

THE STUDY CURRICULUM POLICY

This policy applies to all children including those in Early Years Foundation Stage (EYFS)

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The Study seeks to provide such a broad and balanced education. We aim to provide an environment in which all pupils flourish and become confident, enthusiastic and independent learners. We offer a wide range of educational experiences within a secure and welcoming environment.

Our curriculum embraces the five outcomes set out in Every Child Matters:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-Being

The School aims to:

- Provide a broad and balanced curriculum.
- Cater for the individual needs of children from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally, spiritually, linguistically and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Assist children to acquire an appreciation of and respect for their own and other cultures.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks she is asked to perform.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.

Our aim is that all children should:

- Learn:
 - to be adaptable;
 - how to solve problems in a variety of situations;
 - how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.

- Acquire a set of moral values, such as, the knowledge of the difference between right and wrong, honesty, sincerity, personal responsibility, on which to base their own behaviour.
- Behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-sexist and non-racist attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop communication skills to facilitate speaking with confidence, clarity and knowledge and listening with interest, understanding and respect.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of the beliefs relating to Christianity and the other major world religions.
- Develop agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of health, hygiene and safety.
- Feel valued as an individual, as a group member and as part of the School Community in order to embrace the experiences and challenges of growing up.

Curriculum content is structured to provide continuity and progression at all stages. We use the National Curriculum and QCA schemes of work, together with the ISEB syllabus, to inform our planning, but teachers use their professional judgement to plan their own schemes of work.

This policy should be read in conjunction with:

Teaching and Learning Policy

Homework Policy

Behaviour, Rewards and Sanctions Policy

PSHE & C Policy

Learning Difficulties and Disabilities Policy

Very Able Pupils Policy

Equal Opportunities Policy

Inclusion Policy

Individual subject policies

Policy Updated: March 2009

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