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# SAINT NICHOLAS SCHOOL

## CURRICULUM POLICY

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*Note: This policy applies to all sections of the school including EYFS*

Reviewed February 2016

Review Date January 2018

### 1. RATIONALE

Effective teaching and learning is the principal purpose of Saint Nicholas School. It is at the heart of securing high quality educational provision. It underpins the successful provision of a broad and balanced curriculum, which meets the needs of all pupils. Saint Nicholas is fully committed to supporting pupils and teachers in effective teaching and learning; to promoting the enjoyment of learning; to securing progress and high standards of attainment for all. There is a whole-school rewards and pastoral care and support policy, which helps to underpin teaching and learning in the school.

#### 1.1 Vision Statement

- To provide a learning experience whereby all pupils are stimulated and encouraged to develop to their full potential
- To establish a culture where learning is valued and teaching styles are tailored to meet the needs of the individual
- To develop our pupils to become effective independent learners, so that they leave school equipped with skills that give them the capacity for lifelong learning

#### 1.2 Aims

- To provide a safe, stimulating learning environment for all pupils
- To set high expectations for all pupils in order to raise their aspirations
- To create a community in which all members strive for continuous improvement
- To positively value all individuals regardless of age, race, religion or gender and promote equality of learning opportunities
- To ensure high quality of teaching and learning by monitoring the performance of both staff and pupils, highlighting areas of excellence and potential for improvement
- To prepare pupils for the opportunities, responsibilities and experiences of life in British society.

#### 1.3 The wider curriculum

The curriculum at Saint Nicholas not only includes the formal programme of lessons but also the vast range of co-curricular activities, trips and visits which serve to enhance the educational experience provided. Each subject area has specified time and resources to make its contribution to the curriculum as a whole.

Cross curricular links are pursued where possible and desirable and lessons are given a relevant life context. It also includes the "hidden curriculum," those things that children learn from the way they are treated and expected to behave.

### 2. CURRICULUM ORGANISATION

Pupils follow a broad National Curriculum programme. Within this we have the flexibility to provide an educational experience which is wider and deeper than that prescribed by the National Curriculum.

The curriculum will give pupils' experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. All pupils will have the opportunity to acquire and develop their speaking, listening, literacy and numeracy skills through their English and mathematics lessons.

Where a pupil's principal language of instruction is a language other than English, lessons in written and spoken English will be provided.

The curriculum is appropriate for the ages and aptitudes of all pupils. Where a pupil has a statement, the curriculum will be tailored to which fulfils the statement's requirements. Designated learning support staff work with those children who are identified as having specific individual needs.

The use of specialist teachers throughout the primary age range enhances the pupils' experience.

The school is divided into 3 sections:

- Lower School – Pre-School & Reception (EYFS), Years 1 to 5
- Middle School - Years 6 to 8
- Upper School - Years 9 to 11

## **2.1 Lower School**

### **EYFS**

The curriculum is designed to meet the criteria outlined in the EYFS framework. Specific learning objectives are designed around 3 prime areas

- Communication and Language,
- Physical Development,
- Personal, Social and Emotional development

and 4 specific areas

- Literacy,
- Maths,
- Understanding of the World
- Expressive Arts and Design

Children work to objectives outlined in these areas of learning.

Pupils are also taught French, music, drama and PE & Games are taught by specialist teachers.

### **Key Stage 1 – Years 1 to 2**

The curriculum broadly follows the statutory requirements outlined in the Primary Framework for Key Stage 1. This comprises English, maths, sciences, geography, history, religious studies, art & design, information & communication technology and PSHE. Pupils are also taught French, music, drama and PE & Games are taught by specialist teachers. All subjects have discrete teaching time.

### **Key Stage 2 – Years 3 to 5**

The curriculum broadly follows the statutory requirements outlined in the Primary Framework for Key Stage 2. This comprises English, maths, sciences, geography, history, religious studies, art, design & technology, information & communication technology and PSHE. Pupils are also taught French, music, drama and PE & Games are taught by specialist teachers. All subjects have discrete teaching time.

## **2.2 Middle School – Years 6 to 8**

### **Key Stage 3**

From Years 6 to 8 the curriculum follows the Framework for Key Stage 3. This comprises English, maths, separate sciences (biology, chemistry and physics), French, geography, history, religious studies, art, music, design & technology, food technology, information & communication technology, PSHE, Spanish, PE and Games. In Year 7 German and Latin are introduced with pupils electing which one to continue from around Easter in Year 7.

## **2.3 Upper School**

## **Years 9 to 11**

All students follow a ten subject programme of GCSE courses. These are carefully selected for each individual to best match her/his aptitudes and abilities.

The Key Stage 4 curriculum is made up of Core Subjects, Option Choice Subjects as well as other additional study areas.

### ***Core Subjects***

Everyone must study English Language, English Literature, mathematics and three separate sciences; biology, chemistry and physics.

### ***Option Subjects***

Pupils study four options from; art, design technology, drama, food technology, French, German, geography, history, ICT, Latin, music, PE, Spanish. It is expected that students opt for at least one modern foreign language although in exceptional circumstances this requirement may be waived following consultation between the student, parents and the school.

### ***Other Subjects***

Students also have weekly lessons in Games, Physical Education and Personal & Social Education. Personal, Social, Health & Education which is delivered through our Pathways programme.

## **3. PERSONAL, SOCIAL AND HEALTH EDUCATION.**

The personal, social and health education (PSHE) reflects the school's aims and ethos. PSHE enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Through PSHE lessons and through visitors to the school, pupils are given the chance to consider different careers and ways to manage their own economic well-being in the future. The course includes talks, videos and discussions on important aspects of personal and social development and includes such topics as Police Talks, Money Matters, Discrimination, Citizenship, Healthy Living, Relationships and Moral Issues, Family Planning and AIDS, Child Care, etc. as well as Careers. The careers programme in Year 10 focuses on Work Experience and there is an interview day for pupils to sharpen their presentation techniques.

### ***Upper School - Pathways programme***

Our Pathways programme encourages pupils to take part in a wide range of activities and experiences both inside and outside the classroom, contributing fully to both the school community and beyond. They learn how they are developing personally and socially and become increasingly responsible for their own learning.

The Pathways programme is a dynamic, diverse programme that will engage pupils, incorporating key life skills, careers education, citizenship, enterprise, financial capability, first aid and self-defence, outdoor learning and health and well-being. There will be opportunities to develop leadership skills through the DofE Award programme and to work in the community.

We will encourage pupils to go beyond acquiring particular knowledge or skills, so that they develop the moral, ethical and spiritual values that underlie their lives. The programme will be supported by a large team of staff and a range of specialist visiting speakers. In short, the Pathways programme is designed to promote personal qualities, skills, knowledge, understanding, attitudes and values which will enable pupils to think and act for themselves, cope with changes and adversity and move successfully into adult life.

## **4. SEX EDUCATION**

The school's sex education curriculum is detailed in the separate sex education policy.

## **5. PROMOTING BRITISH VALUES**

We recognise not only the importance of allowing students to flourish academically but we also embrace our wider role in preparing them for their adult life beyond the formal examined curriculum. Part of our role in that preparation is ensuring that we promote and reinforce British values to our students.

The government set out its definition of British values in the 2011 Prevent Strategy and subsequently updated (most recently in September 2015). It considers British Values to be democracy, rule of law, individual liberty,

mutual respect and tolerance of those of different faiths and beliefs. At Saint Nicholas School these values are reinforced in a pervasive manner and permeate the school community.

The examples that follow are an indication of some of the many ways we seek to embed British values at Saint Nicholas School and should be seen as an indication of our approach rather than an exhaustive list.

## **5.1 Democracy**

At Saint Nicholas School the principle of democracy is consistently reinforced, with the democratic process being employed for important decisions within the school community, for instance, elections being held for Head Boy and Girl and our Prefects. The principle of democracy is explored in History and Religious Studies as well as in tutor time and assemblies.

## **5.2 The rule of law**

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Students are taught the values and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.

## **5.3 Individual liberty**

Within Saint Nicholas School students are actively encouraged to make independent choices knowing that they are in a safe, secure and supportive environment. As a school we educate and provide boundaries for students to make choices safely, through the provision of a safe environment and an empowering education. Students are encouraged to know, understand and exercise their rights, responsibilities and personal freedoms and receive advice about how to exercise these safely, for example through our exploration of E-Safety in computing and their tutor time activities.

## **5.4 Mutual respect**

Respect is at the core of our school ethos and is modelled by students and staff alike. The school promotes respect for others and this is reiterated through our classroom and learning environments. In line with our commitment to democracy students at Saint Nicholas School are always able to voice their opinions and we foster an environment where students are safe to disagree with each other. Mutual respect is embraced throughout the curriculum from the concept of 'fair play' in PE to the student mentoring programme which promote mutual respect and support between students across different year groups within the school.

## **5.5 Tolerance of those of different faiths and beliefs**

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving them opportunities to experience such diversity within the school community. We also run a number of trips abroad throughout the academic year from which our students gain valuable experience of other cultures and languages. Additionally, students are actively encouraged to share their faith and beliefs within the school. Our Religious Education curriculum provides a broad and balanced education on a range of faiths, religions and cultures.

## **6. ACCESSIBILITY**

The school seeks to meet the needs of all its children. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. A variety of teaching and learning methods is used to suit the different needs and learning styles of individuals. Differentiated activities give all pupils the opportunity to learn and make progress whatever their ability.

If a child has specific needs, designated learning support staff may work with those children to meet these individual needs. This may be by providing in-class support or children may be withdrawn to provide small group or individual support where appropriate.