



Upper Junior School for Girls

CURRICULUM POLICY

INTRODUCTION AND PRINCIPLES

Greenfields aims to provide all children with a broad, knowledge-based education which provides continuity and progression between years and takes individual differences between children into account. Details of the Core Knowledge curriculum which lies at the foundation of the education we provide is available on the '*Introduction to Core Knowledge*' document which is also available on our school website.

This policy applies to all pupils who attend Greenfields Upper Junior School for Girls. In line with DfE guidance given in "Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information Departmental advice for independent schools, academies and free schools" 2014, the School will actively promote fundamental British values, democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. In line with the Economic Education and Equality Act 2010 (para 39) the School will include economic education alongside respect for other people with protected characteristics.

With regard to the SEND Code of Practice 0-25 Years (as updated May 2015) the School, will follow a cycle of action: assess; plan; do and review consulting with the SENCO (Ms. Kirpa Dhokia) appropriately and provide an Education, Health and Care Plan (involving external agencies as appropriate).

When delivering the curriculum, the School, with regard to KCSIE 2018, will actively ensure that safeguarding of all children will be of paramount importance (**Child Protection and Safeguarding Policy**).

The School actively seeks to ensure that the guidelines of Channel, a multi-agency

approach to identifying and providing support at risk of being drawn into terrorism, are adhered to via Prevent (2015) to identify and protect children vulnerable to radicalisation and extremism.

SPECIFIC OBJECTIVES

This policy sets out the way in which we deliver our curriculum and specifically;

1. What the school does and
2. What the pupils may be expected to gain

THE SCHOOL'S PROCESSES IN DELIVERING THE CURRICULUM

The school will:

- cater for the needs of individual children of both sexes and from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- create and maintain an exciting and stimulating learning environment
- ensure that each child's education has continuity and progression
- ensure that there is a match between the child and the tasks he/she is asked to perform
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- treat children in a dignified way

WHAT PARENTS SHOULD EXPECT PUPILS TO GAIN

Children will:

- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- be enthusiastic and eager to put their best into all activities with a high expectation for their capabilities.
- be happy, cheerful and well balanced and develop a love of learning.
- 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.
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- be developing non-sexist and non-racist attitudes.
- 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.
- 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.
- learn to be adaptable, solve problems in a variety of situations and to work independently and as members of a team.
- be developing an enquiring mind and scientific approach to problems.
- be capable of communicating their knowledge and feelings through various art forms including art/craft, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.

- 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.
 - begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour.
 - have some knowledge of the beliefs of the major world religions.
 - be developing agility, physical co-ordination and confidence in and through movement.
 - know how to apply the basic principles of health, hygiene and safety.
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P. Saeed Alam - October 2018

This policy will be reviewed in September 2019