



St George's
School Edgbaston

LOWER SCHOOL: CURRICULUM **POLICY**

Revised: June 2022



St George's School is a Rights Respecting Silver School. The following Rights have been considered when writing this policy.

- Article 2 – non-discrimination
- Article 12 – respect for the views of the child
- Article 23 - children with a disability
- Article 28 – right to education
- Article 29 – goals of education
- Article 15 – freedom of association
- Article 31 – leisure, play and culture

Introduction

We believe children learn best when they can see links between concepts, and have reasons for their learning. St George's Lower School has adopted a meaningful, functional curriculum encompassing all core and foundation subjects. We aim to foster a lifelong love of learning, through adopting a highly practical and cross-curricular approach. Learning should be meaningful and purpose driven. The curriculum has been designed to deliver an education that will equip our children with the skills required to be responsible citizens, and promotes Fundamental British Values.

Developing caring and responsible citizens who:

- Respect others
- Have empathy and tolerance
- Have enquiring minds
- Are resilient
- Can communicate well
- Are able to learn independently and collaboratively
- Have essential learning skills in literacy, numeracy, science and ICT
- Are creative and resourceful
- Develop problem solving skills, and can transfer skills to different situations
- Are confident individuals who are able to live safe, healthy and fulfilling lives (Preparing for Adulthood – PfAs)
- Know how to sustain and improve the environment and consider the needs of present and future generations when making choices
- Have a sense of belonging, worth, purpose and identity through contributing to our school, local, national and global community
- Understand the need for democracy

Delivery

Topics are carefully created using content from the National Curriculum, which enable us to make meaningful cross-curricular links. The Learning ladders assessment tool supports planning and differentiation/progression. Key skills are carefully pulled together to create topics with clearly identified cross-curricular Literacy, Numeracy, SMSC, FBV, PfAs and ICT opportunities and have a purposeful end goal linked to the Sustainable Development Goals. The nature of our topics encourages children to apply a range of skills across their learning; making connections, so deepening their subject knowledge and understanding, and in turn, promoting independent learning. Pupils are actively involved in the planning, decision-making and delivery of their learning. Pupils are actively involved in the planning, decision-making and delivery of their learning. Opportunities to practice functional life skills are given through problem solving activities, performance, charity work, community outreach and trips.

Through having a purposeful end goal initiated by the children, pupils are inspired and enthusiastic about their learning. As a school we believe learning takes place in many situations, both inside and outside of the classroom. We often plan trips at the beginning of new topics so they have tangible real-life experiences to support their learning, develop their interest and enable them to make links across the curriculum. These experiences support the acquisition of key skills to help them understand more abstract concepts.

This is also an opportunity for St George's to make links between our school and the local community. These will take place within our school grounds, the local area and beyond. We incorporate experiences throughout the year to give the children the opportunity to have a deeper understanding of a variety of religions, cultures and beliefs. Residential trips are offered to our Year 5 & 6 pupils to foster independence, collaborative learning and resilience.

Foundation Stage

Our Foundation Stage curriculum is guided by the Early Years/Foundation Stage (EYFS) guidelines and principles. At St George's we endeavour to ensure that the EYFS curriculum provides a firm foundation for the rest of their education. We design our curriculum to enable our youngest pupils to develop Key skills and attitudes towards learning. All topics covered in the EYFS link progressively with those taught across school. We have a separate EYFS Teaching and Learning Policy, which provides more detail.

Subject Specific Teachers

All pupils are expected to take part in the school's physical education and games program, which provides opportunities for both indoor and outdoor activities. PE

lessons are provided two times a week; one session is taught by the specialist PE teachers from Upper School, the other will either be delivered by the class teacher, or it will be a swimming lesson delivered by trained swimming instructors. Throughout the school week there are numerous other opportunities for children to be physically active both inside the classroom and in the grounds.

French lessons are planned and delivered weekly by a member of the Upper School Modern Foreign Languages department. Pupils from Year 3 – Year 6 have the opportunity to learn French.

All pupils from Reception to Year 6 have a weekly singing lesson taught by a member of the Upper School Music department. They also take part in a weekly singing assembly. Throughout the year pupils have ample opportunities to perform in productions and assemblies. Many children also take advantage of the extensive range of peripatetic music lesson on offer in school.

Long Term Planning

We follow the National Curriculum and teach the required knowledge and skills for the appropriate year group. Over the course of each year all foundation areas will be covered, however some subjects have a heavier weighting within topics than others. Science is expected to be taught in every topic; however, some scientific concepts will be taught as discrete subjects.

Medium Term Plans

Teachers use the long-term plan and National Curriculum objectives to begin to create a theme which will be developed with the children's ideas. The teacher will focus on engaging and meeting the needs of their particular children. Teachers develop their plan, identifying resources, possible trips and experiences to promote learning. Key skills and knowledge are identified on the medium planning and learning inquiries are mapped out week by week. RE and PSHE are taught as discrete lessons, however, SMSC, FBV and PFA links within topics are identified on the MTP planning. We use the Birmingham Agreed Syllabus for RE, Protective Behaviours and the Jigsaw program for PSHE. Opportunities to embed spiritual, moral, social and cultural development are identified and these run throughout the curriculum to support our Rights Respecting Schools ethos.

Short Term Plans

There is a consistent approach to short term planning.

Teachers are expected to consider:

- The learning objectives to be covered
- The skills or knowledge needed to succeed

- AFL and key questions
- Possible misconceptions
- How the learning will develop throughout the lesson
- Ensuring progress for different groups of children – challenge, scaffolding, EAL etc.
- IEP targets and EHCP short term outcomes (as appropriate)
- Key vocabulary - this may be subject or skills specific
- Use of thinking tools to promote independent learning
- Previous learning and next steps from the medium-term planning

Inclusion

The ability range of the pupil cohort in Lower School is wide and varied. We have some children who hold Educational Health Care Plans; they are placed with us via their Local Authority. Some students arrive from overseas with little experience of the English language; many have various SEND needs. We also have children who exceed National Averages. We differentiate for the needs of all learners, whatever their starting point, and deliver a curriculum which both underpins and supports all pupils, as well as fostering independence and providing stretch and challenge.

We value the diversity of individuals within the school. All children have equal access to the curriculum, and are treated fairly, regardless of race, gender, religion or ability. There are numerous strategies to support children with SEND. Risk assessments are used to ensure all pupils can safely participate in the full curriculum. (See Inclusion Policy), (See EAL policy)

How we differentiate for the needs of our more able pupils:

St George's School has its share of More Able pupils. They are identified in general terms through both formative and summative testing. Teachers identify the top 20% of their cohort.

We recognise the importance of ensuring that more able pupils are stretched through appropriately high expectations. This will be addressed through careful differentiation in class, gap tasks and challenges, or additional groups and activities designed to meet their needs, tools to promote higher order thinking skills and 'Gold' challenges which provide children with the opportunity to take a more individual and creative approach to presenting their work, by applying skills learnt from other subject areas. It is our intention to broaden and deepen the children's knowledge and understanding. All staff will plan their teaching to accommodate the different abilities of their pupils.

Some pupils will display exceptional ability in certain subjects and they will be identified by class teachers or subject specialist teachers. These children will be offered a range of opportunities to show case their talent, and teachers will identify ways to challenge these children through the curriculum.

We also recognise that some pupil's talents lie outside the academic curriculum, and we will provide a range of opportunities and experiences for these talents to be recognised and developed. Where a talent is being developed outside of school e.g. professional sports coaching or drama company, the school will make such adjustments to that pupil's timetable, homework schedule etc. that are reasonable and will not prejudice the pupil's academic performance.

SMSC

All National Curriculum subjects at St George's provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, our Rights Respecting Schools agenda and other curriculum activities.

At our school we believe that these areas are intrinsic to the daily life of the school. They are taught the following important skills:

Spiritual Development

- To be able to reflect on their own beliefs and how they may inform their perspective on life
- To ask questions and develop interest in and respect for different people's faiths, feelings and values
- To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- To use imagination and creativity in their learning
- To be willing to reflect upon their experiences

Moral Development

- To be able to recognise the difference between right and wrong and readily apply this understanding in their own lives and therefore respect the civil and criminal law of England
- To be able to understand the consequences of their actions and behaviours

- To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social Development

- To be able to use a range of social skills in different contexts, including working with and socialising with pupils of different religious, ethnic and social economic backgrounds
- To have a willingness to participate in different communities and social settings, including by volunteering, cooperating well with others and being able to solve conflicts effectively
- To accept and engage fully with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

Cultural Development

- To be able to understand and appreciate the wide range of cultural influences that have shaped their heritage and that of others
- To understand and appreciate the range of different cultures within school and further afield as an essential element for their preparation for life in modern Britain
- To have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- To develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

PSHE

Alongside the opportunities for SMSC we follow the Jigsaw Program which empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life.

Extra-curricular

We offer a wide range of activities to encourage children to participate and learn new things. These are provided through our wellbeing afternoons or additional clubs. Through the School Council the children identify possible clubs they would like to attend. These are reviewed on a termly basis. This gives every child the opportunity to try a wide variety of activities outside the formal academic setting. It enables them to work cohesively as part of a group, develop perseverance and foster their own

interests in a safe environment. Current after school activities can be obtained from the admin office.

The Lower School staff and SLT will review this policy annually

**To be reviewed July 2023
or as and when statutory
guidance / legislation changes**