



L A L E H A M L E A

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

Acting Headteacher: Mrs. M Reece

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.

	Date	Signed
Date reviewed	January 2025	<i>M Reece</i> Acting Head Teacher
Ratified by the Board of Governors	January 2025	<i>M Ryan</i> Chair of Governors
Date of next review	January 2027	



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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.

1. Introduction

The curriculum comprises all the planned activities that we organise in order to promote the children's learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education but also the wide range of extra-curricular clubs, outings and themed days that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The Curriculum at Laleham Lea conforms to the Education (Independent School Standards) Regulations 2014 and aims to meet the needs of all pupils with protected characteristics as covered by the Equality Act 2010 (age, sex and sexual orientation, race, religion or beliefs, disability, marriage and civil partnership and gender reassignment) and extend understanding of equality, diversity and inclusion to all learners.

2. Values

Our school curriculum and the way it is delivered is underpinned by our values and aims as expressed in our Mission Statement. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.



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We value the way in which 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 are an inclusive school and promote this throughout our curriculum. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

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 value the rights enjoyed by each person in our society. We respect each and every child in our school for who they are, and we treat them with fairness and honesty.

We strive to enable each person to be successful, and we provide equal opportunities for all the children in our school. We treat all children in a dignified way in accordance with the equal opportunities and behaviour management policies.

3 Aims

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. 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

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which, at each level, prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and future lives.

The aims of our school curriculum are:

- To promote a positive attitude towards learning so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- To promote and achieve high standards of academic attainment, using a personalised approach to learning; enabling all children to reach their potential.
- 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;
- For each child, to be inspired, challenged and supported in all aspects of their development.



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- To provide a compassionate and caring learning environment which allows each child to 'be their best self'
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To enable children to be creative and to develop their own thinking;
- 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
- To instruct children in accordance with the teachings of the Catholic Church, to have an awareness of their own spiritual development, and to understand right from wrong;
- To teach children about the beliefs and traditions of other faiths;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To encourage 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 enable pupils to be positive citizens in society

4 Curriculum Organisation and planning

The curriculum is organised so that it satisfies, and further extends, the requirements of the National Curriculum in all subjects. It is also designed to equip pupils with skills and experiences which will prepare them for opportunities, responsibilities and experiences of their future lives. This includes developing positive attitudes to learning and wellbeing.

We plan our curriculum in three phases: Foundation Stage; Key Stage 1; Key Stage 2. We refer to the Early Years Foundation Stage Curriculum, the Primary National Curriculum guidelines and follow Diocesan guidelines for RSE and RE. Where possible and relevant, a cross-curricular approach may be used.

4.1 Foundation Stage (Age 3 – 5 yrs)

Pupils have a broad programme of study, based on the revised Early Years Foundation Stage Framework, statutory from September 2021, 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



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- 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 EYFS curriculum includes Music, Spanish, and Physical Education in Reception.

At the end of Reception, children are assessed against the early learning goals.

4.2 Key Stage 1 and Key Stage 2

The curriculum is timetabled as:

- Religious Education (core subject 10% of Curriculum Offer)
- Mathematics
- Literacy/English
- Science
- Geography
- History
- PSHE
- RSE
- Computing (specialist teacher Y1-Y6)
- Spanish (specialist teacher)
- Music (specialist teacher)
- Art and Design (specialist teacher for Y2-Y6)
- Physical Education, including swimming (specialist teacher)
- Drama (KS2 only) - with LAMDA qualifications (specialist teacher)

R.E. is part of the curriculum from Nursery upwards and we use The Way, The Truth, The Life, a Diocesan recommended scheme, as our main resource. Children in all classes learn about other faiths: in the Foundation Stage this is largely through Festivals; KS1 and 2 follow the Diocesan Programme for the Teaching of Other Faiths.

The taught curriculum includes Spanish, which is taught from Nursery, with Reception-6 being taught by a subject specialist.



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We follow the Diocesan guidelines for teaching Relationship and Sex/Health Education (RSE/RHE). We use the Ten Ten materials recommended by the Diocese and parents are notified and advised to preview the materials prior to teaching in Year 5 and Year 6 when we discuss puberty, relationships and marriage.

Online Safety is fully embedded in our Curriculum and, in particular, we participate in National Safer Internet Day; this may include drama or IT workshops led by external specialists, augmented by focused lessons, drawing on ThinkUKnow resources and information sessions for parents. Online Safety is incorporated into all commuting topics.

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, visits by the local Police and Roles of Responsibility in Year 6.

Our Extra-Curricular activities and Clubs along with our Booster Classes from Years 1-6 and Accelerated Maths in Year 5 enrich student learning providing further depth and breadth which goes beyond specific subjects being learnt, e.g. Latin and Classic Civilization, VR club and STEM Club.

Evaluation and monitoring of the school curriculum is undertaken by the Headteacher and SLT 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.

5. Pupils with Special Educational Needs and Disabilities and Exceptional Talents

The curriculum in our school is designed to provide access and opportunity for all children who attend the school and differentiation is a natural part of every teacher's daily planning. If we think it necessary to adapt the curriculum beyond this to meet the needs of individual children with significant learning difficulties or disabilities, then we do so only after the parents of the child have been consulted.

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.



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The Class Teacher and special educational needs coordinator (SENDCO) 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.

Children who display a particular talent in one or more areas are identified by their class teacher or one of our specialist teachers will be challenged through open ended and differentiated activities. Further opportunities for extending learning may include: participation in the Primary Maths Challenge (KS2); representing the school in competitive inter-school competitions and external representative teams; ISA Art Competitions and preparation for Music and LAMDA exams. Children displaying a particular talent academically or in other subject areas may be encouraged to apply for a Scholarship during Y6.

6. Communication with Parents

Communication with parents is vital to ensure a strong home/school relationship and to make sure parents are aware of their child's progress and areas for development throughout the year. ·

We hold a yearly curriculum evening, where parents are invited to attend sessions run by teaching staff about a range of curriculum areas and a discussion of the year ahead.

Termly reports are sent out at the end of the Autumn and Summer terms. The Summer report contains a detailed account of the child's progress in each subject.

Parent Consultations take place in Autumn 1 and Spring 2. Targets are given to parents at these meetings.

Half termly curriculum grids are emailed to parents at the start of each half term to ensure parents are informed about their child(s) upcoming learning.

7. The Parents' Curriculum

Reinforcing our Mission Statement and recognising that parents are the first educators, we strive to equip our parents with the knowledge of their children's learning. In order for parents to engage with enthusiasm and knowledge in their children's learning, we hold various workshops teaching them about:



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- being safe on and offline
- phonics teaching and methods
- mathematical concepts
- planning and preparing the next stage of their child's education – transfer to High School.

8. Monitoring and Review

The Headteacher and Deputy Headteacher are responsible for the day-to-day organisation of the curriculum and works with the Senior Leadership Team and class teachers to ensure appropriate weighting for each subject within the weekly timetable. Medium-term planning is checked, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. Time is given to carry out scrutiny of work and talk to pupils about their learning experiences and also fed back to the Governors' via the Headteachers Report.

Phase Leaders are responsible for reviewing assessment data from each class and using this data to gain an overview of standards across the school.