

## **Read Academy: Curriculum Policy**

Read Academies school's curriculum includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' which defines what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential and be prepared for life in modern day Britain.

In coordination with the 'key skills' in the revised National Curriculum, Read Academy promotes the following 'life skills' in our curriculum:

- Respect
- Humility
- Knowledge
- Self evaluation
- Empathy
- Leadership
- Brilliance
- Problem solving

These characteristics are embedded throughout the school and teachers in all subject areas seek to contribute to a child's progress in these areas as we believe these characteristics are the foundations of a good learner, teacher or leader.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will meet the needs of all our children, and ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## **Aims and objectives**

The aims of our school curriculum are:

- To provide pupils with meaningful and relevant learning opportunities which are suitable for the pupils attending our school;
- To enable all children to learn, and develop their skills, to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and ICT;
- To enable children to be creative and to develop their own thinking;
  
- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- To enable children to be positive citizens;
- To fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum;
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

## **Safeguarding**

Read Academy acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum coordinators will consider the opportunities that exist in their area of responsibility for addressing the 'Keeping Children Safe in Education: Statutory guidance for schools and colleges April 2014'. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly
- To judge what kinds of physical contact are acceptable and unacceptable
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help
- To use assertiveness techniques to resist unhelpful pressure
- Emotional literacy:
  - Knowing your feelings
  - Ability to listen to others and having a sense of empathy
  - Learning to manage our emotions
  - Repairing emotional problems
  - Putting it all together: emotional interactivity

All computer equipment and internet access within the school will be subject to appropriate

“parental controls” and Internet Safety Rules.

### **Early Years Foundation Stage**

The curriculum that we teach in Reception meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Characteristics of Effective Learning, Developmental Matters, Early Years Outcomes and Early Learning Goals expectations.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in nursery.

Each term, the practitioners will assess the skills development of each child, and record this in the E-Journals. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **Social, Moral, Spiritual and Cultural (SMSC) development**

Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own viewpoints.

We use the SEAL materials across school and closely link SMSC with our PSHE scheme of work. Our teachers assess the children’s work in SMSC both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learnt

### **Monitoring & Review**

It is the responsibility of the Head Teacher to ensure the implementation of this policy and to review it every two years.