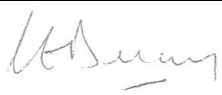




Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2022
Renewal period	Every 2 Years
Review Date:	September 2024

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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

Dream. Believe. Achieve.

Every BPET Rivermead child and staff member will **Dream** with high aspirations and living happily both today and in the future, **Believe** in themselves and others as confident and competent learners and members of the community and **Achieve** greatness in all that they do, socially emotionally and academically.

Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective secondary schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4 and 11, from EYFS to Year 6. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

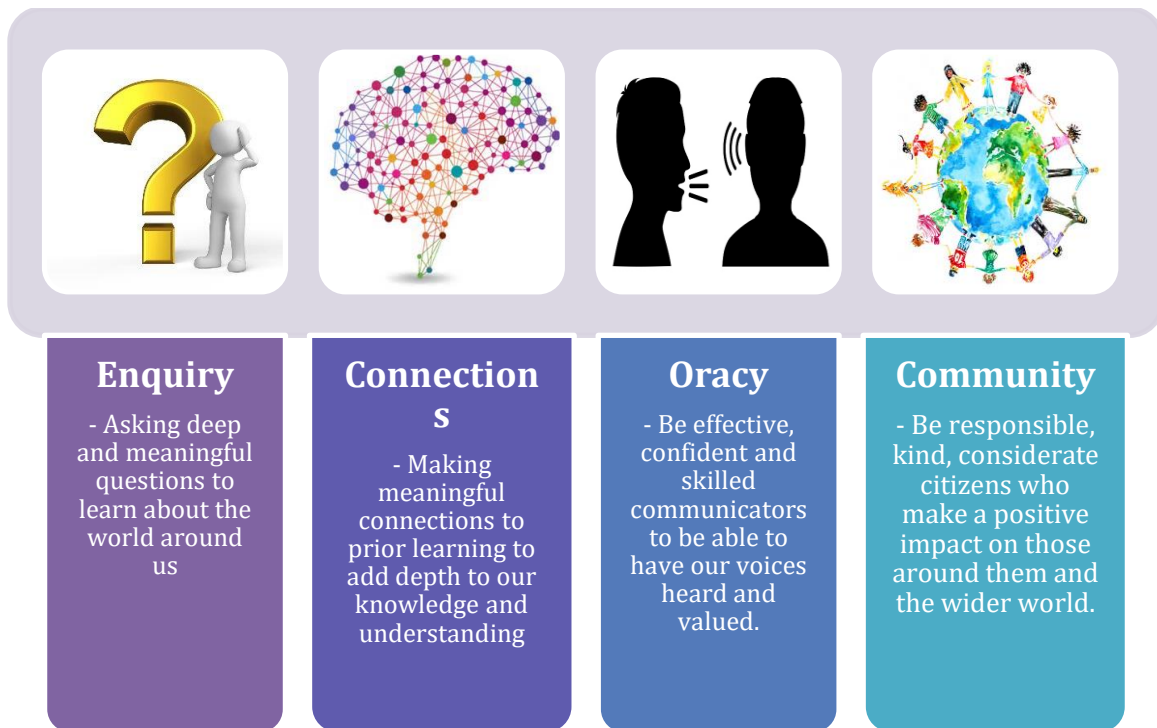
- Is progressive, where each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning.
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways.
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is flexible enough to respond to change and incorporates innovation as appropriate.
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy.
- Uses technology effectively in supporting teaching and learning and gives pupils the opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Enables our pupils to work collaboratively and successfully develop the social and emotional and learning skills needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).

- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. Further information on this can be found in the Rivermead Curriculum Statement document located on the school website.

Curriculum

Our curriculum is designed around a number of themes which encompass the key skills we wish to develop in our pupils; these are called '**drivers**' as they drive the planning and implementation of our curriculum so that the children's success is at the heart of all that we do. We believe that these 4 aspects of learning are central to this.

The rationale for each Driver is explained in a simple statement:



With our drive to enthuse our children to be lifelong learners we adopt an enquiry based approach with much of the curriculum to inspire curiosity and intrigue into the world around us.

Our curriculum is connected so as to enable pupils to add new facts to long term memory and to make connections between them to form the unified body of knowledge we call a schema.

Children learn through talk as well as how to talk and listen which enables them to be agile communicators. Being able to share and articulate their thoughts, ideas, knowledge empowers them to build relationships with people around them and use their voice to make a difference. Teachers plan and provide opportunities to develop vocabulary and quality Oracy skills across the curriculum for all children to learn and progress.

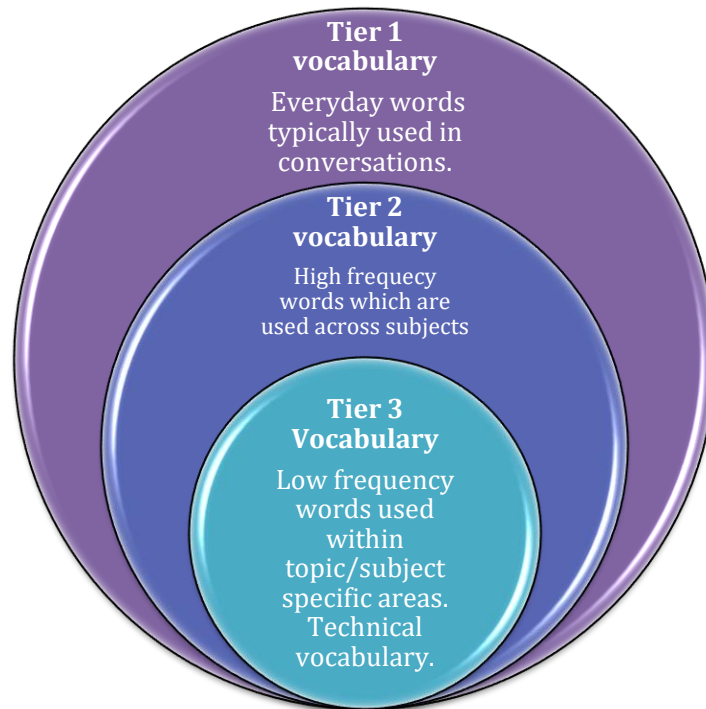
Our children are the future and it is important that they learn, develop and refine the personal, social and emotional skills required to make them a good citizen. These skills are embedded at the heart of the

nurturing provisions across the school and within the curriculum. They also form the basis of the schools Golden rules which also run through all that we do to prepare our children as the building blocks in their community.

As starting points for developing schema we present knowledge in subjects. Within each subject we identify key subject domains. Subject domains are the subject specific concepts that enable pupils to make conceptual links between topics within the subject. Each subject domain consists of a number of elements that serve as common themes to be constantly revisited throughout the primary phase. The forming of connections between the domains over time will enable learners to form well developed schemas within and between subjects. Each curriculum area is then built around an intriguing enquiry question which leads the children through a series of lessons to develop the required knowledge and skills to be able to answer the question with depth, understanding, evidence and a greater understanding of the world they live in.

Reading	Read, Write Inc	Master Readers									
Writing	Non-Fiction							Fiction			
	Inform		Persuade		Discuss		To entertain				
	<ul style="list-style-type: none"> • Recounts/ Newspaper Articles • Instructions • Letters • Explanation • Biography (Auto) • Reports 		<ul style="list-style-type: none"> • Advert • Letter • Speech 		Balanced argument		<ul style="list-style-type: none"> • Stories (including retelling) • Descriptions Poetry				
Maths	Number				Ratio and proportion	Measurement	Geometry		Statistics	Algebra	
	Place Value	Addition and subtraction	Multiplication and division	Fractions, decimals and percentages			Position and direction	Properties of shapes			
Science	Living things			States		Earth and Space	Energy				
	Plants	Animals including humans (evolution yr6)	Living things and habitats	Everyday materials (Including rocks)	States of Matter		Light and sound	Forces and Magnets	Electricity		
History	Investigate and interpret the past		Understanding world history			Understand chronology					
	Artefacts and evidence	Location, travel and exploration		Settlements, society, cultures and beliefs		Conflict		Significant people and events			
Geography	Location	Physical features and processes		Human features and processes						Diversity	
Art	Drawing/Sketchbooks	Painting		Printing/Mixed media including Electronic media/digital art				Casting, moulding, carving and constructing			
Music	Genres	Voices		Tuned						Untuned	
RE	Christianity	Islam		Hinduism		Sikhism		Judaism			
PSHE	Families and relationship	Health and wellbeing		Safety and the changing body		Citizenship		Economic Wellbeing			
PE	Personal	Social		Cognitive		Creative	Applying Physical		Health and Fitness		
DT	Cooking and nutrition	Structures		Textiles		Mechanisms/Mechanical systems		Electrical Systems/Digital World			
Computing	Computer Science		Information technology								Digital Literacy
	Coding and computational thinking		Spreadsheets	Internet and email	Art and design	Music	Databases and graphing	Writing and presentation	Communication and networks		
MFL	Vocabulary		Grammar		Structure/ Features		Phonics		Stories/Rhymes/Songs	Dictionary/ Culture	

Each subject has a specific vocabulary set associated with it - Tier 3 vocabulary. Categorising Knowledge documents for each subject plan for clear progression of this vocabulary so it builds on prior learning and supports the children's learning with their long-term memory. Knowledge organisers and schemes of learning also itemise the tier 3 vocabulary that is required to be taught in that subject, and in a specific topic.



Learning concepts are repeated in order to minimise the effects of 'the forgetting curve'. Through the subject domains opportunities to revisit and build on concepts are planned in through children's time in the school. The pace of repetition varies based on the subject, concept and learning however consideration and emphasis is made on supporting the children with long-term memory development. In core subjects retrieval of previously learned content is frequent and regular as this will increase both storage and retrieval strength. Pupils are given frequency opportunities to review their learning from yesterday, last week, last term and last year. Using high challenge, low threat strategies are used to achieve this.

Foundation Stage (Age 2 – 5 yrs) [SEP]

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music and physical education.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,
Human and Social - history, geography, religious education
Aesthetic and creative education - art, music, dance, drama
Life Skills –personal, social, health and citizenship education.
Physical – Individual and Team Sports, Gymnastics, Clubs
Technological - ICT, design and technology
Linguistic – French (KS2 only)

Equal Opportunities

The curriculum at Rivermead is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Senior Leadership Team and PSHE lead oversees this.

Additionally, Our PSHCE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHCE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE, are a mandatory part of the school curriculum from September 2020 and the school has already revised its curriculum in these areas, ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE).

Pupil Progress and Assessment:

Pupil progress meetings are held termly help to determine if pupils are reaching the required milestones

in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile is provided to parents and Wokingham Borough Council Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is completed on enrollment. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and parents will be advised of the support the school can provide. Where needed we will also provide translation tools facilitate parent meetings and any opportunity that affords communication regarding a child's progress. Further Information:

Further Information:

Further detailed information on the subjects taught in each year group can be found in the Curriculum section of the school website under the School tab. All documents are available for download from the school website, or a copy may be requested from the school office.

Monitoring and Evaluation

The Headteacher and Trust will review this policy statement bi-annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.