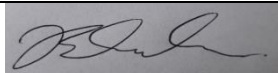


# TOWNHILL JUNIOR SCHOOL



## CURRICULUM POLICY

Curriculum Policy			
<b>Date last amended:</b>	4 <sup>th</sup> September 2024	<b>Approved by:</b>	Townhill Junior School Full Governing Body
<b>Approval date:</b>	14 <sup>th</sup> October 2024	<b>Signed:</b>	 Jo Proctor Chair of Governors
<b>Review Date:</b>	July 2026		

## **Townhill Junior School Curriculum Policy**

At Townhill Junior School we believe that every child is extraordinary and that education has the capacity and the possibility to change lives for the better. Here teaching, learning and the wider curriculum is built upon a foundation that is inclusive, supportive, challenging and empowering. We promote high expectations, aspirations and an intense engagement in learning. This supports learners in building their capacity and establishing the values, dispositions, skills and knowledge through which they will be able to achieve success, gain fulfilment in the future and become life-long learners.

### **Rationale**

The purpose of this policy is to provide an overarching framework that translates the values and aims of the school into effective teaching and learning. It acknowledges the obligations imposed by the National Curriculum, which provides the legal foundation and secures an entitlement for all pupils, and all that is learned in school, formally and informally, and within and beyond the school day. It also seeks to establish the principles against which other curriculum related policies and procedures can be developed or checked so that they are consistent and coherent.

The legal requirements of the curriculum include: teaching the National Curriculum, religious education and Relationships and Sex Education (where age appropriate); teaching about drugs as per the science element of the National Curriculum; providing a daily act of collective worship; avoiding political bias; providing careers education and guidance with access to specialist support; and making provision for pupils with Special Educational Needs.

The policy embraces policies and procedures for admissions, assessment, careers education and guidance, charging, collective worship, drug education, equal opportunities, health and safety, home learning, lettings, nutritional standards, performance management, race equality, school visits, session times, SEN, sex education, staff discipline, and teaching and learning.

### **The aims of the curriculum are 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 spiritually, 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 s/he is asked to perform
- Provide a broad and balanced 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

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

- Learn in a way that enables them to build their own personal capacity for learning
- Develop the skills for learning to learn

- Establish positive dispositions for learning which will impact upon their achievement and development in our school and beyond.
- Learn to be adaptable, know how to solve problems in a variety of situations and understand 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 our school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop 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 data handling

### **The Townhill Junior School Curriculum**

The subjects of the school's curriculum are those of the National Curriculum and are followed by all TJS Year Groups working on a skills based curriculum. The major subject areas and foci are:

#### **English / Literacy**

This is regarded as a most important aspect of the curriculum and is based on the development of reading and writing. Particular emphasis is given to developing each child's ability to read widely for enjoyment and information and to write well in various forms, e.g. letters, reports, stories. It also involves speaking and listening, which are essential parts of it. This subject is taught daily.

#### **Mathematics / Numeracy**

This includes arithmetic, algebra, measurement, geometry and also data handling which often involves graphs. A variety of resources are used by teachers to implement the school's scheme of work/learning aims, which follow the National Curriculum. This subject is taught daily.

#### **Science**

This includes biology, physics and chemistry. The emphasis is on developing a scientific way of thinking and working with a considered way to record their investigations.

#### **Humanities**

Our history and geography provision (sometimes called 'Topics') is extensive and follows the recommendations of the National Curriculum. They will have cross curricular elements and these studies are based on the child's world, often involving the children in engaging educational visits and opportunities outside of the school setting.

In Year 6, this also includes a residential experience, open to all children, at Stubbington Study Centre.

### **Computing and Online Safety**

Within computing the children have access to a range of programmes that can be used either in our Computing Suite or on our class set of I Pads. There is a strong emphasis on computer programming including the Scratch programme, and a clear focus to ensure the children understand how to be safe online.

### **Physical Education**

Every child in the school receives a minimum of 2 hours of Physical Education each week. The subject includes the encouragement of healthy living through a variety of gymnastic, dance and sports-based activities. Physical Education is split into outdoor Games focusing on a range of sports using our extensive outdoor sporting facilities. Indoor Physical Education is a mixture of gymnastics, dance and indoor sports such as athletics and fitness circuits. There is also a comprehensive extra-curricular sporting programme and we enter teams into a number of competitions at both local and regional level.

### **Religious Education**

This is based upon the agreed County and LA syllabus, which is non-denominational. The aim is to inform children about religion - not to instruct them in one particular religion. The County and LA syllabus is available in school to any interested parent. Parents who wish to withdraw their children from Religious Education may do so by informing the Headteacher in writing.

### **Personal, Social and Health Education (including RSE)**

Often referred to as PSHE, this is at the heart of the TJS curriculum. It is covered through specific lessons and school assemblies, but is also developed through every aspect of the child's life at TJS.

The school follows the Jigsaw programme for PSHE. The policy includes work on Relationships and Sex Education. The full programme is available on the website. Parents have the right to withdraw their children from that Relationships and Sex Education by writing to the Headteacher.

### **Modern Foreign Language (MFL)**

At TJS we study Spanish and use planning and resources aligned with Language Angels, an online scheme. We also work closely with the language department at The Gregg School to encourage our keen linguists to see how they can take their learning for languages forwards as they get older.

### **Art and Design Technology**

Each half term the children alternate between an Art or Design Technology based project. The resources are provided for the children and they follow a close programme of planning and preparation before producing a final outcome.

### **Music**

Each child receives an hour music lesson each week. Additionally, instrument tuition is available via the School Music Service, for all children; this is in addition to class lessons and is charged at £90 per year, with details available upon request.

### **Assembly**

Our regular assemblies form the focal point of the school's personal, social and religious education enabling us to have an element of collective worship every day. They are non-denominational but mainly Christian in character. If any parents, on the grounds of conscience, wish their child not to attend assemblies they are asked to notify the Headteacher in writing.

### **Curriculum Access and Assessment**

All year groups within TJS follow the core subjects of the National Curriculum at a level which is appropriate to their age, aptitude and ability. Each lesson is planned to meet the diverse needs of the range of children in each class.

Children with special education needs will often have an Individual Education Plan (IEP), which will support and develop their learning needs and help them build learning capacity.

During each Summer Term, children in Year 6 will undertake national Standard Assessment Tests (SATs) in order to test their progress in: reading; maths; and vocabulary, grammar, punctuation and spelling (VGPS). This testing will be supported by teachers' own professional assessments in writing.

