

Curriculum Policy (Junior School)

This document should be read in conjunction with the following complementary documents:

- Assessment, Marking and Reporting Policy (Junior School)
- Homework Policy (Junior School)
- Special Education Needs, Disabilities and Inclusion Policy
- Trips and Visits Policy

Aims

At Silcoates, we believe it is essential that all pupils have access to a broad and balanced curriculum that is both enjoyable and challenging, while also serving as a strong foundation for future learning. Our vision is to nurture independent learners who are encouraged to think critically and creatively within a curriculum that is relevant, engaging, and academically rigorous

We aim for our pupils to develop and perfect key intellectual skills in a broad cultural and historical context, so that they can make sense of their learning as a coherent whole. While we place value on the acquisition of knowledge, we also encourage pupils to evaluate the evidence and to be critical of what they hear, see and read. We are committed to recognising the individual abilities of every pupil, ensuring that each is appropriately challenged and that their unique talents are nurtured and developed.

When pupils leave the Junior School, we want them to have the skills for secondary school education; but also we want them to be knowledgeable and informed young people who have the skills to sustain a life-long love of learning.

Written Policies and Plans

Full details of the academic programmes of study are included in the Curriculum Overviews/Long Term plans produced by the Head of Junior School in conjunction with subject coordinators and class teachers. These are published on Firefly. It is ensured that these do not undermine British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We do not currently have any pupils with an Education, Health and Care plan (EHCP). Should we find that we do have a child with an EHCP then their needs would be coordinated by the Head of Learning Support (who is the SENCO), who ensures that statutory requirements and individual needs are met. The policy is laid out in full in the separate Learning Support policy.

The Curriculum in Outline

All pupils of compulsory school age attend school full-time (25 hours of timetabled lessons per week across Years 1-6) and are given experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.



By maintaining a broad range of subjects, the breadth of the educational experience is maintained throughout. To foster linguistic skills, all pupils take a modern language. In addition, all pupils have at least three sessions of physical activity each week.

Details of the Curriculum by Year

Pre-School & Reception: The EYFS Curriculum

Year 1 & Year 2:

KS1 sets down a broad and general foundation in English, Mathematics, Science, French, History, Geography, Religious Studies, Art, Music, Design Technology (DT), ICT and Physical Education (Swimming, PE and Games), Outdoor Education and Personal, Social, Health and Education (PSHE).

Year 3 & Year 4:

Lower Key Stage 2 is similar in structure to Key Stage 1. Specialist teachers may sometimes be used in specialist rooms where appropriate. A Games afternoon is also introduced and pupils will start to play games against other schools.

Year 5 & Year 6:

Upper Key Stage 2 is similar in structure to Lower Key Stage 2. Specialist rooms may be used. Where there are two forms in Year 5 and Year 6 children may be streamed for the core subjects of English and Mathematics.

Speaking, Listening, Literacy, Numeracy and ICT Skills

Pupils acquire skills in speaking and listening, literacy and numeracy. Attention is paid to these skills across the curriculum and not just in Mathematics, Science, English and MFL. Pupils are assessed in literacy and numeracy by appropriate work set in each year and by formal examinations and tests. Pupil participation in class at every level ensures that high standards of speaking and listening are maintained, the latter also tested by written work and formal examinations. Questioning and collaborative learning are at the heart of our academic aims and methods.

The use of ICT is encouraged in order to fulfil our strategic aim to develop digitally responsible, digital citizens. Pupils are able to use Chromebooks in class, when specifically directed to by the teacher, and classes may move to be taught in one of the ICT classrooms. Use of technology is often encouraged for homework assignments. Homework is set as a hardcopy and/or by Firefly.

Lessons are conducted in English; where English is not the pupils' first language, we are satisfied at the point of entry that the pupil is able to cope with the teaching provided. A more detailed explanation of the School's approach is provided in our Learning Support policy.



PSHE

Personal, social, health and education (PSHE) and Sex and Relationships Education (SRE) within Silcoates reflects the School's aims and ethos and underlines the respect for all in the community, in line with the Equalities Act 2010. It comprises a wide range of topics delivered throughout the year and to all year groups. Topics include safeguarding and understanding the risk from others, keeping safe online and building resilience to the risk of radicalisation and extremism.

It is delivered in the following ways:

- i. Specific PSHE issues are covered in PSHE lessons in Years 1 to 6; the programme of study is devised and revised by the Head of Junior School (see the separate PSHE and SRE policy). This ensures that all aspects of the PSHE curriculum are covered, such as relationships, emotional and physical well-being, financial well-being and citizenship. Pupils are taught to respect other people and their lifestyles within a broad culture of tolerance and diversity, in accordance with the Equal Opportunities Policy. Pupils' attention is drawn to protected characteristics of the 2010 Act at regular intervals throughout the course.
- ii. Particular PSHE topics form part of the Assembly programme each term and are addressed by members of the management team in Junior School; those leading the weekly Spiritual Assemblies also frequently deal with relevant topics.
- iii. Religious Studies also plays a crucial role in exploring PSHE topics.

Progress

Silcoates is committed to ensuring that the necessary provision is made for every pupil in the school community, to ensure we are giving all our pupils every opportunity to achieve their academic potential. All pupils have the opportunity to learn and make progress. The academic programme is open to all pupils. We aim to create a safe environment where all are stimulated to learn and to pursue both a full general programme of education and their own specific interests. There are no barriers to any pupil taking any subject.

Regular assessment, parents' evenings and reports ensure that attitude to learning is tracked.

There are internal assessments in the Summer Term for all. Results from these assessments help us to track progress. Progress is also tracked through the internal assessment points and is fed back to parents via regular reports and parents' evenings.

Teachers take into account the needs of pupils, as a class and as individuals, when preparing lessons. In English and mathematics in Years 5 and 6, pupils may be streamed to enable them to make progress at an appropriate level and speed.

Our school is passionate about inclusive education for all and aims to identify Special Educational Needs and/or Disabilities (SEND) swiftly in order to eradicate barriers to learning



so that all pupils make good progress: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the school's ethos. We respect the unique contribution that every individual makes to our school community.

Silcoates accepts pupils with learning difficulties, including those with a SEND or an EHC plan and has a specialist Learning Support department. The procedure for identifying pupils with special needs and methods of supporting and evaluating them are contained within the SEND Policy which complies with the Equality Act 2010, the Children and Families Act 2014 and the SEN and Disability Code of Practice, 0 to 25 years 2015. Teachers pay heed to the Independent Education Plans drawn up for pupils with learning difficulties or with an EHC plan, and provision is made by the SEND Department when it is deemed a pupil needs extra assistance when their first language is not English.

Silcoates responds to individual needs by modifying the curriculum programme to allow pupils with individual strengths to emphasize a particular curriculum area or to allow a pupil making significantly less progress than their peers to consolidate their understanding.

Pupils recognised as Able, Gifted and Talented are identified on a school wide level using a range of data. Those with a baseline score of 126 (top 4% nationally) or over are identified on SIMS for tracking purposes.

Activities and the Co-Curricular Programme

Silcoates offers a broad programme of activities, which aid the pupils' personal, social, emotional and physical development and their communication and language skills.

Children in Years 3-6 have a weekly Games afternoon. A rich variety of sports are on offer; those naturally interested in sport are encouraged to foster and develop their talents to a high level. On the other hand, it is recognised that not all are natural sportspersons and that indeed some pupils have an aversion to sport. We are committed to encouraging physical fitness and provide a full range of activities, so that each pupil at every level can find something to their liking and so develop physical fitness and the ability to be part of a team and to work together.

A wide range of co-curricular activities is on offer. The specific provision of these is tailored to the age of the pupils concerned and, throughout the School, care is taken to ensure that there are activities to suit all.

All pupils are encouraged to attend these and to take part in them. Some activities have an academic base, some are more practical and artistic. At every level, we encourage pupils to take up a musical instrument and to take part in the many orchestras, choirs and ensembles. There is a school production once a year for Years 3 to 6 pupils.

Teaching British Values

Silcoates encourages its pupils to make a positive contribution to society and seeks to foster respect for the fundamental British values of democracy, rule of law, individual liberty and



mutual respect and tolerance of difference faiths and beliefs through a range of activities (e.g. School Council elections, numerous charity events, our assembly programme).

The breadth of the curriculum provides pupils with the experience of many issues which they will face in life in British society. The PSHE and SRE programme at all levels explicitly encourages pupils to think about human relationships in an age-appropriate way. Classroom teachers promote collaboration and reflection through their normal classroom teaching to promote adult skills. Good behaviour and courtesy is promoted at all times.

Citizenship and economic well-being lessons for part of the PSHE programme. Teachers also take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' Spiritual, Moral, Social and Cultural awareness (SMSC) and other aspects of citizenship are supported in the co-curricular programme.

Numerous educational visits contribute further to this broader education.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:

Mrs Moss – Head of Junior School
Mr Hodson – Assistant Head of Junior School (Teaching and Learning)

Date of last review:

June 2026

Date of next review:

June 2027



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