

Bratton Fleming Community Primary School
Part of the Gateway Federation
Curriculum Statement:

Introduction

At Bratton Fleming Community Primary School, we believe that the curriculum is a powerful tool that promotes 'a passion for learning' and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on our 'Family Values'. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Bratton Fleming Community Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

Through our focus on SMSC learning (Spiritual, Moral, Social and Cultural) and SEMH learning (Social, Emotional and Mental Health) through our PSHE lessons, ensures that our children understand themselves, their place in the world and how to make the world a better place. We aim to build resilience in our children and encourage a Growth Mindset with the children.

Our curriculum is focused on developing the children's knowledge and skills across all of the National Curriculum subjects, with our aim of being the children are ready for their next stage of learning. Our children are given opportunities to develop life skills, focussing on their individual strengths and areas for development. Developing each child's individual character is an integral part of our curriculum.

We aim to provide our children with the cultural capital that they need to enable them to succeed in life, for example through visiting museums, opportunities for music – both performing and appreciation, sports competitions and visitors to school.

We are a reflective school, continually striving to improve our teaching and learning. Reading is given a high priority in our curriculum as the ability to read and understand opens up the learning for all of our children. The development of children's vocabulary is a vital tool in learning and understand the curriculum.

Our curriculum consists of many planned experiences in school and out, for example – topic days, school council, assemblies, trips, visitors, residential visit, workshops and fundraising opportunities

Family Values

We have developed a set of values that underpin all of our interactions with children, adults and the whole school community. Our 9 Family Values are:

Friendship - September

Respect - October

Peace – November and December
Truthfulness and honesty – January
Love - February
Hope – March/ April
Trust - May
Thankfulness - June
Courage - July

We recognise that learning needs to take place in a welcoming and caring environment where relationships between parents/carers, staff and children are based on respect.

Aims and Objectives

The aims of our school curriculum are to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- Enable all children to understand that they are all successful learners.
- Enable children to understand the skills and attributes needed to be a successful learner.
- Enable children to develop their own personal interests.
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Teach children the basic skills of literacy, numeracy and computing;
- Enable children to be creative through art, dance, music, drama and design technology;
- Enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- Teach children about their developing world, including how their environment and society have changed over time;
- Help children understand Britain's cultural heritage;
- Enable children to be positive citizens in society and to feel that they can make a difference;
- Enable children to understand and respect other cultures;
- Fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- Enable children to be active and take responsibility for their own health;
- Enable children to be passionate about what they believe in and to develop their own thinking;
- Enable children to ask questions and take risks.
- Enable children to develop their emotional development.

Curriculum Delivery:

To enable children to enjoy, achieve and experience a broad and balanced curriculum, and ensure all statutory requirements are fully implemented, learning is organised, planned and delivered through:

- A curriculum theme, that draws together different elements of school life to embed connections in thinking and to give meaning and purpose to learning.
- Opportunities for first hand learning including a range of school visits, residentials, outdoor learning, research opportunities and extra-curricular activities.
- Offering access to a range of services and activities that supports and motivates children to achieve their full potential.
- Themed weeks to link areas of learning together e.g. DT, E-safety, Science, Green Week.
- In line with the school ethos, effective Assessment for Learning practice within each lesson A policy of inclusion and equality of opportunity including effective provision for all groups e.g. identified underachieving ethnic groups, SEN, EAL G&T children.
- A programme for MFL in KS2 focusing on French and Spanish.
- Long, medium and short term planning ensuring the progression of subject specific skills and knowledge.
- Appropriate and rigorous differentiation linked to the main learning goals and success criteria.

In the Early Years Foundation Stage, Development Matters, non-statutory guidance to implement statutory requirements for education of children in Early Years' settings is used. In September 2015 the National Curriculum was statutory for all pupils from Year 1 upwards and for the first time is also statutory for pupils in Years 2 and 6. Every term we send home a summary of the areas of study their child is learning.

In planning for the new National Curriculum, introduced in 2014, we took the best of the 'old' plus thinking from the 'new' to create dynamic and memorable learning for our children.

When children transition to secondary school and beyond we want them to be confident youngsters, fully equipped personally and with study and research skills to pursue knowledge and a joy of learning.

Our curriculum design acknowledges:

The world that children are being prepared for and the skills they will need as adults are changing, so children are taught to be flexible, sometimes to be able to lead a team and at other times to be part of a team. Building Learning Powers support this flexible approach.

The importance of pedagogy and research in learning. For example the theories of growth mindsets, learning styles and emotional intelligence are shaping our approach to learning. We aim to draw out individual children's talents and enable every child to be successful and confident.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Equality Statement

At Bratton Fleming Primary School we welcome our duties under the Equality Act 2010.

The school's general duties, with regards to equality are:

Eliminating discrimination.

Fostering good relationships.

Advancing equality of opportunity.

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Gender.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.

Bratton Fleming Primary School aims to promote pupils' Spiritual, Moral, Social, and Cultural development, with special emphasis on promoting equality, diversity and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

School believes that a greater level of success from pupils and staff can be achieved by realising the uniqueness of individuals. Creating a prejudice-free environment where individuals feel confident and at ease is a commitment of the school.

This environment will be achieved by:

- ❖ Being respectful.
- ❖ Always treating all members of the school community fairly.
- ❖ Developing an understanding of diversity and the benefits it can have. Adopting an inclusive attitude.
- ❖ Adopting an inclusive curriculum that is accessible to all.
- ❖ Encouraging compassion and open-mindedness.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding to help

ensure that pupils learn to become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination, and instead promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from classes which pose conflicts to their own beliefs.