

# PARLEY FIRST SCHOOL



## CURRICULUM POLICY

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of the national Curriculum.

*“All children and young people have a right to a Primary education which should be free. Young people should be encouraged to reach the highest level of education they are capable of.” - Article 28 Unicef Charter for Children*

### **The school aims to**

- Cater for the needs of individual children of both sexes 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 learning activities s/he is offered
- Provide a broad, balanced and relevant curriculum
- 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
- Respect the rights of all members of the school community and teach the responsibilities that come with those rights.
- Enrich learning through education and visits and other extra-curricular activities, using real life contexts and making cross-curricular links where appropriate

## **We aim that all children should**

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- 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
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- Understand that everyone has rights and recognise their responsibilities in supporting these rights
- 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
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, 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 national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety
- Develop positive attitudes to learning, being resilient and resourceful and working well with others

These aims should be reviewed at least every five years.

## **Guide to the law**

Under the Terms of Reference Regulations 2000, governing bodies and headteachers are required to produce a curriculum policy. This replaces the requirement under the School Framework and Standards Act 1998 for a

curriculum plan. The change from plan to policy should make clearer that the approach should be broad brush – it is not intended to be a detailed map of all secular curriculum activities. The policy should set out the principles underpinning the curriculum and reflect the school's commitment to developing all aspects of the pupils' lives. It allows schools to state values and aims as well as the general principles governing their approaches to issues such as inclusion and cross-curricular learning. As a guide, it is expected that the policy could normally be set out on a single page of continuous writing. The Regulations make the headteacher responsible for preparing the policy and reviewing it annually. The governing body must consider and agree the policy and monitor and review its implementation.

Reviewed: December 2011

Next Review Due: Autumn 2012 – Annual Review