



ST BENEDICT'S SCHOOL  
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## Curriculum Policy – Junior School

Authorised by:	The Board of Governors of St Benedict's School
Date:	June 2025
Review Date:	June 2026
Circulation:	Governors/all staff/volunteers automatically Parents on request/School Website
Status:	Current

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## **1 Introduction**

Our aim is to fulfil statutory requirements and the potential of each child entrusted to our care.

The curriculum firmly underpins the Mission Statement from which an ethos is created to support the spiritual development of our whole school community. We aim to provide opportunities for academic achievement combined with spiritual, social, moral, cultural, physical, and creative development.

As a Catholic Benedictine School, St. Benedict's Junior School places our children's spiritual faith journey at the heart of all we do. We believe that this engenders a unique ethos where children are ready to experience the breadth and balance of our curriculum. We share with all our children the Catholic vision of life through the Benedictine values and the "*Life to the Full*" Relationship and Health Education programme. The teaching of Religious Education supports and strengthens the ethos of the school and the partnership between home, parish, and school.

All pupils have an equal right and opportunity to participate in the full curriculum.

## **2 Aims of the Policy**

The aims of the curriculum at St. Benedict's Junior School are to enable pupils to develop:

- Lively, imaginative, and enquiring minds with the ability to question, solve problems and argue rationally.
- A willingness to apply themselves and an aptitude for learning.
- Knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change.
- Sound literacy and numeracy skills and competence in the use of ICT and computing.
- Creativity, critical awareness, empathy, and sensitivity.
- Recognition of their own and other people's achievements and aspirations.
- Self-esteem, self-worth, and self-confidence.
- Personal and moral values, respect for shared values and for other cultures, religions, and ways of life.
- Skills and the ability to work independently, as well as a member of a group or team.
- Personal, moral, and spiritual values and tolerance of others, to value each individual and learn to live together in an atmosphere of mutual respect.
- An awareness of their place in society as informed, confident, and responsible citizens with opportunities for service to each other and the community.

## **3 Main Principles**

All pupils, regardless of ability, race, cultural background, or gender have a right and entitlement to the highest quality of education we can provide.

This means that we strive to ensure that:

- The curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence.
- The curriculum takes into account the ages, aptitudes, and needs of all pupils, including those with an EHC plan.
- The curriculum promotes the acquisition of high-quality speaking, listening, literacy, and numeracy skills.

- The curriculum upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and prepares the children effectively for life in British society.
- The curriculum promotes knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values, and attitudes.
- There is equality of access for all pupils to academic experiences.
- The School provides appropriate support for any pupil with an EHC Plan to cater for their individual needs.
- The School provides appropriate opportunities for the all-round growth of each individual pupil to prepare them for the challenges, responsibilities, and experiences of adult life as members of British Society and the broader global community. In doing so the School actively promotes fundamental British values in a variety of ways across both the formal and the informal curriculum. These values include respect for democracy and the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- School provides appropriate tasks and teaching techniques to support high expectations and appropriate challenges.
- All parents are provided with curriculum information relevant to their child.
- The curriculum is subject to planned evaluation and review.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, motivated, and enabled to succeed. Teachers are expected to ensure that children who are experiencing difficulty in any way are identified early and given support, encouragement, guidance, and if necessary different teaching styles and differentiated tasks.

#### **4 Expectations of Members of Staff**

Members of staff are expected to actively promote the curriculum aims by:

- Having high expectations of all pupils.
- Employing a variety of learning and teaching methods.
- Ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- Delivering lessons which build upon previous experience, providing continuity and progression.
- Providing learning opportunities which offer depth and challenge and motivate and inspire children.
- Involving children in the process of learning: by discussing work; giving regular formative feedback through discussion, assessment and marking; negotiating targets; and encouraging children to evaluate their personal achievements.
- Developing pupils' skills to become independent learners.
- Encouraging, rewarding, and valuing achievement and effort, both formally and informally, through praise in the learning environment.
- Working in partnership with children, other members of staff and parents to achieve shared goals.
- Keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and Parents' Evenings.

#### **5 Curriculum Structure**

##### **5.1 The Timetable**

In Key Stage 1, the timetable is set to 10 half hourly periods per day and in Key Stage 2 to 11 half hourly periods per day. This accommodates the range of the curriculum and specialist teaching in Art/Design Technology, Spanish or French, Games/Physical Education, ICT/Computing, Library and Science. Most of these periods comprise double periods of one hour.

Our pupils follow a common curriculum comprising:

- Religious Education
- English
- Mathematics
- Science
- ICT / Computing
- PSHE incorporating RSE
- Physical Education/Games
- Art/Design Technology (ADT)
- Spanish
- History
- Geography
- Music

Children are taught in mixed ability groups, with daily planned opportunities for 'English and Mathematics enrichment and challenge' in all lessons. In Upper Key Stage 2, children are organised into ability sets for mathematics lessons. In all mixed ability classes, there are children with different learning styles and ability to be able to work independently and as part of a team. It is the responsibility of the class teacher to plan learning that meets the needs of all children. This will involve adapting tasks; resources; providing extension and/or challenge; using a variety of learning styles; target setting; providing different levels of support through differentiation. The Head of Learning Support and the SEND team provide support, as necessary.

## **6 Early Years Foundation Stage (EYFS) Curriculum**

The EYFS Curriculum is based on the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

### **The Prime Areas of Learning:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The programme of PSED is appropriate to the children's ages in EYFS and educational needs and is part of the whole school PSE Scheme of Work.

### **The Specific Areas of Learning:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **The Learning Characteristics:**

- Playing and exploring
- Active learning
- Creating and thinking critically

**(Please see the EYFS Policy for further details.)**

## **7 Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only in consultation with parents and, in specific circumstances, outside agencies (e.g. educational psychologists, occupational therapists).

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, her/his teacher, in conjunction with the Head of Learning Support and the Deputy Head, assesses this need. In most instances the teacher can provide resources and educational opportunities which meet the child's needs within normal classroom organisation. Additional support is provided by the Head of Learning Support and their team across both Key Stages.

The School will provide an Education, Health and Care Plan (EHC) for pupils with a Statement of SEN as well as a Provision Map for pupils involved in 1:1 teaching. This sets out the nature of the special need and outlines how the School will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **8 The Learning Environment**

We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful language enriched and interactive displays all help to provide the optimal learning environment.

## **9 Creativity in the Curriculum**

Although we teach to the National Curriculum, we also plan and implement a creative curriculum through termly themes and themed curriculum days and weeks. This creates opportunities to enable staff to experience teaching across the curriculum.

The teachers research, plan, and organise activities and experiences which enrich the children's learning, making it relevant and meaningful to the children. Visits, appropriate to and linked to the curriculum, are incorporated into our planning to further enhance learning opportunities. Opportunities for visits from Drama groups and external agencies are planned as appropriate.

## **10 Acceleration, Challenge and Enrichment**

Many opportunities for all children are provided within our Acceleration, Challenge, and Enrichment programme, although careful planning by teachers allows for daily lessons with appropriate stretch and challenge activities incorporated across the curriculum

## **11 Schemes of Work and Lesson planning**

Long, medium, and weekly term plans have been reviewed in line with our SIP Projects on developing a Creative Curriculum, and they will enable children's skills, knowledge and understanding to develop progressively. Assessment strategies are built in. All members of staff follow an agreed *Feedback and Marking* policy. Teachers plan individual lessons within a weekly planning structure.

## **12 Prep**

We recognise the importance and value of prep as an extension and consolidation of class work. We have a separate Prep Policy which provides details of content and expectations at each Key Stage. In addition, parents receive a Prep timetable and expectations are shared at Curriculum Evenings at the start of each academic year.

## **13 Monitoring, Review and Evaluation**

The curriculum is monitored by the Senior Management Team, and Subject Leaders, liaising with and informing other members of staff.

Reference also needs to be made to the:

- Cultural Diversity and Ethnic Awareness Policy
- Teaching and Learning Policy
- PSHE and RSE Policy
- SEND Policy
- EYFS Policy
- Acceleration, Challenge, and Enrichment Policy
- Curriculum Subject Specific Policies

**This policy will be reviewed by the SMT in the Trinity Term 2026.**