



Curriculum Statement

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Curriculum Statement

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1 Introduction

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work at Brookside Primary School is planned to meet the requirements of the National Curriculum.

2 Aims and Objectives

Brookside Primary School aims to:

- Enable the children to make informed choices and **Stay Safe**
- Develop the children's understanding of how to stay **Healthy**
- Develop the skills, abilities and confidence to enjoy life and **Achieve**
- Empower the children to make a **Positive Contribution** to the community
- Develop and care for the whole child ensuring they have the skills and knowledge to develop their **Economic Well Being**

And, in addition, 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 and morally, so that they may become independent, responsible, 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 individual child and the tasks they are asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which Parents / Carers play in their child's education and make every effort to encourage their involvement in the educational process
- Treat children in a dignified way

3 Design of the Curriculum

The curriculum at Brookside Primary School is designed so that all children learn to:

- a) Be adaptable

- b) Solve problems in a variety of situations
- c) Work independently and as members of a team

In order to do this, children need to:

- 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, non-racist and non-stereotyped 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
- 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

4 Safeguarding and Child Protection

4.1 Safeguarding and the Curriculum

The curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger (content is age appropriate, see relevant policies). Children are encouraged to explore and discuss these issues.

The curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as:

- Road safety
- Food hygiene and healthy choices
- Using equipment properly in PE and Design and Technology

4.2 Safeguarding and Staffing

At all times Brookside Primary School will ensure appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil / adult ratios are maintained (for further guidance see the school's Educational Visits Policy). Visiting speakers, with appropriate clearance, are always welcomed into school so that they can share specialist knowledge to the children.

For further guidance relating to safeguarding children, please see Brookside Primary School's Safeguarding & Child Protection Policy.

5 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no member of the school community experiences harassment, less favourable treatment or discrimination within the learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against anyone because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when devising and implementing school policies and procedures.

6 Policy Review

This document will be reviewed in keeping with the Policy Review Cycle and is included in the annual School Improvement Plan, published in the Spring term of each year.