



BHJS Curriculum Policy

July 2023

Signed (chair):	Name: D Whinham	Date: 13.07.23
Signed (Head):	Name: T Serle	Date: 13.7.23
Reviewed by: T Serle	Reviewed on: 10 th July 2023	Note of Revisions: 2023 adaptation of writing tie to shine frequency 2021 Complete re-write in line with curricular changes
Ratified by: Governing Body on 13.07.23		Next Review: July 2025

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Curriculum statement	Date	10 July 2023
EIA CARRIED OUT BY:	T Serle	EIA APPROVED BY:	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)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Staff will ensure equal access to all curriculum activities	X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	Staff will respect parents' right to withdraw children from some activities on religious grounds.	X
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

The Bromley Heath Junior School curriculum provides children with varied, creative and enriched learning experiences and we celebrate our learning as a school and with the community. Diversity and inclusivity is at the heart of our curriculum. Our values of responsibility, respect, resilience, positivity, kindness and courage are an integral part of our learning both academic and behavioural, social and emotional and are a focus of the term's learning. Our bespoke and broad curriculum inspires through diverse experiences (including visits), with a relevance to our local community alongside a global relevance. Our aim is that children develop the skills, attributes and knowledge that they need for life.





Values

BHJS is a values-led organisation and the following values are embedded throughout our whole curriculum:

- Respect
- Responsibility
- Resilience
- Kindness
- Courage
- Positivity

Key Principles

Alongside our Core values are our key principles which are at the heart of all of our curricular activity and learning intentions.

BHJS Key Principles			
Local and Global relevance	Confidence and resilience	Inclusivity and Diversity	Identity and values
			

National Curriculum for KS2

When children join us at the start of Year 3, their learning is based on the full primary National Curriculum for England, which outlines the core skills and knowledge children must learn in maintained schools in England.

Within the National Curriculum there are three core subjects and eight foundation subjects:

Core Subjects	Foundation Subjects
English	Art and Design
Mathematics	Computing
Science	Design and Technology
	Geography
	History
	Languages (French)
	Music
	Physical Education

There are also two subjects taught using locally agreed curricula:

Religious Education – taught following the South Gloucestershire Agreed Syllabus.

Personal, Social, Emotional and Health Education (PSHE) – taught, through the Jigsaw Curriculum.

Core learning:

We teach our core subjects in line with the National Curriculum Framework and endeavour to make links between subjects wherever possible.

English Reading

At BHJS we understand the importance of encouraging a love for reading, after all it underpins everything we do every day of our lives. We desire for every child within our school to develop a love of reading; a good knowledge of a range of authors, genres and text-types; and, to be able to understand more about the world in which they live through the knowledge they gain from texts. These texts should encompass the best that has been thought and written. We intend to design, and continuously improve upon, a curriculum that builds on the foundations laid within the early years and infants schooling to provide children with the fluency of decoding and comprehension skills required to understand and analyse texts. In doing so, we aim to address the '5 Plagues of Reading' ('Reading Reconsidered' by Doug Lemov) so that every child can successfully access every subject in the secondary curriculum before continuing their journey beyond to college, university and life-long learning.

We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress: all children are expected to meet national standards and we intend to put in place targeted support to ensure that they do.

Furthermore, we understand the importance of parents and carers in supporting their children to develop positive reading habits, decoding and comprehension skills. This can be achieved by encouraging home-school partnerships which enable parents and carers to understand how to enhance the skills being taught in school through good quality and breadth of texts.

Finally, we intend for our curriculum to represent the diversity of our pupils and the wider world through book corners, a school library and studied texts that represent all genders, races, religions, differing world views and that challenge stereotypes. By doing so, we hope to remove all limitations on children's aspirations and develop responsible citizens who contribute positively to a tolerant, cohesive and prosperous future society.

The teaching of reading at BHJS:

At BHJS, we use a range of strategies to develop phonetic knowledge and fluency at Y3 and Y4 and then extend comprehension and deeper thinking throughout Year 5 and 6. More information can be found [here](#).

English Writing

At Bromley Heath Junior School, we are passionate about the importance of children developing a love of writing and nurture a culture whereby children are able to express their thoughts and ideas clearly and creatively through the written word. We recognise that this is crucial in preparing them for the next stage in their education – secondary school, college and university – and as preparation for their adult lives, including potential careers. We encourage children to take pride in their writing and equip them with the skills to independently plan, compose, edit and improve their own writing, through confident use of the essential skills of grammar, punctuation and spelling. Through high-quality and engaging texts, our aim is for children to acquire a rich and varied vocabulary; a secure understanding of grammatical terms and the ability to apply them in their writing clearly, accurately and coherently, adapting their language and style within a range of contexts, purposes and audiences.

We celebrate the work of writers in classes and across the school, representing the diversity of our pupils and the wider world, and developing cultural capital within children's understanding of writing and writers. Ultimately, we aim to develop a love of, and a confidence in, writing so that children see themselves as writers and recognise the value of the written word.

The teaching of writing at BHJS:

- In order for children to confidently acquire each grammatical skill, at the start of each writing sequence (and often more frequently at the start of the year) we teach a 'Try it' skills lesson which focuses on a writing technique, use of punctuation or element of grammar. Through more extended pieces, these skills are then applied through 'Use It' lessons, where children apply a skill learnt, and through 'Prove It' lessons, where longer pieces of independent writing allow for multiple skills to be included. For both 'Use It' and 'Prove It' lessons, teachers prepare a 'Model of Excellence' so that the children can gain an understanding of what a high-quality piece of writing in that genre looks like and inspire them to produce their own excellence. In the lesson, this 'Model of Excellence' is analysed against the skills, vocabulary choices and features the children are aiming to include in their own writing. Teachers then go onto model the creative process, explaining their vocabulary and sentence choices, and taking ideas from the children to craft their work together.

- During independent writing process, teachers monitor children's writing so that errors, misconceptions and next steps can be addressed throughout the lesson. Where children may need further support, scaffolds are provided where appropriate and a guided group may be used with children to give further support and direction.
- 'Time to Shine' is an opportunity for children to write independently without input from teachers: this helps develop writing stamina, creativity and independence, as well as giving the teachers important summative assessment information. The children may be given a stimulus, which they decide how to respond to, or asked to write with a particular focus. 'Time to Shine' is scheduled termly and is a lesson the children respond to with enthusiasm and pride in their achievements.

Mathematics

At Bromley Heath Junior School, we recognise the importance of developing children's understanding of mathematical concepts in all the different domains of maths as it is essential in preparing them for the next stage in their education – secondary school, college and university – and as preparation for their adult lives, including potential careers. Our goal is for every child to be confident in maths and to enjoy the challenges that the subject presents – given that they are likely to use mathematics, in some way, every day of their lives. We aim to do this through a curriculum that is accessible to all and maximises the achievements of all learners, adding 'value' to the progress of our children so that, for example, we increase the number of children working at the greater depth level as they move through the school.

Through the teaching of fluency and reasoning, we are committed to developing their ability to solve increasingly complex problems and use their mathematical skills in a range of different contexts, making connections between the different domains and with other subjects within the key Stage 2 curriculum.

We celebrate the work of mathematicians and mathematics in real life, representing diversity of our pupils and the wider world including challenging stereotypes, and link to other subjects where possible, such as through compiling spreadsheets in IT or presenting data in Science.

Furthermore, we understand the importance of parents and carers in supporting their children to develop fluent numerical skills and encourage the use of 'TT Rockstars' at home, so that children can test and improve their own skill in a rewarding and fun way – also encouraging competition with others. Ultimately, we aim to develop children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

The teaching of Mathematics at BHJS:

At BHJS, we teach the skills of arithmetic alongside the wider mathematical skills and applications using the White Rose schemes of learning. Units are broken down into small steps and lessons structures are carefully designed to support the development of fluency, reasoning and problem solving. More information can be found [here](#).

Science

Science teaching at BHJS aims to encourage children to be curious about the world around them and equip them with the necessary skills and knowledge to give them a secure understanding of science today. Through discussions and investigation, we foster a belief in questioning the world around them so that pupils become independent learners in exploring possible answers for scientific base question. Relevant precise vocabulary is taught, reviewed and built upon and effective STEM oracy is modelled and encouraged when communicating their ideas. See our curriculum map [here](#).

Wider curriculum

Each year group explores their Wider Curriculum learning through six termly themes. These themes have been created to suit the needs, aspirations and inspiration of our young people.

- Term 1: What does history teach us about responsibility?
- Term 2: How do we celebrate difference?
- Term 3: Planet earth: what is special about our world?
- Term 4: What is brilliant about Bristol?
- Term 5: What can we do to make the world a better place?
- Term 6: Fit for life: How can we keep ourselves healthy?

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

We aim to inspire and challenge pupils to see themselves as artists by inventing, developing and creating their own works of art and design, to develop a strong set of core skills. We want pupils to have open minds to critically review artists, as well as developing self-belief that every individual can succeed as an artist from initial ideas through to final pieces in shared galleries. This approach is underpinned by our key principles and core values. Find out more [here](#).

Computing

The use of computing systems and technology impacts on our everyday lives. Through our computing curriculum we equip our children to participate in a rapidly changing world. It is our intention to enable children to find, explore, analyse, exchange and present information – but to also test the reliability of it through quality fact checking. Through engaging with a wide range of technology and programming projects, we aim for children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. Find out more [here](#).

Design and Technology:

At BHJS children should be inspired to design, make and evaluate products inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose. This will be achieved by making purposeful links to other curriculum areas, and through enrichment activities - which include forest school, clubs and opportunities to participate in STEM (Science, Technology, Engineering and Maths) enrichment activities and home learning projects. Find out more [here](#).

History

Our rich and diverse history curriculum allows our pupils to be curious and ask questions to know more about Britain's past and that of the wider world. We encourage pupils to make connections with different periods to develop a strong sense of chronology through the use of timelines. By critically engaging with a range of evidence, we support pupils to begin understanding why events happened, and how events have shaped or influenced society today. Find out more [here](#).

Geography

We aim to foster an attitude of exploration and curiosity to explore the fantastic world around us. By developing a sense of place, locational knowledge and environmental issues, pupils will be able to participate in reasoned debates, ask pertinent questions and describe our environment using precise geographical vocabulary, making links to science and cultural identity. A strong understanding of our world will lead to the empowerment of individuals to make active choices in our future. Find out more [here](#).

Languages

At BHJS, we aim to stimulate and encourage children's curiosity about language and the wider world. We develop pupils' speaking and listening, reading and writing skills in French. Speaking another language opens the door to new possibilities & opportunities. Travel and lifelong friendships are built with the people you meet along the way if you're able to communicate easily. Find out more [here](#).

Music

At BHJS the aims for music are to provide every child with high quality musical experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave BHJS with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives. Find out more [here](#).

Physical Education

We will give every pupil a fair opportunity to access the components of our PE curriculum in order to reach the following objectives:

- Children leave Bromley Heath Junior School with a positive relationship to physical health, activity and personal wellbeing.
- Children will understand that a positive relationship to physical health, activity and personal wellbeing will result in increased opportunities and a longer & better standard of life.

Find out more [here](#).

Religious education

Religious Education aims to enable pupils: To understand the nature of religion and what it would mean to take a religion seriously; To develop a knowledge and understanding of different religious and non-religious interpretations of life; To explore the spiritual dimension of experience. At BHJS we encourage children to be curious and to ask increasingly challenging questions about religion, beliefs, values and human life. Find out more [here](#).

PSHE

Our intention is that, when children leave BHJS, they do so with the knowledge, understanding and emotions to be able to play an active role in today's society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We aim for pupils to develop a holistic sense of who they are, through a curriculum that is accessible to all. Exploring mindfulness activities allows children to advance their emotional awareness and develop calm me strategies. Find out more [here](#).