



Hudson Road Primary School Curriculum Policy

Introduction

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school's curriculum is made up of planned activities based on children's interests and questions, organised in order to promote learning and ensure the highest standards of attainment, personal growth and development for all of our children. It fulfils all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education and also includes all the various extra-curricular activities that the school organises in order to enrich the children's experiences. It also includes the 'hidden curriculum' (Spiritual, Moral, Social and Cultural) which enables the children to grow into confident, self-reliant, responsible adults.

Our Core Values

- ✓ **Challenge**
We challenge minds, encouraging strength and resilience to ensure positive futures. .
- ✓ **Curiosity**
At Hudson Road we value meaningful learning that sparks curious minds – a journey of discovery and excitement.
- ✓ **Growth**
We value growth through creativity, offering opportunities that inspire and excite children, staff and the wider community. We value everyone's strengths, differences and sense of possibility.
- ✓ **Belonging**
We value our unique and diverse school as the centre of a community that shares our sense of success and pride in all that we achieve.
- ✓ **Respect**
At Hudson Road we care about and respect each other's individuality. We value and appreciate hard work and effort through personal praise and reward.

Aims

The Hudson Road curriculum ensures that all pupils achieve the following aims:

- ✓ to develop lively, enquiring minds, together with a willingness to ask questions and to argue rationally;
- ✓ to gain knowledge, skills and understanding appropriate to a fast-changing world, so they may be self-reliant and adaptable, and able to take an active role in society;
- ✓ to acquire in particular the enabling skills of English and Mathematics;
- ✓ to understand and respect the feelings and values of others and to consider thoughtfully their own attitudes, values and beliefs; in order to acknowledge and respect equal opportunities for all.
- ✓ to gain self esteem, mutual respect and an ability to work both independently and cooperatively with others.
- ✓ to enable the development of creativity and personal choice; to teach children about the developing world, including how their environment and society have changed over time and to foster an understanding of Britain's cultural heritage and British values.
- ✓ to appreciate and value the contribution made by all ethnic groups in our multi-cultural society; to enable children to have respect for themselves and others.

Principles

A good curriculum is balanced and wide-ranging. It includes all the subjects of the National Curriculum, and acknowledges the relationship between them.

As well as the national curriculum including PSHE, we teach RE based on the Locally Agreed Syllabus; and for Sex and Relationships Education (SRE) we have a programme based on our agreed policy.

We achieve a broad and balanced curriculum through the use of engaging topics linked to pupils' interests appropriate to our programmes of study for each age group (including local visits, festivals and relevant projects e.g the Heritage Schools programme and RSC Matilda schools) as well as standalone lessons. We aim to include the wider community and promote partnerships between home and school.

The curriculum that we teach in the Early Years meets the requirements within the Development Matters document and the guidance as updated in 2012. Our curriculum is based on the Early Learning Goals, as set out in these documents, and on developing

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children's skills and experiences. We fully support the principle that young children learn through play and by engaging in well-planned and structured activities.

Organisation and planning

We plan our curriculum in age-related phases. We deliver the statutory elements of the National Curriculum for each key stage using a whole-school, thematic approach. Each half-term **the theme begins with elicitation and child-led enquiry; whereby teaching follows the children's lead, with opportunities across the school for child-initiated learning.** The opportunity to address full coverage of the curriculum at each age-related phase is addressed through carefully monitoring of areas covered with additional sessions to teach anything outside of the topic work. Our short-term plans are an on-going record of knowledge taught and skills covered. Teaching and learning coverage is assessed by referencing phase curriculum booklets for age related expectations. The school has adopted the Earwig online Assessment Tool to support its assessment and recording of evidence.

The curriculum and inclusion-Matching the needs of individuals

We are not all the same, and the different learning needs of individuals are central to the planning and implementation of our curriculum. The principle of matching the challenge of the curriculum to the needs of individuals is fundamental to effective education. Many learners need special help at some point in their education, and all pupils need to feel valued for their achievements, at whatever level. At the same time, all pupils have equal rights of access to each curriculum area, and this right is irrespective of physical or academic ability, or gender, or ethnic or cultural origins. (See Equality and Diversity Policy and SEND/Inclusion Policy)

Key Skills

In addition to the emphasis on knowledge and understanding, the following skills underpin the whole curriculum:

- ✓ communication;
- ✓ application of number;
- ✓ information and communication technology;
- ✓ working with others;
- ✓ improving one's own learning and performance;
- ✓ resilience
- ✓ problem-solving.

Monitoring and review

Our Governing Body's Standards and Evaluation Committee is responsible for monitoring the way that the school curriculum is implemented.

The Headteacher is responsible for the day-to-day organisation of the curriculum, ensuring that all classes are taught the full requirements of the National Curriculum.

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Subject leaders monitor the way their subject is taught throughout the school and identify areas for development and training. All staff have access to relevant continuing professional development.

This policy is monitored by the Governing Body and is reviewed every 2 years..

Other relevant policies:

Special Educational Needs/ Inclusion Policy

Equality and Diversity Policy

Early Years Policy

Individual subject policies