ST BENEDICT'S SCHOOL
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Curriculum Policy – Junior School

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1 Introduction

At St Benedict's Junior School, our curriculum is grounded in the rich tradition of our Catholic and Benedictine foundation, which calls us to "listen with the ear of the heart" and to recognise the inherent dignity and potential of every individual. Guided by this ethos, we are committed to the education of the whole person—intellectually, spiritually, morally, socially, physically, and creatively—so that every child may flourish and

"Have life and have it to the full."

John 10:10

Our curriculum is an expression of our mission and values. It is designed to promote both academic excellence and personal development within a caring and inclusive community. As part of the wider St Benedict's family of schools, we share a common commitment to nurturing curiosity, fostering compassion, and encouraging each child to engage meaningfully with the world around them.

We believe that all children are capable of growth and success. Our role is to provide a curriculum that is ambitious, well-structured, and responsive, enabling every learner to make sustained progress over time. Through high-quality teaching, thoughtful curriculum design, and appropriate challenge and support, children are encouraged to develop confidence, resilience, and independence in their learning.

The curriculum at St Benedict's is broad, balanced, and coherent, offering a carefully planned progression from the Early Years. It ensures that children acquire secure foundations in key areas such as literacy, numeracy, and digital competence, alongside deep subject knowledge, and transferable skills. At every stage, we are committed to meeting the needs of all learners through inclusive practice and appropriate adaptation, ensuring equality of access and opportunity.

We recognise that education extends beyond the formal curriculum. Enrichment opportunities, co-curricular provision, service, and the wider life of the school play a vital role in shaping children's character and broadening their experiences. These elements, together with the daily interactions and expectations that form the "hidden curriculum," contribute significantly to the development of confident, reflective, and compassionate individuals.

Ultimately, the curriculum at St Benedict's seeks to develop well-rounded young people who are intellectually curious, morally grounded, and equipped with the knowledge, skills, and values needed to lead fulfilling lives and to contribute positively to society.

2 Aims of the Policy

The aims of the curriculum at St. Benedict's Junior School are to enable children 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 children have an equal right and opportunity to participate in the full curriculum regardless of ability, race, cultural background, or gender. All have a right and entitlement to the highest quality of education we can provide.

The School's written curriculum policy is underpinned by plans and schemes of work which provide for the full range of required curriculum areas and support effective implementation in practice.

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 children, 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 children to academic experiences.
- The School provides appropriate support for any child with an EHC Plan to cater for their individual needs.
- The School provides appropriate opportunities for the all-round growth of each individual child 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 children 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 children.
- Employing a variety of learning and teaching methods.
- Ensuring that children 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 children's 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, Games/Physical Education, ICT/Computing, Library and Science. Most of these periods comprise double periods of one hour.

Our children 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 adaptation and 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 Educational 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 educational 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 educational needs. If a child displays signs of having special educational 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 through "Quality First Teaching". 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 children with a Statement of SEN as well as a Provision Map for children involved in 1:1 teaching. This sets out the nature of the special educational 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

Additional opportunities for children are provided through our Acceleration, Challenge and Enrichment (ACE) programme. However, stretch and challenge are an entitlement for all pupils and are embedded within teachers' planning and everyday teaching across the curriculum, ensuring that every child is appropriately challenged in their learning.

11 Schemes of Work and Lesson planning

The curriculum policy is supported by appropriate long-term, medium-term, and short-term plans and schemes of work, which set out how the curriculum is to be implemented across year groups and subjects. These documents are reviewed regularly and implemented effectively to support pupils' progress and to meet the ages, aptitudes and needs of all pupils.

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