEMENT

'Education influences and reflects the values of society and the kind of society we want to be'

WHY DO WE NEED A CURRICULUM POLICY?

It provides the basis for:

- ✓ reflection on our aims and values and how they match to curriculum provision in order to meet the needs of all pupils
- ✓ evaluation of the impact of the curriculum on pupil's learning and achievements
- ✓ evaluation of the breadth, depth, balance and flexibility of provision for all pupils
- ✓ evaluation of continuity and coherence of provision across key stages
- ✓ development of teachers' knowledge of curriculum provision

WHAT ARE THE AIMS AND VALUES OF THE CURRICULUM POLICY?

AIMS:

- ✓ to provide a broad and balanced curriculum for all pupils which promotes excellence
- ✓ to provide equal opportunities for all pupils
- ✓ to ensure high quality provision to support high achievement
- ✓ to develop a rich learning environment
- ✓ to offer opportunities for all pupils to experience success
- ✓ to allow children to develop positive attitudes to learning and to school
- ✓ to offer opportunities for pupils to work together and recognise they are part of a community
- ✓ to offer the development of skills for the 21st century technological society

VALUES:

- ✓ We value ourselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.
- ✓ We value others for themselves and we build sound relationships that are fundamental to the development of a good community.
- ✓ We value truth, freedom, justice, human rights and the desire to be kind and good to others.
- ✓ We value the environment, as the basis of life and a source of wonder and inspiration.

WHEN IS CURRICULUM DEVELOPMENT MOST EFFECTIVE?

Curriculum development is effective when:

- ✓ Pupils learn with their hearts, minds and bodies
- ✓ Pupils learn through practical and exploratory experiences using all their senses
- ✓ When excitement and enjoyment are essential ingredients for effective learning
- ✓ Learning thrives on innovation, adventure, risk taking and opportunities for collaborative creative thinking
- ✓ Real learning develops from connected experiences
- ✓ Pupils feel safe and cared for
- ✓ There is mutual respect and supportive partnership between pupils and between pupils and adults
- ✓ There is a bridge between individual learning experiences and the knowledge of the wider world
- ✓ There is excellent transition from one classroom to the next and one school to the next
- ✓ Developing responsibility and self-esteem for pupils is an essential preparation for life
- ✓ Pupils' understanding of their own learning strategies helps to promote lifelong learning
- ✓ Pupils' learning includes the use of ICT
- ✓ Pupils' learning includes their own personal development including spiritual, moral, social, cultural, physical and emotional health

It is essential that the curriculum develops pupils not only in academic terms but also in terms of effective learners

HOW DO WE KNOW IF PUPILS ARE EFFECTIVE LEARNERS?

Within the Curriculum pupils will be given the opportunity to achieve the following qualities. These qualities will be developed according to the learners' age and stage of development.

<p style="text-align: center;"><u>Relationships</u></p> <ul style="list-style-type: none">❖ Forming and sustaining positive relationships❖ Sharing, negotiating, collaborating and taking turns❖ Working productively both with others and individually❖ Empathy❖ Independence❖ Leadership Skills	<p style="text-align: center;"><u>Self-awareness</u></p> <ul style="list-style-type: none">❖ An awareness to take care of themselves❖ Having a positive self esteem❖ Being self critical❖ Respect for themselves and others❖ Self-motivating and enthusiastic learner❖ Knowing who can help them and how to ask for help❖ Knowing what is right and wrong❖ The ability to manage time and know what to do next❖ Confidence
<p style="text-align: center;"><u>Engagement</u></p> <ul style="list-style-type: none">❖ Confidence❖ Perseverance❖ Enthusiasm❖ Learning from their own mistakes❖ Becoming confident and articulate learners❖ Being a confident participant and having an understanding of what is expected of them on a day to day basis❖ Linking their learning to a range of situations both in and out of school	<p style="text-align: center;"><u>Creativity</u></p> <ul style="list-style-type: none">❖ Becoming a creative and imaginative learner❖ Curiosity❖ Adaptability❖ Ability to make choices and respect the choices of others❖ Problem solving❖ The ability to communicate effectively❖ The ability to understand two sides of an argument❖ Taking risks and learning from mistakes❖ Enjoy a range of cultures and arts❖ Participate in a range of community and cultural activities

WHAT IS THE CURRICULUM ENTITLEMENT FOR ALL PUPILS?

As a school we have the responsibility to ensure that each pupil has entitlement to:

1. **A curriculum which enables pupils to feel confident, valued and successful and respect themselves and others as learners. The curriculum will provide opportunities to:**

- ❖ Recognise, share and celebrate pupils' achievements
- ❖ To identify personal aspirations and set targets to achieve them
- ❖ Celebrate own achievements
- ❖ Learn to build and maintain relationships
- ❖ Develop a good positive attitude
- ❖ Learn to develop a safe and healthy lifestyle

2. **A curriculum which enables pupils to work and learn together in a high quality teaching and learning environment. The curriculum will provide opportunities to:**

- ❖ Reflect, support and challenge current learning
- ❖ Include the provision of a learning environment which shows high standards and expectations for all pupils
- ❖ Enable pupils to be active in supporting one another and taking responsibility for their own environment
- ❖ Ensure that the school and buildings and grounds provide a safe and stimulating learning environment

3. **A curriculum that is broad, balanced, flexible, relevant, inclusive and well planned. It is well matched to individual needs, providing the context for in-depth learning. The curriculum will:**

- ❖ Enable provision for pupils' individuality in the learning process
- ❖ Identify and break down barriers to learning for individual and groups of pupils
- ❖ Include all the key areas of learning
- ❖ Have at its core the key skills of literacy, numeracy, ICT, problem solving, creative and critical thinking, working with others and resilience to manage change
- ❖ Address the needs of the whole child through provision for spiritual, moral, social, cultural, intellectual and emotional development
- ❖ Provide an appropriate balance of use of the indoor and outdoor environment
- ❖ Be planned and assessed effectively on the basis of what pupils know and can do so teachers and pupils know the next steps to take
- ❖ Encourage pupils to plan, assess and evaluate their own learning and that of others

- ❖ Include planned opportunities to work with and in the wider community
 - ❖ Provide opportunities to take part in class, school and public events
 - ❖ Encourage pupils to develop their own particular skills, talents and interests
4. **A curriculum which will enable pupils to make a significant contribution to their school community and wider world. The curriculum will provide the opportunity to:**
- ❖ Support each other in their learning
 - ❖ Share and celebrate their learning experiences
 - ❖ Take responsibility for their contribution to the school's well-being and improvement
 - ❖ Be involved in the organisation and development of the classroom / school
 - ❖ Make an active contribution to issues and events in the local and wider communities
5. **A curriculum which provides continuity that is effective and supports progression and successful transition from home to school, between classes, between schools. It will:**
- ❖ Plan collaboratively for continuity of content and organisation at points of transition, taking account of prior learning
 - ❖ Develop a shared understanding of standards and progress achieved by pupils
 - ❖ Transfer / receive and use information effectively at all points of transition

Reviewed 26.11.2025

To be reviewed annually by Curriculum committee