



# BHJS Curriculum Statement

July 2019

Signed (chair):	Name: D Whinham	Date: 08.07.19
Signed (Head):	Name: T Serle	Date: 08.07.19
Reviewed by: T Serle	Reviewed on: June 2019	Note of Revisions:
Ratified by: Governing Body on		Next Review: July 2021

## Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>		<b>Date</b>	June 2019
<b>EIA CARRIED OUT BY:</b>	T Serle	<b>EIA APPROVED BY:</b>	FGB

Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		
Gender Reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		

Any adverse impacts are explored in a Full Impact Assessment.

At Bromley Heath Junior School our aim is to provide a high quality, innovative and exciting approach to learning. The wider curriculum is a skills-based curriculum which uses exciting, stimulating and locally relevant themes to engage children in their own learning. We endeavour to reach beyond the classroom walls and the school gates and use the local resources to enhance and enrich the children's learning.

### **Core learning:**

From September 2014 we have been teaching our core subjects in line with the National Curriculum Framework (2014) and continue to endeavour to make links between subjects wherever possible.

### **English**

We strive to ensure that high quality writing opportunities are planned and encouraged across the whole of our school curriculum. Within our English learning, we use high quality texts to inspire and motivate children and ensure that written models are used and displayed to aid learning. We teach the children through both guided reading sessions and writing lessons. We actively promote reading for pleasure and undertake many activities to encourage it. A structured phonics and spelling programme is in place to develop children's understanding of spelling patterns and rules and teaching and planning includes opportunities to explore and extend grammar competency across the school.

### **Mathematics**

Our aim is to develop children into confident mathematicians who are able to use mathematics as a tool in a wide range of activities both in and out of school. Throughout the school, the children are involved in mathematical activities in line with the National Curriculum framework which build on children's prior knowledge and areas for development.

A high priority is given to teaching mental strategies to calculate independently. The children are given many opportunities to gain knowledge and understanding of mathematics through practical experiences in the classroom and regular problem solving opportunities mean that children have a greater sense of mathematics in real life contexts ready for their future lives.

### **Science**

Science teaching follows the National Curriculum guidelines and use the Kent Primary Science scheme of work which gives children a balance between knowledge and investigational skills. Active engagement and questioning in learning are encouraged and children work both individually and co-operatively, when exploring new scientific ideas. Scientific concepts are developed with the aim of helping children understand their world in depth and encouraging them to develop a sense of responsibility towards it as well as respect for living things and the physical environment. Children are encouraged to combine interest and curiosity with a responsible attitude towards health and safety.

## **Foundation subjects**

Each year group explores their Wider Curriculum learning through a variety of themes. These themes are both flexible and adaptable to suit the needs, aspirations and inspiration of each cohort. Whilst the Wider Curriculum encompasses all non-core subjects across the curriculum, we still feel that children should not lose sight of the subject area they are learning about and to ensure this does not happen, in both planning and delivery, we make it clear to the children which subject is being taught within the theme.

We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks. We develop their ability to think independently and foster curiosity, enabling them to transfer their learning to all aspects of their life; preparing them for the future. We actively teach the skills needed to be a successful learner and reward these in our weekly Successful Learner Assemblies.

We believe that quality learning takes place through real life experiences. Wherever and whenever possible, we take our learning outdoors engaging in field work, outdoor pursuits and hands on scientific enquiry at every opportunity.

## **Art and Design**

Children have opportunities to draw, paint, make collages, use fabrics and threads and use clay. They are taught the skills and techniques, including digital media, and are then given the opportunity to practise them to produce individual and group pieces of work.

## **Computing**

Recognition of the place of computing in all learning is key to our approach. Computing is taught in a variety of ways across the school; integrated into everyday practise and experiences and taught in discrete weekly lessons following the Local Authority scheme of work.

## **Design and Technology:**

DT incorporates many traditional skills – cooking, model making, drawing and sketching, problem solving, observation and discussion – putting them together in an approach which encourages the children to become designers and inventors.

The children are also taught how to use tools and materials safely and economically.

## **History**

Children learn about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world. Children learn about historical enquiry by looking at a range of real and secondary sources and by, wherever possible, recreating events from the past. They also explore the chronological aspect of our history to better understand the development of our world today.

## **Geography**

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them.

Throughout the school, children develop their knowledge of map reading and drawing both in their local environment and into a wider field. They also study weather, landscapes and wider Geographical issues, both in their local area and in many other countries. Geography plays a major part in the development of many of our wider curriculum themes, and learning is often linked explicitly to the children's wider experiences to ensure that it remains focused and purposeful.

## **Languages**

The language taught at Bromley Heath Junior School is French. This is taught discretely throughout the school through both formal and informal spoken and written activities.

## **Music**

The school offers considerable opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation.

All children have the opportunity to learn to play a tuned instrument throughout their time in Bromley Heath Junior School as well as having a wide variety of intense teaching opportunities lead by the Local Authority. There are also visiting peripatetic teachers for strings, woodwind, brass and guitars which are highly subscribed. Our school choir regularly creates opportunities to perform in concerts and within the wider community.

## **Physical Education**

The aim of physical education is to promote physical activity and healthy lifestyles. Children are taught to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

Children take part in games, gymnastic movement, dance and athletic activities using indoor and outdoor environments where appropriate. Children can take part in after school clubs and have regular opportunities to compete against other schools.

In Year 6, children go on a residential course for outdoor activities which builds their collaborative and communication skills in a wide range of contexts.

Currently children have swimming lessons in Year Three and Four. Children who have not reached the National Curriculum target of being able to swim 25 metres in a suitable style take part in an intensive swimming course in Year Five if necessary.