



CONIFERS SCHOOL

Curriculum Policy

The curriculum is the planned activities that we organise to promote learning and personal growth and development. It includes not only the formal requirements of the academic curriculum but also the range of extra-curricular activities that Conifer's School organises in order to enrich the pupils' experiences. We aim to teach children how to grow into positive, responsible young people, who can work and co-operate with others while developing knowledge and skills to achieve their full potential.

Values

The curriculum is based around the following values:

- All children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We organise our curriculum to promote co-operation and understanding between all members of the community.
- We respect each child as an individual, and we treat them with fairness and honesty.
- We aim to enable each child to be successful and we provide equal opportunities for all our pupils.
- We value our environment and we aim through our curriculum to teach respect for our world and how we should care for it for future generations.

Aims and Objectives

The aims of our school curriculum are:

- To meet the requirements of the National Curriculum and entry into the child's next chosen school.
- To enable all children to learn and develop their skills to the best of their ability.
- To teach children the basic skills of literacy, numeracy and information technology (ICT).
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- To enable children to be creative and to develop their own thinking.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.
- To enable children to be positive citizens in society.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To promote healthy living, physical skill, physical development and knowledge of the body in action.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

EYFS

The Early Years follow the statutory framework for the EYFS. It takes into account the curriculum guidance which covers: the three prime areas:

Prima areas of teaching <ul style="list-style-type: none">• Communication and language• Physical development• Personal, social and emotional development	Specific areas of teaching <ul style="list-style-type: none">• Literacy• Mathematics• Understanding of the world• Expressive arts and design
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French or Spanish are taught from Reception.

Forms I and II

The curriculum throughout Forms I and II are broadly based on the National Curriculum. The majority of lessons are taught by the form teacher; English and Mathematics are taught every day whilst Humanities are taught through topic work. There are specialist teachers for French, Spanish, Music, PE and ART (DT and ICT in 19/20, these will revert to Form Tutors in 20/21).

Conifer's School have two learning support teachers who work closely with staff offering advice and guidance so that colleagues may best meet the needs of the pupils in their care.

In Form I the delivery of PSHE (Personal, Social and Health Education) is the responsibility of the Form Teacher and is often addressed informally on a day-to-day basis. Pupils are encouraged to be considerate to other people and to take on small responsibilities – for instance, each class has a nominated form captain, changing on a daily basis, who does small tasks. Form II has a discrete PSHE lesson each week.

Forms III - VIII

All classes follow the same curriculum, which comprises of English, Mathematics, Science, History, Geography, French or Spanish, Mandarin, ICT, Art, DT, RE, Music, PSHE, PE and Games.

Pupils of differing abilities are catered for within the classroom. There is extra support for individual pupils who have specific difficulties, particularly in reading. The learning support teachers will work closely with staff offering advice and guidance to meet the needs of the pupil in their care.

The school ethos is one of good behaviour, courtesy and consideration for others and this is addressed through PSHE, assemblies and in the relationships between staff and pupils. Pupils take on positions of responsibility from Form VI.

All pupils are encouraged and expected to be helpful towards, and to set an example to the younger members of the community.

A list of subject allocations is available on request.

Approved by: E. Smyth (Head)	
Approved by: D. Hanbury (Chair of Governors)	
Date: March 2020	Next Review: March 2021

