**THE RICHARD PATE SCHOOL**

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**Curriculum Policy**

**September 2024**

**Policy Statement**

The Richard Pate School provides full-time supervised education for pupils of compulsory school age, (construed in accordance with Section 8 of the Education Act 1996) which gives them experience in, and the opportunity to learn and make progress in, linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. It also ensures that pupils acquire speaking, listening and numeracy skills. The school’s aim is to ensure that all children have the opportunity to learn and make progress and develop their full potential academically, socially and emotionally in a safe, caring environment. The curriculum at The Richard Pate School provides breadth and balance for all pupils through a programme of activities which is appropriate to individual children’s needs. It is designed to ensure effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society and must not undermine the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Subject matter is appropriate for the ages and aptitudes of the pupils, including those pupils requiring learning support; those with learning difficulties and/or disabilities; those with an EHC plan and those for whom English is an additional language allowing them to acquire skills in speaking and listening, literacy and numeracy.

The curriculum provides equal access and opportunities for all pupils and ensures that differentiation, progress and continuity are present. Where a pupil has an EHC plan, the school provides an appropriate education which fulfils its requirements.

The School reinforces its aims and ethos through the Personal, Social and Health Education programme (see PSHE policy). It seeks to provide its pupils with an excellent preparation for the opportunities, responsibilities and experiences of each next phase of their education, and of their adult life. It aims to encourage all pupils to have respect for other people, paying particular regard to the protected characteristics set out on the 2010 Act (a).

**EYFS**

The curriculum of the Nursery and Reception classes is concerned with all areas of the child’s development in accordance with government guidelines for desirable outcomes. All subjects are taught through the EYFS seven areas of learning.

1. Personal, Social and Emotional Development )
2. Communication and Language ) Prime Areas of Learning
3. Physical Development )
4. Literacy )
5. Mathematics ) Specific Areas of Learning
6. Understanding the world )
7. Expressive arts and design )

We take into account the different ways that children engage with other people and their environment. Research has shown that there are three characteristics of effective teaching and learning and these are:

* Playing and exploring - finding out, exploring and having a go.
* Active learning – concentrating, being involved, trying and achieving.
* Creating and thinking critically – own ideas, making links and choosing how they want to do things.

Continual assessments are made throughout the EYFS and the children work towards the Early Learning Goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of their reception year.

For those children below compulsory school age, a programme of activities is in place that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

More details about these can be found in the EYFS handbook as well as in our Nursery’s planning.

**Key Stage One and Key Stage Two**

In KS1 and KS2 we aim to provide the children with a broad but well-balanced curriculum. Subjects taught are English (EN), Maths (MA), Science (SC), DT, Computing, History (H), Geography (GG), Art (AR), Music (MU), PE/Games, RE, French (FR),

Latin (LA) and PSHE.

There is a policy document available for each subject.

**Key Stage One**

In Year 1 and Year 2 English, Maths, Science, RE and PSHE are taught as separate subjects by the class teachers. Other subjects, including History, Geography, Art and DT, are usually taught by the class teacher as part of a topic or theme with links made with English, Numeracy and Science where appropriate.

Music (Y1 and Y2), French (Y2) and Art (Y2) are timetabled as separate subjects as they are taught by a specialist teacher. PE and Computing are also timetabled separately because they are taught in the hall, on the astro / field and in the ICT suite.

Each subject has a teacher responsible for it, overseen by the Head of Prep and one of the Deputy Heads.

Children in the Prep department attend Prep assembly on Mondays and Wednesdays and attend whole school assemblies on Friday mornings. Communal hymn practice takes place every week on a Tuesday.

Whilst many lessons have a specific length at this stage, timings of lessons are also flexible to allow for quality teaching and learning.

**Key Stage Two**

In KS2 timetabling becomes more formal. All classes are taught English, Maths and PSHE by their class teacher (except for 4MH and 4L who are taught by Claire Kirby and 3T Paul Edwards), plus at least one other curriculum area. Other subjects taught include History, Geography, Design Technology, Computing, Religious Studies, PE and Games. Science, French, Latin, Music and Art are taught by specialist teachers in specialist classrooms.

Drama and Library lessons are also timetabled but are included in the English time allocation.

Some subjects such as PE are taught fortnightly for an hour to allow for more efficient use of time. However, on the allocation of time form we have averaged the time out per week.

All lessons are taught to the whole class except Latin in Y5 and Y6.

Each subject has a teacher responsible for it, overseen by one of the Deputy Heads.

Children in Years 3 and 4 attend Junior Assembly on Tuesday and children in Years 5 and 6 attend Junior Assembly on Thursday mornings. All children attend whole school assemblies on Friday mornings.

Lessons are multiples of 30 minutes in length.