



Queen Elizabeth Grammar School Junior School

(including Early Years)

Curriculum Policy

"Through the experiences gained from the earliest years of education all young people should come to see themselves as persons capable of thinking, exploring, reflecting and developing a point of view, as well as to be able to accept responsibility for the environment and for their own behaviour and futures"
(Scottish CCC 1995, The Heart of the Matter)

Introduction

QEGS Junior School curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes, but does not restrict itself rigidly to the formal requirements of the National Curriculum, as the various co-curricular activities that the school organises also enrich the children's experience. It includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into successful learners, confident individuals and responsible citizens.

We seek the highest standards of attainment for all of our children. We also value the breadth of the curriculum that we provide. Pupils gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

Aims of the Policy:

To ensure

- a) The full-time supervised education for pupils of compulsory school age which gives children experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
- b) Pupils acquire speaking, listening, literacy and numeracy skills
- c) Lessons are written and spoken in English
- d) The curriculum includes personal, social, health and economic education which reflects the school's aim and ethos; and
- e) Encourages respect for other people, ensuring the curriculum is free from any discrimination on the grounds of disability, race, ethnic or national origin, gender, religion or belief (assuming that, in the case of the latter, the prospective pupil and parents agree to adhere to the religious ethos of the School) or other protected characteristics set out in the 2010 Equalities Act)
- f) A programme of activities is in place which is appropriate to pupils' needs
- g) That all pupils have the opportunity to learn and make progress
- h) The effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society
- i) To enable all children to learn and develop their skills to the best of their ability

- j) To promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning
- k) To teach children the basic skills of literacy, numeracy and information and communication technology (ICT)
- l) For children to be active learners and to develop their own thinking;
- m) To teach children about the developing world, including how their environment and society have changed over time
- n) To help children understand Britain's cultural heritage
- o) To appreciate and value the contribution made by all ethnic groups in our multicultural society
- p) To enable children to be positive citizens
- q) To teach children to have an awareness of their own spiritual development and to distinguish right from wrong
- r) To help children understand the importance of truth and fairness
- s) To enable children to have respect for themselves and others, to have high self-esteem and to live and work cooperatively with others
- t) To allow the participation, empowerment, lifelong learning, and citizenship of pupils to be promoted through development of the '**Pupil Voice**.' Teachers should consider actively encouraging participation from pupils who are from groups which may have a lower level of participation in the life of the school and wider society, less empowerment, and a less positive approach to lifelong learning and citizenship on account of their gender, religion and belief, age, sexual orientation, ability, race or social status or a combination of these factors
- u) To develop appropriate skills whereby they can express opinions, reflect on experiences and influence the decision making process
- v) To develop skills of reflective thought empowering pupils to empathise with others, to appreciate different points of view and to solve problems
- w) To develop a sense of responsible citizenship within the school and the wider community
- x) To be active in evaluating the progress of their own learning
- y) To provide effective feedback which improves the quality of learning and teaching

Values:

The school curriculum is underpinned by the values which are held in school. 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.

These are the main values of our school, upon which we have based our curriculum:

1. We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures
2. We value the spiritual and moral development of each person, as well as their intellectual and physical growth
3. We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding amongst all members of our community
4. We value the rights enjoyed by each person in our society
5. We respect each child in our school for who they are, and we treat them with fairness and honesty

6. We want to enable each person to be successful, and we provide equal opportunities for all our pupils
7. We will strive to meet the needs of all our children through a creative curriculum that engages and is fun
8. 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
9. To encourage the ethos of a 'Pupil Voice.' (see points u-z above)

British Values at QEGS Junior School

Introduction

As of September 2014, the DfE requires all schools to actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011.

British values are defined as:

- Respect for democracy and support for participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Respect for individual liberty: support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

What does 'Actively promote ...' mean?

- Schools should have a strategy in place to meet their responsibilities in the promotion of fundamental British values, e.g. PSHEE programmes, plans for assemblies, schemes of work in relevant curriculum subjects, work of the school council
- Discriminatory or extremist opinions or behaviours should be challenged as a matter of routine

Aims

At QEGS Junior School – and in line with the individual pupils' capacity to understand the concepts and ideas – we aim to:

1. Democracy:

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
- Include in the curriculum information on democracy and how it works in Britain
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school (School Council)
- Help pupils learn how to argue and defend points of view
- Help pupils to express their views

- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

2. Rule of law:

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts
- Help pupils to understand that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

3. Individual liberty:

- Help pupils to understand that the freedom to hold other faiths and beliefs is protected in law
- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture
- Pupils, parents and staff views are valued and sought, all pupils are made aware, where possible of others' needs and how to support each other.

4. Respect and tolerance

- Promote respect for individual differences
- Help pupils to understand that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such differences as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act.)
- Pupils are encouraged to celebrate diversity, recognise their own and others' strengths, encounter, celebrate and appreciate difference – see SMSC, Special days, charity work

The Prevent Duty, preventing the political indoctrination of pupils and the role of the Curriculum

Our curriculum aims to be broad and balanced. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Our PSHEE provision is embedded across the curriculum, including Circle Time and Sex and Relationship Education (SRE). It directs our assemblies and underpins the ethos of the school. We recognise that children with lower aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are regularly taught about how to stay safe as well as an awareness of extremism and radicalisation, when using the internet, as part of the Computing curriculum, and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

In the British Values section above we outline how we actively promote fundamental British values. It is also important that we make our children aware of the threats and challenges to British society that radicalisation can cause and so to this end specific lessons form part of the PSHEE/Circle Time curriculum in order for us to fulfil our commitment to the Prevent Duty and help raise awareness of and protect our children from radicalisation.

Where political issues are brought to the attention of the pupils, either during the normal school day or during extra-curricular activities, it is important that pupils are offered a balanced presentation of opposing views. Partisan political views will not be promoted in the teaching of any subject in the school.

QEGS Juniors has established, clear protocols for ensuring that any visiting speakers are suitable and appropriately supervised and the content of talks given by speakers or on any off site visits are outlined prior to the event, to ascertain the content of the dialogue.

Organisation and planning

In Reception classes, the curriculum is planned in accordance with the DfE's 'Statutory Framework for the Early Years Foundation Stage' (effective from April 2017), which includes seven areas of learning and development:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding of the World

- Expressive Arts and Design

From Years 1 to 6 the curriculum is devised by the school with regard to the National Curriculum but providing opportunities for broader and deeper enrichment, understanding and development. From long term overviews, schemes of work are written, and these are then broken down into medium term plans and where appropriate, short term plans. Planning documentation is overseen by Subject Coordinators and is reviewed and amended regularly.

In the EYFS an inter-disciplinary topic approach to curriculum planning is adopted. The curriculum is planned carefully so that there is coherent and full coverage of all aspects of the EYFS framework. We ensure numerous opportunities are provided to enable pupils to access the curriculum and early learning goals, and that there is planned progression in all curriculum areas.

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies which we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. Other Foundation subjects are based on skills development and we make use of National Schemes of Work for much of our medium-term planning in the Foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

Inclusion

The curriculum at QEGS Junior School is designed to be accessed by all pupils who attend the school. The majority of our pupils are catered for through differentiated tasks and activities within the normal environment. Where there are needs over and above those required within the normal learning environment, these are carried out in consultation with the school's Head of Learning Support and parents.

If a pupil has learning difficulties, QEGS Junior School does all it can to meet these individual needs through our own Learning Support Department. This process is carefully overseen by the Head of Learning Support who liaises with those who are responsible for the individual pupils' needs at that stage in their education. The Learning Support Department can provide in class support away from the classroom, formulate and implement IEPs and give guidance to class teachers. (see flow chart below)

English as an Additional Language

As a school, we recognize the value of bilingualism and acknowledge that successful acquisition of one language fosters the development of skills and fluency in others. All parents are asked to complete a detailed pro-forma on entry which identifies home languages. Where there are concerns about an individual's acquisition of English, the school will look carefully at all aspects of a pupil's performance in different subjects to

establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from special educational needs.

The identification and assessment of pupils whose first language is not English requires particular care. The school is fortunate to have access to a specialist speech and language service who can provide bespoke programmes and advice for staff and parents.

Able, Gifted and Talented Pupils

Pupils who show a special gift in an area of the curriculum are nurtured to maximise their talent. At QEGS, we provide a range of activities, initiatives and opportunities for boys to express themselves and demonstrate their talents. Initiatives and activities for *specific groups* of identified boys are provided on a regular basis. Some examples of these include: QEGS Invitational Cross Country that runs annually; rugby, chess, swimming and hockey squads where individuals are identified during lessons and opportunities for gifted musicians and actors to perform in choirs, orchestras and school plays and performances.

As part of everyday practice, they are stretched in the classroom through inclusive practice and strategies that are aimed at providing challenge for all. They are catered for within the normal classroom environment and through differentiated tasks and activities, with support from Subject Co-ordinators and the AGT Co-ordinator as appropriate. Regular sharing of inclusive practice and strategies between teaching staff and scheduled meetings, ensures that boys are challenged in lessons across the curriculum.

At QEGS we use the assessments to assist in the identification of AGT pupils. Every term, boys are assessed in English, maths and science. If they regularly perform well beyond national expectations, we use this data to support our professional judgements. In addition, AGT pupils are added to the AGT register which has subject specific criteria. This is managed by the AGT Co-ordinator.

Pupils with disabilities

Queen Elizabeth Grammar Junior School seeks to promote a whole school policy where all staff are aware and informed of the requirements of all pupils with SEND/learning support needs. The primary aim of the Learning Support Department is to identify the presence of a specific learning difficulty, to enable the pupil with a learning difficulty access to the curriculum and assessments, and to improve the pupils learning profile by improving skills and strategies in order that they can take responsibility for their own learning. We aim to put parents and young people at the heart of the process.

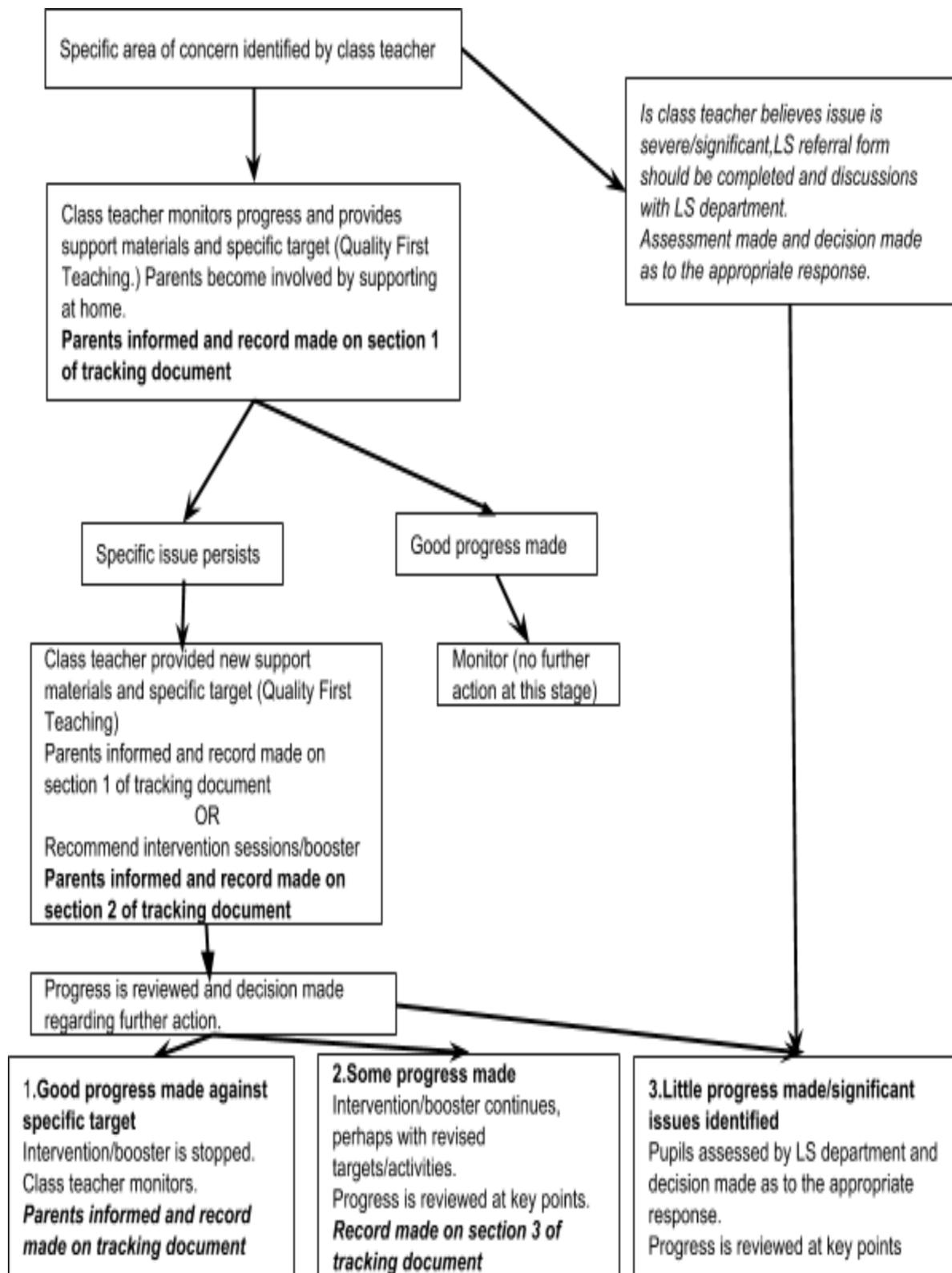
In accordance with the Equality Act 2010, we are committed to ensuring that all pupils have a fair opportunity to demonstrate their abilities in assessments and examinations. We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, marriage and civil partnership, pregnancy

and maternity, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' - The Equality Act 2010)

Safeguarding

Staff at QEGS JS recognise the need to provide a safe and caring environment for children and young people. We acknowledge that children and young people can be the victims of physical, sexual and emotional abuse, and neglect. We have adopted the procedures set out in the WGSF Child Protection & Safeguarding Policy in accordance with the statutory guidance, where further details can be found about Designated and Deputy Designated Safeguard Lead.

Flow chart for potential intervention and Learning Support



The Identification Process

- This process is intended for boys who are not currently receiving Learning Support
- As part of a graduated approach any concerns are addressed initially by the class/subject teacher.
- Depending on outcome, pupils may be offered individual support by class/subject teacher or short term interventions delivered by specialists or specific programmes delivered by a member of the Learning Support Department.
- At any time, serious concerns should be shared with Head of Learning Support.

The school provides an Individual Educational Profile (IEP) for each of the children who are referred to the SENCO and found to have a need. This sets out the nature of the need, and outlines how the schools will aim to address this so that we can review and monitor the progress of each child at regular intervals. At the beginning of the year the new IEPs are discussed with all staff. Termly meetings are held to get feedback on progress in the classroom and IEPs are updated accordingly.

IEPs are then reviewed at the end of the year by pupils, teaching staff and LS staff. At transfer points - at the end of year 2 and year 6 parents are invited to review the IEP.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination against age, disability, gender reassignment, race, religion and belief, sex, sexual orientation (as outlined as 'protected characteristics' in the 2010 Equalities Act.)

Personal, Social & Health and Economic Education

PSHEE is taught through discrete lessons from Reception to Year 6. The subject has two coordinators who oversee the maintenance and development of the subject scheme of work and policy; a teacher at Centenary House (Reception to Year 2) and a teacher at Junior School (Year 3 to Year 6). PSHEE is enhanced by activities and presentations organised outside the discreet delivery of PSHEE and Circle Time.

In addition to the discrete PSHEE & Circle Time lessons that take place for 30 minutes each week, many of the activities that the children experience on a daily or regular basis contribute to their overall development in this area. Through regular discussion based activities, events and assemblies, a wide and diverse range of topics are covered throughout all age groups. All staff are sensitive to the individual needs of each child and termly staff meetings ensure that all staff are kept up to date at all times.

Spiritual, Moral, Social and Cultural Education

The school provides opportunities for the development of SMSC through the direct teaching of Religious Education, Circle Time and PSHEE lessons. However, SMSC permeates the school and is not defined solely by direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. Just as a

debate on ethical differences of opinion may be found in a Year 6 RE lesson so too a history class in Year 4 may discuss the morality of Henry VIII's divorces. At Centenary House, the creative curriculum allows a plethora of opportunities for boys to address and discuss SMSC themes. For example in Year 2 the children engage in a topic entitled 'The Best of British' which encourages the boys to talk about our diverse nation and what makes a good society

The pupils benefit from a Spiritual, Moral, Social and Cultural education through the varied experiences in the school day such as: assemblies which usually have a moral theme and a prayer; visitors who have addressed the pupils in assembly about supporting various local and national charities. The School Council addresses concerns raised by the children.

Sex and Relationships Education

Definition of Sex and Relationships Education

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

SRE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

SRE plays a very important part in fulfilling the statutory duties we wish to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

Sex and Relationships Education (SRE) is an important part of PSHE education (DfE, 2014).

SRE is taught as part of the PSHEE timetabled weekly sessions by the form teacher.

There is also a specific module for Y6 supported by matron, the science coordinator and the Head of Pastoral care.

Homework (Rationale)

Homework can play a role in a child's education, and can add to a child's development. We see homework as a cooperation between teachers and parents. One of the aims of our teaching is for children to develop as independent learners, and we believe that doing a small amount of homework is one way which children can acquire the skill of independent learning and develop a child's self discipline and responsibility. It can provide a useful link between one lesson and the next and provide communication

between school and home. Homework can play a role in raising a child's level of attainment.

We at QEGS acknowledge and emphasise the important role of play and free time in a child's growth and development. While homework has a role, it should not prevent children from taking part in the activities of various out-of-school clubs and of other organisations that play an important part in the lives of our pupils. We try to allow plenty of time for tasks to be completed to accommodate families individual routines.

We are well aware that children spend more time at home than at school, and we believe they develop their interests and skills to the full only when parents encourage them to make maximum use of the opportunities available outside school.

Aims and objectives

The aims and objectives of homework are:

- to enable pupils to make maximum progress in their academic and social development;
- to help pupils develop the skills of an independent learner;
- to promote cooperation between home and school in supporting each child's learning;
- to enable all aspects of the curriculum to be covered in sufficient depth;
- to consolidate and reinforce the learning done in school, and to allow children to practice skills taught in lessons;
- to help children develop good work habits for the future.

We set literacy and numeracy homework each week in the top 2 years, and we expect the children to consolidate and reinforce the learning done in school through practice at home. Pupils receive weekly spellings and tables homework tasks in the earlier years and their should be regular reading happening almost on a daily basis which is recorded in a Reading Records booklet.

Extra Curricular Activities

Extra-curricular activities at QEGS JS significantly enhances the school's curriculum by adding a broad range of opportunities for all boys. The clubs that we offer provide a platform for boys to try new activities and further develop their talents in their areas of interest. The programme offers a wide and diverse range of sporting, cultural, academic and musical activities.

A wide range of extra-curricular activities are arranged each term and the boys are encouraged to make full use of these opportunities. Some of these take place at lunch times, with the rest taking place after school. In many areas pupils can take their interest further through representing either their House or the School or in the extensive House and Inter School Competition programme. As a school we enter a large number of local, regional and national events.

Details of the term's activities are entered into the Events Diary which is distributed in advance of each term. Where clubs and activities are over subscribed, places will be allocated on a half termly basis. Sporting fixtures details and team selection are shared using the School Sports website. Due to the nature of some of the activities there may

be a weekly fee involved. The menu of activities offered is changed every term, which helps broaden the programme further.

The role of the Subject Co-ordinator

Management

Job description/List of Duties

Subject Policy Document

Guidelines/Published Articles/Course Handbooks etc

National Curriculum – Revisions/Updates

A record of your own and colleagues' INSET

Meetings: Agendas and Minutes

Health and Safety Issues (including annual update of risk assessments)

Curriculum

Long/Medium/Short Term Plans

Scheme of Work

Time Allocation/Timetables

Classroom Practice/Display (to include photographic evidence)

Trips/Outings/Events

Promotion of Fundamental British Values and development of SMSC

Development

Development Plan

Diary of Development Plan to date

End of year review

Assessment/Record Keeping

Recording Formats

Assessment Results

Monitoring Pupils' Achievement

Target Setting

Provision for SEND, AGT, EAL

Lesson Observations

Work Sampling

Marking Moderation

We ensure that pupils' personal data, including any information relating to their individual needs, assessments and interventions is maintained securely at all times. (General Data Protection Regulation: May 2018). For more information on the way personal data is stored and processed refer to the Privacy Notices and Data Protection Policies.

Resources/Budgeting

List of resources in school (use/location/storage)

Details of budget allocation, other sources of funding recent expenditure and projected expenditure

The school gives Subject Co-ordinators additional non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

Monitoring and review

The Head is responsible for the day to day organisation of the curriculum. The SLT monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Drafted by: J.R. Coughlan

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Additions and update: June 2018 JRC