



L A L E H A M L E A

A Catholic Independent Primary School for boys and girls aged 3 to 11

Head Teacher: Ms K Barry

L A L E H A M L E A S C H O O L & N U R S E R Y

C U R R I C U L U M P O L I C Y

This is a whole school policy which applies to all sections of the school, including Early Years Foundation Stage, Out of School Care and Clubs.

Person responsible for this policy:

Karen Barry
Head teacher



MISSION STATEMENT

Recognising that Christian values are central to the life of the school, we at Laleham Lea aim to create a loving, welcoming safe environment in which our children may grow intellectually, socially and emotionally; an environment in which their talents are recognised and fostered and their differences treated with compassion; an environment which provides quality teaching and learning within a balanced curriculum framework and which helps every child to reach their true potential. Together with parents, who are the first educators, we aim to lead our children towards tolerance, understanding and sensitivity to the needs of others so that they may grow up as well balanced individuals with a strong sense of personal identity and an awareness of God's love.

Our aim as a learning community is to develop well-rounded children, fully engaged in an exciting educational experience whilst becoming aware of the world around them. We believe that every child is a unique and special gift from God, with individual talents, needs and interests that should be nurtured and developed as each one grows from a tentative 3 year old to a confident Year 6 going out into their respective Secondary Schools.

We are proud to offer a first class academic education, supported by a full and broad curriculum for pupils of mixed ability, both in and out of the classroom, and a full extra-curricular timetable, events and activities to enrich the pupils' learning.

We are all educators accompanying young people in their efforts to build their lives for today and tomorrow.

These words embody our Mission to Educate.

Laleham Lea is a Catholic Independent School with a strong ecumenical tradition, respecting the faiths and cultures of all members of our community.

Our mission is built on a 100 year tradition, strengthened by the support of our Diocese and parishes.

We believe that fulfilment comes through the recognition of nurturing of individual potential in all areas of endeavour:

- By emphasizing personal, moral and spiritual development, based on Gospel values, enabling each member to become a valued participant in the life of the community.



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- By striving for personal academic excellence, offering learning experiences which will challenge each pupil.
- By providing wide-ranging opportunities, seeking to identify and develop talents in artistic, cultural and sporting pursuits.
- By fostering a strong relationship between family and school.

In this way we seek to prepare young people for their role as responsible citizens of the wider world, following in the footsteps of Jesus Christ.

In line with our school mission statement all children are given a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The broad curriculum is designed to meet the requirements for entry into secondary education to the wider world and at least meets the requirements of the National Curriculum for each age group and ability. We believe all pupils have the right to learn and make progress throughout the school.

Pupils with specific or special needs, including those with learning difficulties, pupils with an EHCP, and those learning English as a second or third language, will be taught appropriate subject matter, and planning for differentiation will take account of aptitude, and methods appropriate for each individual.

The SEND Code of Practice 0-25 years (January 2015) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

From 2015, the School IEPs/ Learning Support Plans take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC Plan; and do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The Class Teacher and special educational needs coordinator (SENCO) may receive advice or support from outside specialists so that the curriculum will also fulfil the requirements of any statement, EHCP, educational psychologist's report and IEPs/ Learning Support Plans will be provided for all such pupils, to ensure appropriate access to the curriculum. The EHC Plans of all pupils in this category must be reviewed at least annually and if the school is named in the EHC Plan, the provision specified in the EHC Plan must be made (including the full



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National Curriculum, if this is specified).

The school, in line with its mission, will:

- cater for the needs of individual 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, spiritually, morally and aesthetically, so that they may become independent, responsible, useful, thoughtful, confident and considerate members of the community; 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 he/she is asked to perform;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- 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 all children in a dignified way in accordance with the equal opportunities and behaviour management policies.
- recognise the role of the Diocese in supporting the educational philosophy of the school as stated in the mission statement
- Promote British Values to ensure all children know and understand these values and to ensure that our curriculum is underpinned by British Values at all times



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Encourage respect for other people, with particular regard to the protected characteristics under Section 4 of the Equality Act 2010:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and Civil Partnership
- e. Pregnancy and Maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation

Children should:

- learn to be adaptable, to solve problems in a variety of situations, to work independently and as members of a team;
- be developing their ability to make reasoned judgments 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;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;



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- 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 to gain information and for pleasure, and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing 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 the national heritage. They should be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the Catholic Church together with other Christians and world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety.

Curriculum Subjects

Subjects taught will give pupils experience in linguistic, mathematical, scientific, technological, human and social education, and physical, aesthetic and creative education.

Our pupils acquire speaking, listening, literacy and numeracy skills in a subject specific Curriculum and Cross Curriculum study. Drama and LAMDA are offered in the Curriculum to further develop these skills.

Our PSHE education reflects the school's aim and ethos and encourages respect for all others, paying particular regard to the protected characteristics set out in the 2010 Act (a).



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'Health' includes both physical and mental health; a Mental Health First Aid Lead supports Student and Staff well-being.

Relationships and Sex Education

Our Curriculum ensures that every pupil is provided with relationships education; this is taught through the Catholic resources created by the Ten Ten Company entitled 'Life to the Full'. The school has a separate written Relationships and Sex Education Policy.

The School consults Parents at the school before making or revising the statement in the Relationship and Sex Education Policy. Laleham Lea publishes a copy of the statement on our website along with our RSE Policy and provides a copy of the Policy and statement to anyone who asks for one from the School Office.

For pupils receiving Primary education (Essentially aged 5 to the end of Y6) there is no Parental right to withdraw pupils from RSE.

For pupils below compulsory school age, the revised Statutory EYFS Framework (September 2021) provides a Curriculum and programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

For pupils above compulsory school age a programme of activities is offered appropriate to their needs.

All pupils have the opportunity to learn and to make progress with effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

As a Catholic School RE is a core Curriculum subject which constitutes 10% of the timetable.

At present the curriculum is timetabled as:

- Religious Education (core subject 10% of Curriculum Offer)
- RSE
- Mathematics
- Literacy/English
- Science
- Computing
- Spanish



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- Music
- Drama
- Art and Design
- Physical Education including swimming.
- Geography
- History
- PSHE
- The EYFS Curriculum is timetabled to meet the requirements of the EYFS new Framework September 2021

In addition several cross curricular themes are taught across several subjects, for example 'first aid' in PE and science in Y6, and many ICT based topics throughout the school. These cross curricular links are recorded in the planning.

Evaluation and monitoring of the school curriculum is undertaken by the Head Teacher and SMT who report to the Governors annually on standards and progress in all areas and subjects, including the progress of pupils requiring learning support or pupils with English as an additional language.

This monitoring of the Curriculum is completed using evidence gathered during regular monitoring, such as book scrutiny, pupil interview and lesson observation.

EYFS

The Early Years Foundation Stage follow their own detailed plans in line with the revised Statutory EYFS Framework (from September 2021).

Curriculum Review has included: development and implementation of British Values across the curriculum, Learning Walks with Governors (on the Learning Environment, Assessment for Learning and British Values), external audits of Teaching and Learning in Literacy and Numeracy, along with external audit of EYFS provision, development of new Curriculum and RE Sub Committee with Governors and SMT, development of our Curriculum offer to include Spanish from Nursery to Yr.6, Drama as a timetabled lesson with LAMDA qualifications as well as the development of our Learning Environment(and more) – all underpinned by the four Domains of the 3 year Development Plan.

Our Extra-Curricular activities and Clubs along with our Booster Classes from Years 1-6 and Accelerated Maths



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in Year 5 enrich student learning providing further depth and breadth which goes beyond specific subjects being learnt, e.g. Latin and Classic Civilization and STEM Club.

The Curriculum is designed so that all pupils at the school can learn and make progress; pupils of exceptional ability are also enabled to make progress, pupils with special needs are taken into account in our Curriculum Policy to ensure that every student is enabled to make good progress.

Our Curriculum aims to provide a rich provision of class room and extra-Curricular activities that develop a range of character attributes, self-motivation, self-control and respect for others and self. All of which underpin success in education and employment.

We aim to prepare pupils for engagement with public institutions and society at both national and local level; and for Civic responsibilities in contact with a wide range of members of society in England. This might include but is not limited to - The development of School Council, Careers Education, visits by the local Police, M.P etc., visits to the Houses of Parliament and Roles of Responsibility in Year 6.

Review Date: November 2021

Next Review: November 2023